

GOLDEN WEST COLLEGE

VISION 2030

COMPREHENSIVE MASTER PLAN

SEPTEMBER 2021

PENDING BOARD APPROVAL

GOLDEN WEST COLLEGE

VISION 2030

COMPREHENSIVE MASTER PLAN

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LETTER FROM THE PRESIDENT

We are proud to share VISION 2030 with you! This document provides the College with a road map for the next decade, designed to strengthen and expand the College's commitment to student success.

This Comprehensive Master Plan was developed with broad Collegewide participation. Faculty and staff from each College department and program were invited to join in the analysis of quantitative and qualitative data and share their aspirations for the ways that Golden West College will continue to serve its students and communities. As we envision where we'll be in ten years, such cross-College collaboration will continue to be an asset in addressing the unique challenges ahead.

The Vision 2030 Task Force, comprised of representatives from academic programs, student services, administrative services, and leadership groups, was essential to this collaborative process. This group analyzed quantitative and qualitative data that provided an assessment of student outcomes and the College's current site and facilities as well as the changes that are anticipated in nearby communities and labor markets.

In the midst of uncertainty and rapid change that characterized 2020, the conversations remained steadfastly focused on student success and culminated in the development of College Goals and Facilities Planning Principles. These are the promises that we make to one another and to our communities that will guide our decision-making, strategic planning, and program review processes over the coming decade.

To our faculty, classified professionals, administration, and the Vision 2030 Task Force, I am grateful for your participation during this noteworthy year filled with challenges and opportunities for change. This work has strengthened our sense of community and our collective capabilities to serve and support. Without your commitment to the future of our institution, none of this work would have been accomplished. The Golden West family is proud of your contributions to VISION 2030. Collectively, we are excited for the future of our college.



TIM McGRATH
GWC President



Vision

GWC welcomes you.

*Be **inspired.***

*Be **empowered.***

*Be **transformed.***

Mission

Golden West College provides an intellectually and culturally stimulating learning environment for its diverse student population. The College provides enriching and innovative programs that help students: transfer to four-year institutions, earn associate degrees, complete certificates in career and technical education, advance their careers, and demonstrate college readiness. The College is committed to continuous assessment and improvement of student learning and institutional effectiveness.

Values

Our values are the ideals that guide us in our commitment to student learning and to the vitality of our community.

- Welcoming Campus Environment
- Access, Equity, and Inclusiveness
- Excellence in Teaching and Learning
- Innovation and Technology
- Leadership Guided by Collaboration
- Stewardship and Sustainability

GWC VISION 2030 PURPOSES

"A sustainable approach to planning that builds relationships, aligns the organization, and emphasizes preparedness for change."

SCUP (Society of College and University Planning)

Golden West College VISION 2030 is a comprehensive long-term plan that integrates educational planning and facilities planning.

The planning process began with educational planning, which includes the College's mission, analyses of the College's current programs and services, and projections of growth and higher education trends. The information and insights gained through the educational planning process were the foundation for facilities planning.

Facilities planning is the physical interpretation of the educational plan, beginning with thorough analyses of existing site and facilities conditions and culminating in recommendations for projects designed to support the College's long-term educational goals.



GWC VISION 2030 purposes

1 **Engage** all constituent groups in a dialogue about the future

2 **Establish** College Goals based on an analysis of the internal and external trends that are likely to impact the College

3 **Project the College's growth** over the next decade

4 **Connect educational needs** to plans for new and remodeled facilities

5 **Provide a data-informed foundation** for shorter-term plans, such as the Strategic Plan and Technology Plan

6 **Inform the public** of the College's intentions and garner support for the instructional programs and support services provided in and to the community

GWC VISION 2030 PROCESS

5 STEP PROCESS

The process to develop Vision 2030 was integrated, participatory and data-informed. The planning team partnered with the GWC leadership and followed a 5-Step Planning Process.

STEP 1 - PREPARE began with defining the project goals and measures of success for VISION 2030. These measures of success were used to shape a series of planning activities. For example, because a key measure of success was to maximize participation, activities were designed to include the multiple voices and perspectives of the campus community. Refer to the section on "Campus Engagement" for a description of these activities.

STEP 2 - ANALYZE included analyzing the existing conditions as a necessary starting point for long-term planning. These existing conditions included factors external to the College, such as the local economic and demographic context and projections and internal factors such as the College's current programs, services, patterns of use, zoning of functions and conditions of facilities. Campus forums and online surveys were conducted to identify key issues to address and understand the campus community's aspirations for GWC by 2030.

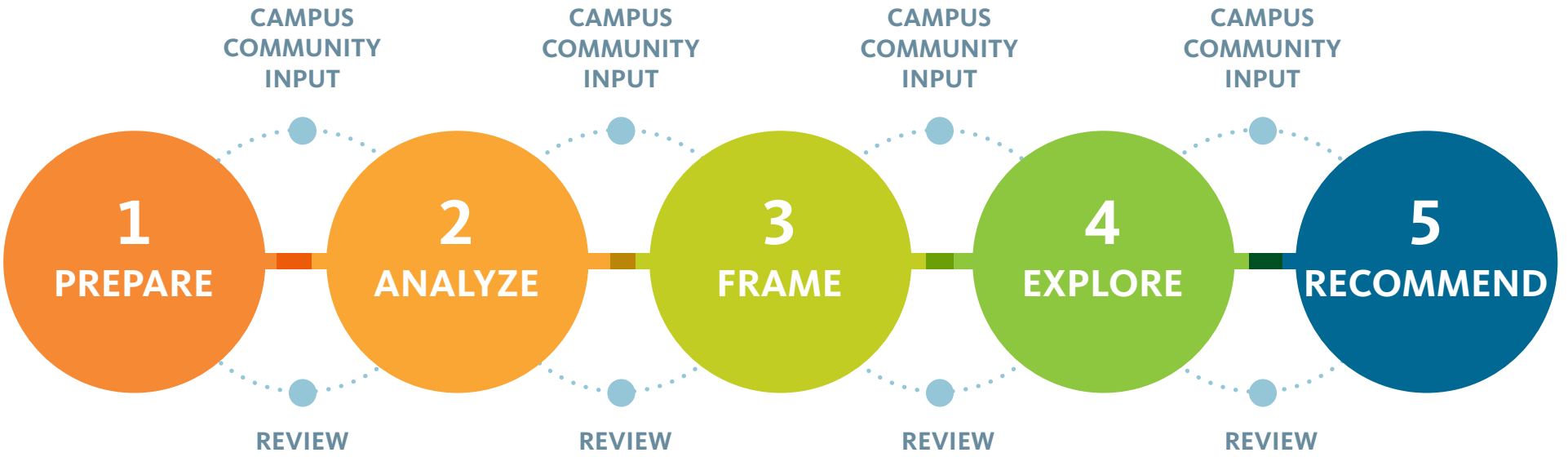
STEP 3 - FRAME used the analyses from the previous step to identify current and anticipated challenges and opportunities. These shaped the long-term College Goals and the Facilities Planning Principles, which will guide College planning over the next decade.

STEP 4 - EXPLORE involved the exploration of a series of options to address the key issues and aspirations established in the College Goals, meet the criteria established in the Facilities Planning Principles, and address the forecasted space needs. This exploration included the development of preliminary recommendations and discussion of strategies to maximize state funding.

STEP 5 - RECOMMEND concluded the planning process with the documentation of the findings that informed the College Goals and Facilities Planning Principles and the development of the final recommendations for campus development.

GWC VISION 2030 process

5 STEP PROCESS





CAMPUS ENGAGEMENT

The process for developing VISION 2030 was dynamic and collaborative. Faculty, staff, and administrators were invited to participate in the dialogue about the College's future in the following ways.

VISION 2030 TASK FORCE

The College President asked leaders of constituent groups to appoint representatives to serve on the VISION 2030 Task Force. The Task Force provided direction and input throughout the development of this comprehensive master plan.

The President specifically charged the Task Force with these tasks:

- Monitor the development of the Comprehensive Master Plan.
- Serve as the stewards of the flow of information about master planning across the campus.
- Review and evaluate key findings, options, and recommendations.
- Ensure that the master planning process is coordinated with other campus planning processes.

Refer to the "Participation" page for a list of the faculty, staff, and administrators who served on the VISON 2030 Task Force.

DEPARTMENT AND PROGRAM INTERVIEWS

Representatives of each instructional discipline, student services, and administrative services department were invited to interview with the master planning consultants to bring the dialogue about the future to the department ant program level.

Prior to the interviews, the department/program leaders received a draft description of the department/program. For instructional disciplines, this draft included discipline-specific data. The leaders were asked to meet with others in the department/program to review the data and brainstorm long-term program goals.

The interviews included reviewing the facilities currently occupied by the department/program and the department/program's long-term goals as well as a broader discussion of the participants' ideas for improving GWC and their vision of GWC in 2030.

A total of 76 faculty, staff, and administrators participated in the interviews. Refer to the "Participation" page in this document for a list of participants and to the Campus Voices section of the Appendix for their contributions.

CAMPUS FORUM

A Campus Forum was held to invite students, faculty, and staff to share their experiences and ideas with planning team members. Approximately 100 people, 65 students and 35 faculty or staff participated. Refer to the Campus Voices section of the Appendix for the ideas contributed during these activities.







campus engagement

CAMPUS EXPERIENCE SURVEY

An online survey was sent to all students, faculty, and staff in spring 2019. The questions focused on participants' experiences on campus, such as:

- When you're not in a class, how do you spend your time on campus?
- Where is your favorite place to study?
- Where is your favorite place to socialize or connect?
- Where is your favorite place to relax or recharge?
- On average, how long is your commute time to campus?
- On average, how long does it take you to find parking on campus?
- What do you feel might be the greatest opportunity to improve the student experience on campus?

Over 300 surveys were completed; 61 percent by students and 39 percent by faculty or staff. Refer to the Campus Voices section of the Appendix for the ideas contributed during these activities.

PLANNING RETREAT

The President convened three all-day Planning Retreats to support the development of VISION 2030. Participants at the October 2018 Planning Retreat assessed the College's current model of integrated planning to identify strengths and weaknesses and suggest strategies to improve these processes. The purposes of the March 2019 Planning Retreat were to fine-tune the draft GWC Integrated Planning Manual and review the processes and timeline for developing VISION 2030. The October 2019 Planning Retreat was convened to provide an opportunity for participants to review quantitative and qualitative findings that were used to inform VISION 2030 and to confirm the College Goals and Facilities Planning Principles. Refer to the "Participation" page of this document for a combined list of the faculty, staff, and administrators who participated in these three Planning Retreats.

PARTICIPATION

COLLEGE ADMINISTRATION

Tim McGrath, *President*
Meridith Randall, *Vice President, Instruction*
Janet Houlihan, *Vice President, Administrative Services*
Claudia Lee, *Vice President, Student Services*

VISION 2030 TASK FORCE

James Almy
Jennifer Bailly
Amanda Best
Robyn Brammer
Pete Bouzar
Pamela Brashear
Laura Duvall
Albert Gasparian
Rick Hicks
Janet Houlihan
David Hudson
Jill Kiefer
Claudia Lee
Ron Lowenberg
Tim McGrath
Carla Martinez
Alex Miranda
Nicholas Mitchell
Kay Nguyen
Ben Olague
Nikki Plaster
Martie Ramm Engle
Diana Retes
Chris Whiteside







participation

INTERVIEW PARTICIPANTS

Claudia Alcala
Gita Alemansour
James Almy
Jon Arnold
Jennifer Bailly
Bern Baumgarter
Bud Benneman
Nancy Bogue
Pete Bouzar
Chad Bowman
Robyn Brammer
Max Brinkman-Marheine
Adrienne Burton
Gail Call
Warren Carter
Susana Castellanos-Gaona
Judy Cheng
Frank Cirioni
Kristina Cleary
Erin Crang
Julie Davis
Joe Dowling
Laura Duvall
Martie Ramm Engle
Frank Fonseca
Gonzalo Garcia
Albert Gasparian
David Gatewood
Alexis Hamilton
Collette Hausey
Barbara Hawksley
Rick Hicks
Janet Houlihan
David Hudson
Danny Johnson
Leilani Johnson
Damien Jordan
John Kasabian
Bryan Kramer
Alana Krause
Bill La
Cathy Le
Claudia Lee
Theresa Lavarini
Ron Lowenberg
Melissa Lyon
Carla Martinez
Sunshine McClain
Alex Miranda
Kay Nguyen
Nikki Nguyen
Jennifer Ortberg
Lorena Perez
Veronica Pizarro
Nikki Plaster
Cristian Racataian
Diane Restelli
Alice Rivera
Michael Russell
Graham Smallwood
Konrad Stein
Scott Taylor
Julie Terrazas
Brian Thill
Natalie Timpson
Theu Tran
Tammie Tran
Travis Vail
Matthew Valerius
Michael Valinluck
Derrick Watkins
Chris Whiteside
Ronald Wilkinson
Paul Wisner
Greg Wright
Naomi Yostida-Tan

PLANNING RETREAT PARTICIPANTS

Claudia Alcala
Gita Alemansour
James Almy
Jon Arnold
Jorge Ascencio
Jennifer Bailly
Bern Baumgarter
Bruce Berman
Pete Bouzar
Chad Bowman
Robyn Brammer
Pam Brashear
Dorsie Brooks
Ava Burns
Jodie Butler
Adrienne Burton
Susana Castellanos-Gaona
Judy Cheng
David Dluzak
Joe Dowling
Laura Duvall
Martie Ramm Engle
Frank Fonseca
Susana Gaona
Reid Gibian
Cecelia Glassi
Andrea Garcia
Albert Gasparian
Michael Golden
Jamie Gonzalez
Therese Grande
Kevin Harrison
Danielle Heinbuch
Rick Hicks
Kristen Hill
Jenna Hirao
Janet Houlihan
David Hudson
James Hulbert
Jessica Jacobs
Danny Johnson
Damien Jordan
John Kasabian
Linda Kiser
Theresa Lavarini
Claudia Lee
Noah Levin
Ron Lowenberg
Candy Lundell
Melissa Lyon
Carla Martinez
Tim McGrath
Alex Miranda
Kay Nguyen
Joseph Nielson
Christina Oja
Ben Olague
Jennifer Ortberg
Greg Parks
Jasvanti Patel
Diana Retes
Michael Russell
Christina Ryan Rodriguez
Laurie Sienkiewicz
Natalie Timpson
Uyen Tran
Matthew Valerius
Valerie Venegas
Chris Whiteside
Paul Wisner



BACKGROUND & CONTEXT

College Description
The Economy
Issues in Higher Education
GWC Initiatives



01

OVERVIEW

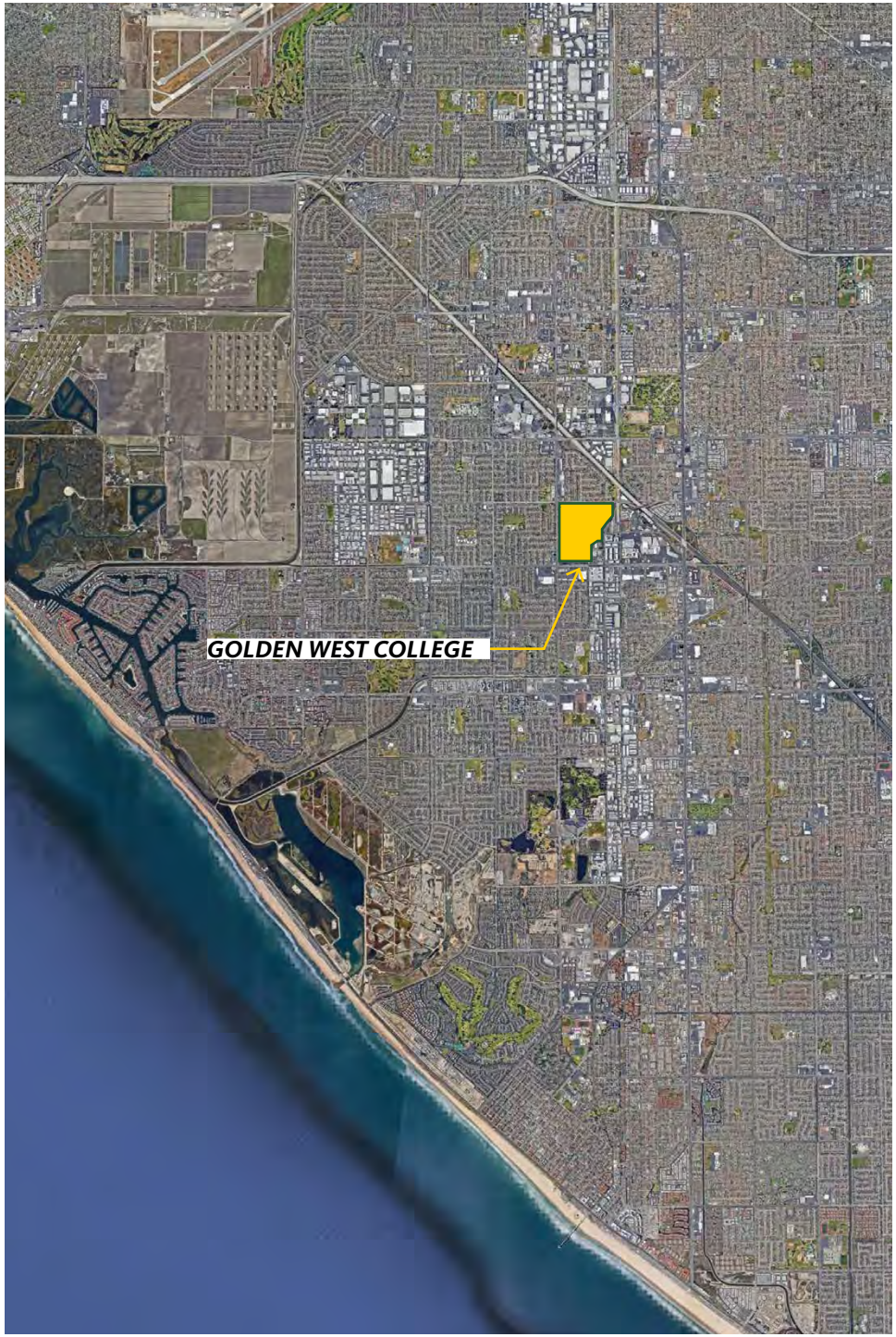
This chapter summarizes the context in which this long-term plan was developed.

The first section describes the College, including its geographic location, adjacent community college districts, and an overview of the College's current programs and services.

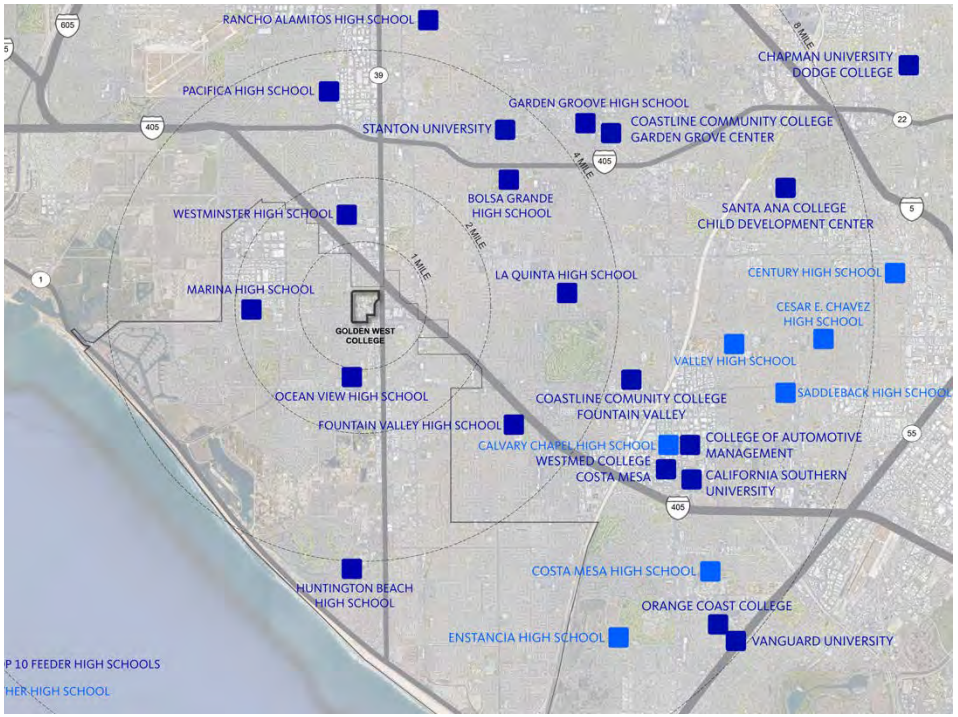
The second section identifies trends in the economy and higher education at the national, state, and local levels considered relevant to the College's long-term planning.

The third section highlights the current College-wide initiatives that are being implemented in response to shifts in community demographics and higher education policies and practices.

- Auto-awards Project
- Dual Enrollment
- Embedded Tutoring
- Guided and Self-Placement in English and Mathematics
- Guided Pathways
- Noncredit Instruction
- Student Equity and Achievement Program







COLLEGE DESCRIPTION

LOCAL CONTEXT

Golden West College (GWC) is located in Huntington Beach in northwestern Orange County. The county is bordered by the ocean to the west and four larger counties: Los Angeles to the north, San Bernardino to the northeast, Riverside to the east, and San Diego to the south.

Orange County is the second-most populous county in California while also being one of the smallest in terms of land. The county encompasses 791 square miles and its population density was 4,028 residents per square mile in 2018. (Source: U.S. Census Bureau)

GWC is one of three colleges in the Coast Community College District. These Colleges collaboratively serve the residents within the District's geographic boundaries, which include 20 miles of the California coastline between Los Angeles and San Diego Counties.

The District's geographic boundaries contain seven incorporated cities and several unincorporated communities, such as Midway City, Sunset Beach, and Surfside. The seven incorporated cities are Costa Mesa, Fountain Valley, Garden Grove, Huntington Beach, Newport Beach, Seal Beach, and Westminster.

college description

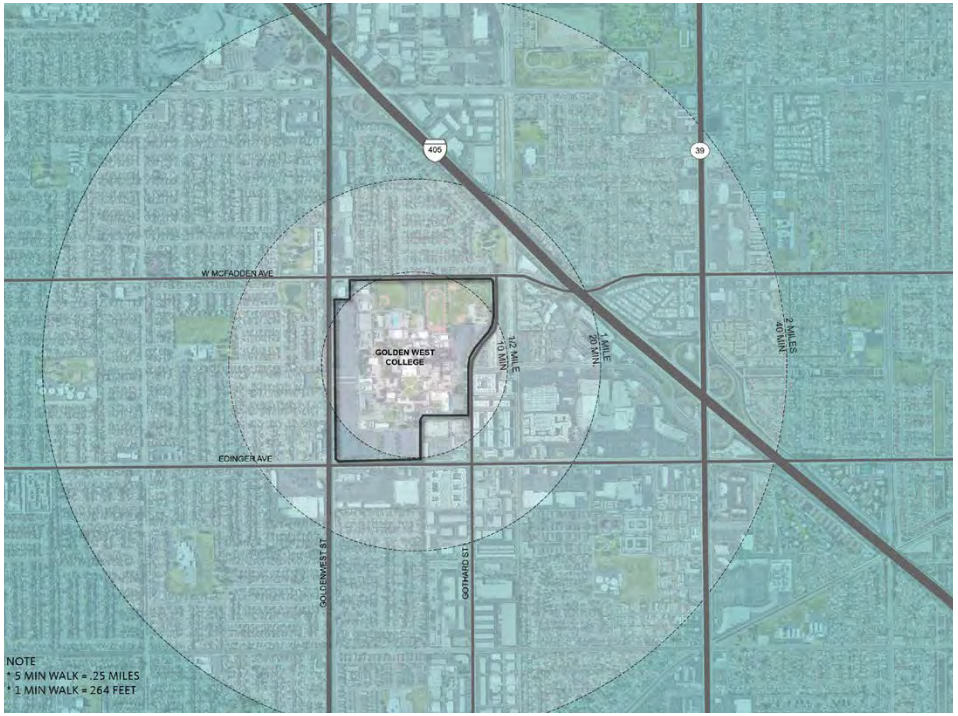
LOCAL CONTEXT

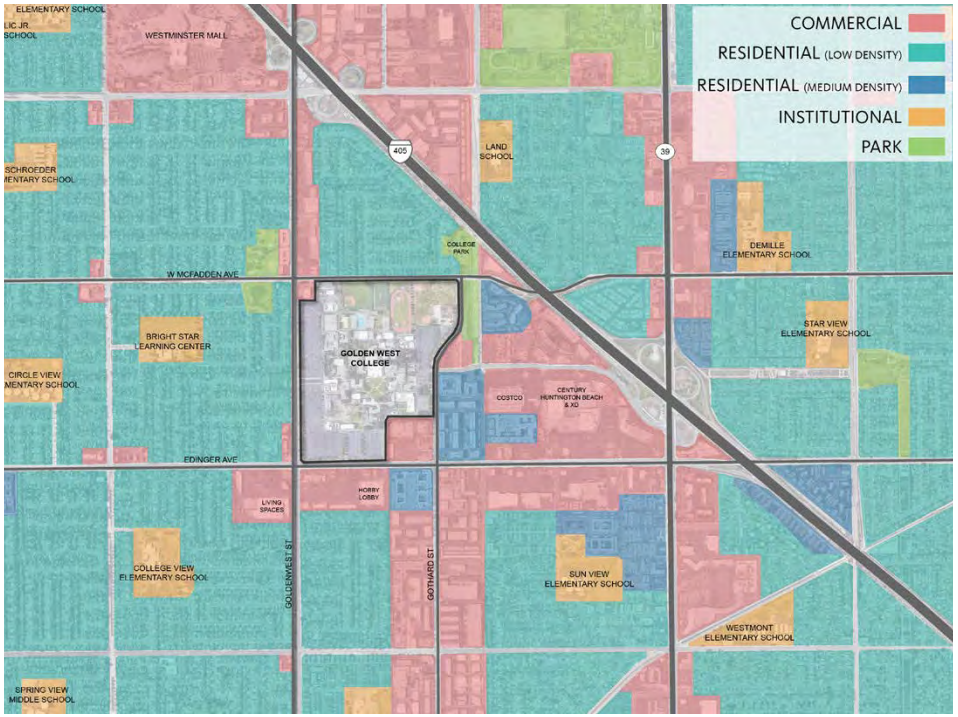
The District is adjacent to four other community college districts: Long Beach CCD to the north; North Orange County CCD to the northeast; Rancho Santiago CCD to the east; and South Orange County CCD to the south. Given the proximity of these five community college districts, there is an extensive free flow of students across district boundaries as evidenced by the fact that 35.5 percent of the College's students lived outside of the District's geographic boundaries in fall 2018.

There are also four major public universities located within 20 miles of the College: UC Irvine, CSU Fullerton, CSU Long Beach, and CSU Dominguez Hills as well as private universities, such as Chapman University, Biola University, and Concordia University.

GWC is a comprehensive community college that serves approximately 18,000 students annually and these students, as well as the faculty and staff who serve them, benefit from a comprehensive range of programs, services, institutional support, and facilities.

Faculty, staff, and students also benefit from GWC's united focus on student success. For example, in spring 2020, the College shifted instruction, student services, and operations to online platforms in a successful, mid-semester pivot necessitated by the COVID-19 pandemic. This swift and effective response underscores GWC's flexibility and continued focus on student success.





college description

INSTRUCTIONAL PROGRAMS

Accounting
Anthropology
Art
Astronomy
Automotive Technology
Biology
Business Administration
Chemistry
College Success
Communication Studies
Computer Science
Cosmetology
Counseling Instruction
Criminal Justice
Dance
Digital Arts/Digital Media
Drafting/Design
Economics
Education
English
English as a Second Language
Floral Design
Geography
Geology
Health Education
History
Kinesiology
Library
Marketing
Management
Mathematics
Music
Nursing
Peace Studies
Philosophy
Photography
Physical Education
Physical Science
Physics
Political Science
Psychology
Sign/Interpreting
Sociology
Spanish
Theater Arts
Vietnamese

At GWC, students are offered an array of credit courses in 46 academic disciplines that lead to one of 46 associate degrees, 25 associate degrees for transfer, and/or 45 certificates. These instructional programs prepare students for immediate employment and/or transfer to four-year institutions.

Refer to the Appendix for more details on each of these instructional disciplines.

Although focused almost exclusively on credit instruction throughout its history, a current GWC initiative is to expand noncredit offerings in career development and college preparation. Prior to 2019-20, noncredit offerings accounted for less than one percent of the College's total FTES. Recently revised state regulations and policies expanded opportunities for noncredit options to support students' matriculation. As a result, GWC is expanding career development and college preparation noncredit instruction through the design of the programs tailored to local needs and opportunities, such as basic skills courses in English, Mathematics, and English Language Learners; short-term vocational courses and programs; and courses to prepare students for examinations, such as the citizenship and General Education Development (GED) tests. For more details, refer to the section on "GWC Initiatives" in this chapter.

college description

STUDENT SERVICES

GWC's Student Services are dedicated to ensuring that students of all skills, abilities, strengths, interests, and unique backgrounds are provided with the support services they need to succeed academically and personally. To reach the greatest number of students, Student Services are offered on campus as well as online.

Students also have the opportunity to participate in a variety of extracurricular and co-curricular programs and activities, such as men's and women's athletics, student clubs, and student government.

All GWC students have access to academic support services through the Library, the STEM Center, and the Academic Success Center, which includes the Tutoring Center, the Writing and Reading Center, the Student Computer Center, and Embedded Tutoring. These programs and support services are described in the section on "GWC Initiatives" in this chapter and in the Appendix.

Students' ever changing needs require flexibility in the types of services provided and the methods of delivering those services. GWC is responding to these challenges by planning strategies to combine the traditional delivery of student services in campus offices with these current initiatives:

- Linking instruction and student services more closely, such as delivering counseling services in classroom presentations and collaborating on the development of Guided Pathways maps.
- Using technology as a tool to improve communication and engagement with students, such as providing updates that enable students to track and chart their progress, resulting in students' increased ownership in reaching their educational and career goals.
- Inviting student engagement by including student services in activities, such as Welcome Day and student outreach in nearby communities.

Refer to the Appendix for more details on these Student Services and plans to use initiatives such as these to improve Student Services over the coming decade.

Admissions and Records

Athletics

CalWORKs

Campus Life

Career Center

Center for Global and Cultural Programs

Counseling Services

DSPS

EOPS/CARE and NextUp/Guardian Scholars

Financial Aid

Transfer Center

Veterans Resource Center

college description

ADMINISTRATIVE SERVICES

Administrative Services support students, faculty, staff, and administrators by ensuring that they have the financial resources, facilities, safety, equipment, and technology needed to achieve the College mission.

The College's Administrative Services are organized into the following units: Fiscal Services, Maintenance and Operations, and Public Safety and Emergency Preparedness. Additional services/programs included under the umbrella of Administrative Services are Community Education, the Student Health Center, and on-campus information technology support.

Administrative Services also support numerous public events, recreational activities, and community education programs, such as a weekly swap meet and extensive summer camp programs for children.

Four Administrative Services units are described in greater detail in the Appendix.

Fiscal Services

Maintenance and Operations

Public Safety

Student Health Center

COLLEGE ADMINISTRATION

GWC Administration provides leadership and institutional oversight and direction. The administrative structure includes the Offices of the President and three Vice Presidents: Administrative Services, Instruction, and Student Services. Institutional support is also provided by the following four units, whose leaders report directly to the President: College Foundation and Community Relations; Human Resources; Public Relations and Marketing; and Research, Planning, and Institutional Effectiveness.

COLLEGE FACILITIES

GWC's 122-acre campus consists of a variety of classroom and laboratory buildings, athletic fields, a California Native Garden, an amphitheater and a child development preschool. The existing conditions of the College's site and facilities are described in the next chapter.



THE ECONOMY

NATIONAL ECONOMY

The development of VISION 2030 began in early spring 2019 and concluded in spring 2021, a span that included a worldwide pandemic. To staunch the spread of the coronavirus, businesses and industries were shuttered, resulting in a sweeping economic downturn globally and nationally including high rates of unemployment and business closures.

Economic recovery is contingent on how soon employment opportunities and consumer spending return to pre-pandemic levels. Economic recovery from the coronavirus crisis is forecasted to be more rapid than economic recovery from crises caused by fundamental faults in the economic infrastructure. For example, some of the factors that combined to create the 2008 recession were international trade imbalances, high levels of household debt, inflated housing markets, and deregulation of non-depository financial institutions. In contrast, the 2020-21 economic downturn was caused by measures taken to contain a threat to public health.

This difference in the causes of the economic downturns explains why economists optimistically predict a relatively short period for the current economic recovery. By late spring 2021, the Federal Reserve Board announced a positive economic forecast, giving credit to the steps taken to bolster the national economy, such as low interest rates, direct payments to working families, extended unemployment benefits, and support for businesses and industries.

One of the best predictors of the future is past trends, making the country's 2018-19 economic profile summarized in the following table a reasonable forecast of its 2029-30 economic profile.

National Economic Indicators	Recent Change
Gross Domestic Product	3.1% increase in first-quarter 2019 from the preceding quarter
Consumer Price Index	1.8% overall increase from May 2018 to May 2019 •Food: +2.0% •Energy: -0.5% •All other: +2.0%
International Trade: Goods & Services	April 2018-2019: $1.2 billion increase in trade deficit
Housing: # new privately-owned sold	May 2018-2019: -3.7%
Housing: # new privately-owned for sale	May 2018-2019: +10.3%
Homeownership rate	No change: 64.2% in First Quarter 2018 and 2019
Rental vacancy rate	No change: 7.0% in First Quarter 2018 and First Quarter 2019
Interest rate: 30-year fixed	May 2018-2019: -0.52% •May 2018: 4.59% interest rate •May 2019: 4.07% interest rate
Construction: permit for new privately-owned homes	May 2018-2019: -0.5%
Construction: Total	April 2018-2019: -1.2%
Sales: Manufacturers, Retails, and Wholesalers	April 2018-2019: +2.8%
Sales: Retail and Food Services	May 2018-2019: +3.2%

Sources: U.S. Census Bureau, Bureau of Economic Analysis, Bureau of Labor Statistics, Freddie Mac, Automobile Association of America

the economy

STATE ECONOMY

Prior to the pandemic, California's economy followed a pattern similar to the national economy, with upswings in major economic indices in the past decade and forecasts for slower growth through the next decade.

California's unemployment rate was 3.5 percent in May 2019 and the gap that once existed between California's unemployment rates and the national rates throughout the Great Recession is now closed. Echoing the Congressional Budget Office's concerns about the slow rate of growth in the national labor market, the UCLA Anderson Forecast interprets the state's low rate of unemployment as a sign that, "The state is, quite simply, running out of people to be employed."

Unfortunately, the recovery in employment is not equally distributed across the state. Although there has been a statewide improvement in unemployment rates in the past decade, five of California's 58 counties had unemployment rates that were more than double the statewide rate of 3.5 percent in May 2019: Colusa (10.4), Imperial (16.4), Inyo (7.2), Merced (7.3), and Tulare (8.1). The higher unemployment rates are predominately in agricultural or rural areas. (Source: California Employment Development Department)

California gained 3,235,900 jobs between February 2010 and February 2020. This 111-month employment expansion was the second-longest on record behind the 113-month long expansion of the 1960s. Between May 2018 and May 2019, the largest increases in jobs were in these sectors: Education and Health Services (74,000), Professional and Business Services (60,600), Leisure and Hospitality (51,600), and Construction (32,200). The only year-over-year job loss was in Financial Activities (-2,000). (Source for unemployment rates and labor market information: California Employment Development Department)

Another indicator of the state's economic recovery is the increase in housing prices. Despite the pandemic and higher unemployment, the median home price in California increased from $592,450 in 2019 to $758,990 in spring 2021. The robust housing market has been fueled by historically low interest rates.

The long-term economic forecast is that California will continue to outpace the nation in economic growth, with gains in personal income, employment, and housing costs. (Source: Los Angeles County Economic Development Corporation)

LOCAL ECONOMY

Similar to the nation and state, the economy was strong in Orange County in 2019 as measured by increases over the prior two years in median household income, median property value, job growth, and low unemployment rates. Orange County's economic profile in 2019 predicts that a robust economy for 2030. Refer to the data on Local Conditions in Appendix I of this document.

ISSUES IN HIGHER EDUCATION

NATIONAL ISSUES

Two issues are driving the national dialogue about higher education: the completion agenda and the achievement gap.

The Completion Agenda addresses the need to increase student achievement of degrees and certificates to meet current and projected workforce needs. (Source: American Association of Community Colleges) The urgency fueling the completion agenda is the gap between the projected need for an educated workforce and the level of educational attainment in the United States. The projection is that the jobs lost in the recent economic recessions that required a high school diploma or less are not likely to be reinstated and that 60 percent of all jobs created in the coming decade will require a postsecondary degree or certificate. (Sources: Lumina Foundation and Georgetown Center on Education and the Workforce)

Given these workforce projections, the educational attainment of adults becomes a key factor in both the national and global economy. Although the United States is one of the well-educated nations of the world, the level of educational attainment of adults between 25 and 34 in the United States ranks 14th globally. Forty-two percent of adults in the United States have completed an associate degree or higher, which is lower than the educational attainment rates in countries such as South Korea (65 percent), Russia (54 percent), Canada (51 percent), Israel (46 percent), and Japan (45 percent). Of greater concern is that the United States has a below-average rate of growth in adults' educational attainment. Between 2000 and 2010, completion of postsecondary education in the United States grew an average of 1.3 percent a year compared to the 3.7 percent annual growth rate of the other 37 countries studied. (Source: Organization for Economic Cooperation and Development)

An economic situation in which demand for educated workers that exceeds the supply of workers with postsecondary degrees has both global and personal impact: national productivity decreases and wages for educated workers increases, which widens the wage gap between workers with a college education and those without. (Source: Georgetown Center on Education and the Workforce)

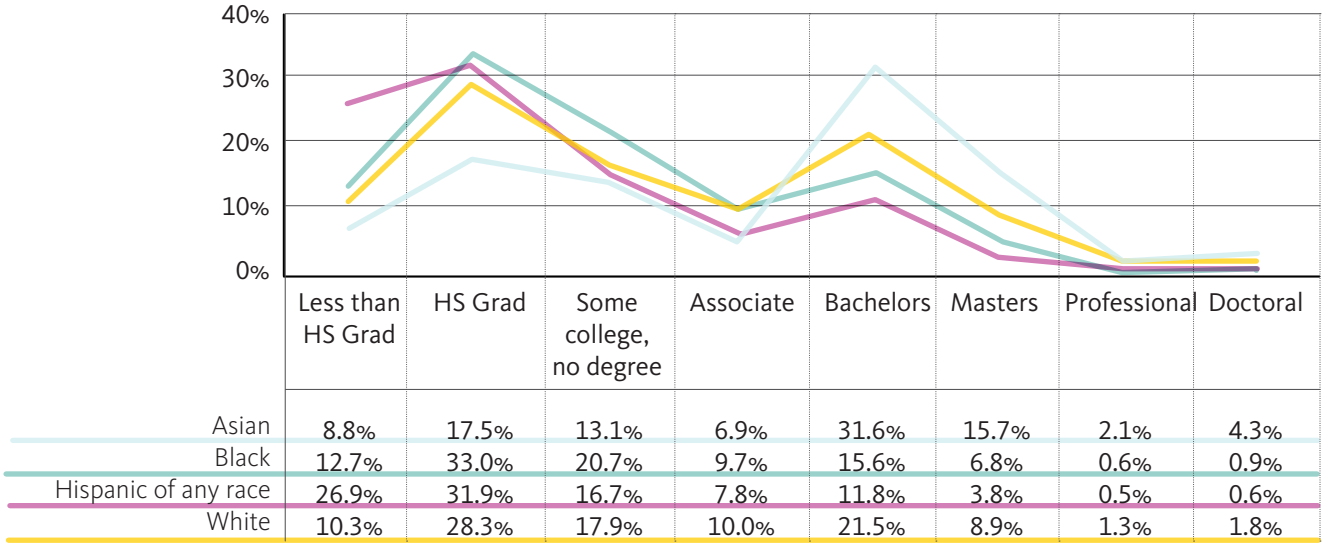
The Achievement Gap refers to the need to increase student access and success for students in all racial/ethnic demographic categories. (Source: National Center for Educational Statistics) As shown in the following graph, Hispanic and Black adults reported the lowest levels of educational attainment of all race/ethnicity groups at every level from high school graduates and beyond.

Higher education institutions across the United States must address the Achievement Gap to build a route to economic equality for all students. The disparities in educational attainment based on race/ethnicity forecast the employability of the current generation as well as the next generation. If parents attended college, the children are more than twice as likely to attend college compared to children whose parents completed only high school. Race/ethnicity differences in levels of educational attainment perpetuate inequity in job opportunities and higher-paying jobs. (Source: Organization for Economic Cooperation and Development)

issues in higher education

NATIONAL ISSUES

National Achievement Gap in Educational Attainment for Adults 25+



	Less than HS Grad	HS Grad	Some college, no degree	Associate	Bachelors	Masters	Professional	Doctoral
Asian	8.8%	17.5%	13.1%	6.9%	31.6%	15.7%	2.1%	4.3%
Black	12.7%	33.0%	20.7%	9.7%	15.6%	6.8%	0.6%	0.9%
Hispanic of any race	26.9%	31.9%	16.7%	7.8%	11.8%	3.8%	0.5%	0.6%
White	10.3%	28.3%	17.9%	10.0%	21.5%	8.9%	1.3%	1.8%

Source: U.S. Census: Educational Attainment in the United States, 2019

issues in higher education

STATE ISSUES

California developed the largest system of higher education in the world with the belief that an educated population would advance its economic, political, and social success. This impressive system includes 116 community colleges that served a combined total of 2,324,756 in 2019-20. (Source: California Community Colleges Chancellor's Office Data Mart) However, despite incredible access rates, rates of student completion are low.

The mission of California Community Colleges is to prepare students for transfer or to earn a degree or certificate as well as provide workforce training and preparation for success in college-level programs. Although local community colleges are accessible in most regions throughout the state, the major issues facing higher education in California are the same as those at the national level: the Completion Agenda and the Achievement Gap.

The Completion Agenda, which is the need to increase the number of students who complete degrees, certificates, or transfer requirements, is a primary focus at all levels of higher education in California. There is a projected shortage of educated workers at the same time that there is the strongest growth in employment for workers who have some college or college degrees. As shown on the next page, the share of California's workforce projected to have the level of college education that will be required by 2030 falls short of the number of Californians with postsecondary credentials. (Source: Public Policy Institute of California)

This is a serious problem for California because, in addition to the increase in the number of jobs requiring higher education, large numbers of well-educated baby boomers are reaching retirement age, and young adults are not graduating in sufficient numbers to meet the increased demand created by those retirements. This gap between the projected needs for an educated workforce and the level of educational attainment in California's adult population has created a statewide focus on increasing postsecondary graduation rates.

Adding to the sense of urgency, only about half of the state's community college students who enter college with a completion goal achieved that goal within six years and, despite the implementation of numerous innovative interventions, that completion rate was virtually unchanged in the four years between those who first enrolled in 2007–08 and those who first enrolled in 2011–12. (Source: California Community Colleges Student Success Scorecard)

The Achievement Gap, which is the disparity in measures of educational attainment among racial and ethnic groups, is much the same for California as it is for the nation. Therefore, a sense of urgency also exists around the need to increase access and success for students in all racial/ethnic demographic categories. For example, among those who first enrolled in a community college in 2007–08, 65.5 percent of the Asian students completed a degree, certificate, or transfer-related outcomes within six years compared to 52.9 percent of White students, 39.5 percent of Hispanic students, and 38.4 percent of African American students. These race/ethnicity patterns in community college success were relatively unchanged in the four years between those who first enrolled in a California community college in 2007–08 and those who first enrolled in 2011–12. (Source: California Community Colleges Student Success Scorecard)

issues in higher education

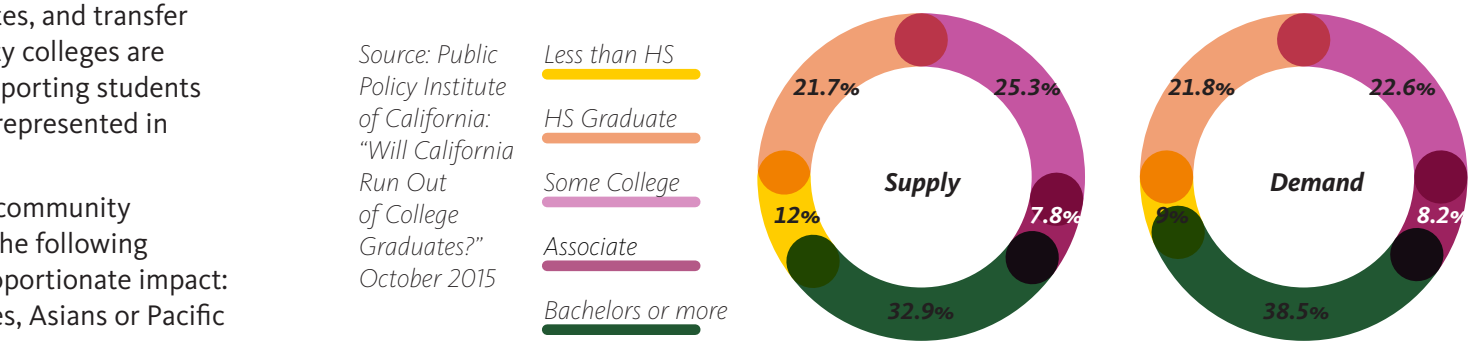
STATE ISSUES

As a result of these well-documented race/ethnicity differences in student success benchmarks, such as completion of degrees, certificates, and transfer requirements, California community colleges are focused on providing equity by supporting students who are members of groups underrepresented in measures of success.

California regulations specify that community colleges must review and address the following populations when looking at disproportionate impact: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, persons with disabilities, foster youth, veterans, and low-income students. (Sources: Title §54220(d) and the 2014 state budget trailer bill SB 860). Each community college is required to develop specific goals/outcomes and actions to address disparities that are discovered through the disaggregation of data by student demographics. College plans must describe the implementation of strategies to address identified disparities, such as policies, activities, and procedures as they relate to improving equity and success at the college.

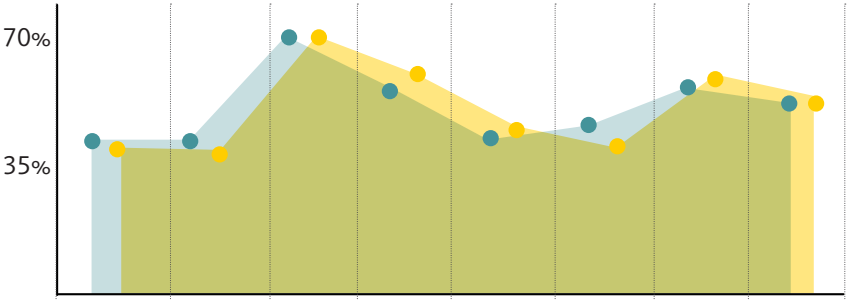
Projected Need for Educated Workforce 2030

Source: Public Policy Institute of California: "Will California Run Out of College Graduates?" October 2015



Completion rates: Total and by Race/Ethnicity

Source: Chancellor's Office Scorecard 2018



	African	Amer. Indian/ Alaska Native	Asian	Filipino	Hispanic	Pacific Islander	White	Total
First enrolled 2007-08	38.4%	38.5%	65.5%	51.8%	39.5%	43.5%	52.9%	48.5%
First enrolled 2011-12	36.9%	35.1%	65.2%	56.5%	41.6%	37.7%	53.9%	48.2%

issues in higher education

STATE ISSUES

California's urgency to increase student completion rates and reduce achievement gaps has driven changes in initiatives and policies as well as the formula for allocating state funding. The unifying initiative is the ***Chancellor's Office Vision for Success***. This data-informed vision, intended to transform the state's community colleges, is articulated in the following set of goals or benchmarks.

1 COMPLETION

Over five years, increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

2 TRANSFER

Over five years, increase by 35 percent the number of California Community College students transferring annually to a UC or CSU.

3 UNIT ACCUMULATION

Over five years, decrease the average number of units accumulated by California Community College students earning associate degrees, from approximately 87 total units to 79 total units.

4 WORKFORCE

Over five years, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure -- and ensure the median earning gains of the exiting students are at least twice the statewide consumer price index.

5 EQUITY

Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.

6 REGIONAL ACHIEVEMENT GAPS

Over five years, reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

Colleges across the state recently reviewed their students' performance relative to these goals and developed local targets for each benchmark. The first statewide evaluation of progress on these goals will be reported in 2021. Refer to the College's website for updates on GWC's progress in achieving local Vision for Success targets



issues in higher education

STATE ISSUES

The following policy changes have been approved to reinforce and support efforts to achieve the *Vision for Success* benchmarks.

- **State funding to community colleges**

The Student Centered Funding Formula recently replaced a formula for determining each district's apportionment based solely on student enrollment with a formula based on a combination of student enrollment, student financial need, and student outcomes.

- **Assembly Bill 705**

This legislation requires the replacement of standardized placement tests with guided placement or self-placement based on other measures, such as high school transcripts, and requires colleges to develop processes that maximize the likelihood that students will complete college-level English and Mathematics courses within one year after entering college.

- **Guided Pathways**

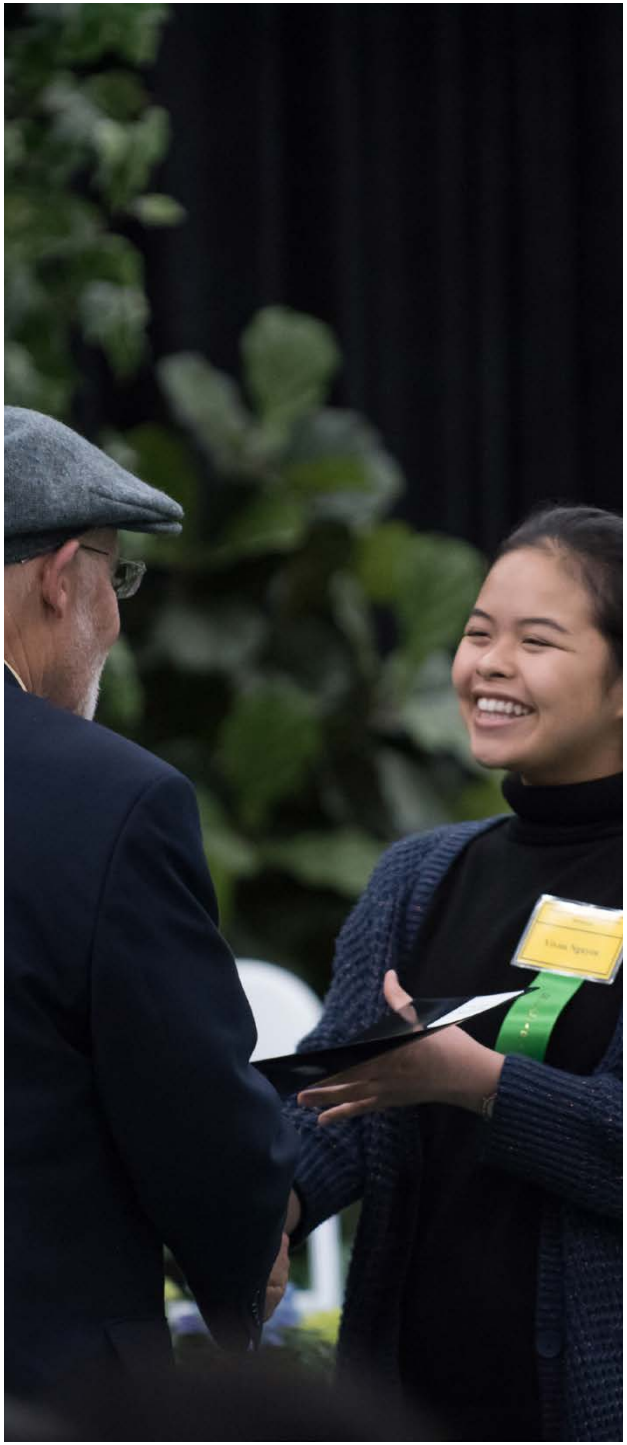
The Guided Pathways framework provides students with clear course-taking patterns that promote better enrollment decisions and prepare students for future success. The Guided Pathways framework also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience. Based on national studies that have demonstrated increased student completion using the Guided Pathways framework, the Chancellor's Office has provided funding and professional development opportunities to encourage and support the implementation of this framework across the state.

GWC INITIATIVES

GWC actively and continually responds to federal, state, and locally inspired initiatives to support and improve student success and meet the needs of its communities.

GWC is currently implementing the following six major initiatives. The focus of each initiative is to increase student equity, access, and success. Each relies on College-wide interdepartmental collaboration and coordination that cross the boundaries between/among individual departments and between instruction and student services.





gwc initiatives

AUTO-AWARDS PROJECT

The District initiated a proactive approach to increasing student completion of degrees and certificates in 2015-16. Student transcripts were analyzed to identify students who had completed the requirements for a degree or certificate, but who had not petitioned for the award. These students were informed that they were eligible for an award and were encouraged to submit a petition.

A tool was developed in 2018-19 to replace the former labor-intensive process. The system audits students' transcripts to determine if they have completed a degree or certificates. When it is determined that a student is eligible for an award, a petition for graduation is automatically generated on the student's behalf and, following verification by Admissions and Records, the awards are conferred.

As a result of this streamlined process, the number of GWC awards increased dramatically, from 2,686 awards in 2017-18 to 10,320 awards in 2018-19.

The implementation of this initiative is especially timely given that the Student Success Funding Formula approved in 2018-19 includes monetary incentives for the number of degrees and certificates that each college awards.

MOVING FORWARD...

GWC will continue to refine and improve the Auto-Awards Project, such as tracking students throughout their matriculation and emailing them notices about the classes that need to be completed to meet degree requirements.

gwc initiatives

DUAL ENROLLMENT

The Dual Enrollment program offers high school students an opportunity to take college courses for free while still in high school. These programs provide students with an early start on college, which ultimately saves them time and money and increases their chances of earning a college degree after high school. In one study, 200,000 students who first took a community college course in fall 2010 while still in high school were tracked for six years. The results were impressive: 88 percent continued in college after high school and most earned a community college certificate or degree or transferred to a four-year institution and earned a bachelor's degree within five years.

Eighty-four percent of dual enrollment students who went directly to community college re-enrolled at the same college where they had taken dual enrollment courses, suggesting that dual enrollment programs serve local communities well. (Source: Community College Research Center, Teachers College, Columbia University, Dual Enrollment/September 2017)

California has two programs designed to introduce high school students to college-level work by allowing them to take certain college courses along with their regular high school classes: concurrent enrollment and dual enrollment. Under the original program, concurrent enrollment, colleges can admit high school students for part-time enrollment on either the high school or college campus. Courses held on the high school campus must be accessible to all college students, so open access must be available if classes are scheduled during the regular school day, and must be advertised to all prospective students.

In 2015, a second type of enrollment for high school students, called dual enrollment, was authorized in Assembly Bill 288, which eliminated fiscal and policy barriers by authorizing students to enroll in up to 15 college units per semester, waiving certain fees, allowing closed college classes to be offered on high school campuses during the regular school day, and allowing students to earn high school and college credit simultaneously. (Source: California Community Colleges Chancellor's Office, Legal Opinion 16-02)

The District has recently expanded Dual Enrollment agreements with local K-12 districts. The success of these partnerships is evident in the dramatic increase in the number of course enrollments among dually enrolled high school students, from 181 enrollments in 2018-19 to an estimated 1,479 enrollments in 2019-20.

MOVING FORWARD...

As seen in the Program Plans 2020-30 in Appendix II, more than half of the instructional disciplines are interested in participating in the Dual Enrollment program to increase student enrollment. Plans for the continued expansion of Dual Enrollment are:

- Expand the number of Dual Enrolled students.
- Develop an annual schedule of Dual Enrollment courses to allow for effective planning and marketing.
- Streamline the process for students to apply and register for Dual Enrollment courses.
- Raise awareness of the benefits of Dual Enrollment to students, parents, and faculty at the high schools and College.
- Expand orientation and onboarding for new Dual Enrollment faculty.
- Schedule Dual Enrollment courses based on program maps leading to completion of degrees, certificates, or transfer.

gwc initiatives

EMBEDDED TUTORING

2015 PASS

Embedded Tutoring assigns tutors to specific classes to provide instructional support, both inside and outside of the classroom.

In 2015, GWC implemented Peer Assisted Study Sessions (PASS) as piloted at the University of Missouri in Kansas City. In this academic support model, peer mentors/tutors who were previously successful in the discipline were trained to work as partners with faculty and lead student study sessions. The sessions were scheduled multiple times each week outside of class time, voluntary for students, and available to all students. The study sessions included reviewing class material with a focus on difficult concepts, comparing notes, and preparing for exams. The study strategies developed in these sessions have been shown to improve retention and successful course completion, with the added benefit of generalizing to students' study patterns in other courses. (Source: University of Missouri, Kansas City, Catalog)

PASS was initially implemented at GWC to assist students in basic skills Mathematics and English courses. Results at GWC demonstrated improved learning and increased retention rates, especially when paired with instruction during a summer or intersession bridge program.

2019 EMBEDDED TUTORING

In spring 2019, the College replaced PASS with the Embedded Tutoring Program, which has a broader scope that includes helping students reach higher levels of competency and become independent learners. Tutors were placed in 95 sections with 46 faculty across the curriculum in basic skills courses, entry-level courses into Guided Pathways, courses with historically low pass rates, and sections with 55 or more students. In contrast to PASS leaders, Embedded Tutors have more flexibility in how they can provide support, which is tailored to the class, as determined by the instructor.

The tutors attend training to learn pedagogical strategies and develop skills for supporting students.

They are also provided with general knowledge of College-wide processes and services such as financial aid, counseling, and food support so they can share that information with their students.

MOVING FORWARD...

VISION 2030: Expand Embedded Tutoring

The Embedded Tutoring Program satisfies the intrusive student support component of Guided Pathways by using an approach based on instruction. This approach has the added benefit of increasing student participation by providing services through instruction.

Results of the spring 2019 Embedded Tutoring Program show improvement in outcomes for some students. Courses with embedded tutors had greater success and retention rates for large course sections (55-119 students) compared to smaller sections and for English and Mathematics courses below the transfer level compared to those at the transfer level. Black/African American students had higher success and retention rates in sections with embedded tutors compared to those without.

These results are promising and sufficient to justify the continuation and possible future expansion of the Embedded Tutoring Program. Such an expansion would be supported by numerous instructional disciplines that included Embedded Tutors in their Program Plans 2020-30 as a strategy to improve student success.

gwc initiatives

GUIDED SELF PLACEMENT IN ENGLISH AND MATHEMATICS

California Community colleges are now required to maximize the probability that a student will enter and complete transfer-level coursework in English and Mathematics within one year and use multiple measures in placing students into levels of English and Mathematics.

This edict is in sharp contrast to the previous standard practice of assessing students' skills in Mathematics and English as part of the registration process and using their scores on standardized tests to place students in either college-level or below college-level courses. However, this process was proven to be a barrier to student completion and success in these fundamental instructional disciplines.

Nationally, approximately 80 percent of all entering community college students enroll in at least one remedial course in English or Mathematics, and students of color were overrepresented in the group of students advised to enroll in remedial courses. Just 40 percent went on to complete a degree, certificate, or transfer in six years compared to 70 percent of those allowed to enroll directly in college-level courses. Those who persisted on the remedial path graduated with units in excess of the number required for degree and certificates, which increased the time needed to graduate and/or delayed employment. (Refer to Vision for Success Goal #3.)



gwc initiatives

GUIDED SELF PLACEMENT IN ENGLISH AND MATHEMATICS

These findings sparked Assembly Bill 705 (AB705). Beginning in fall 2019, California community colleges are required to:

•Replace the use of standardized assessment tests with other measures, such as high school transcripts, to advise students in their selection of English and Mathematics courses;

•Provide students with access to transfer-level courses when they first enter a community college; and

•Maximize the probability that students will enter and complete transfer-level courses in English and Mathematics within one year.

This legislation impacts processes across the College.

For example, established assessment processes for placement are no longer needed, counseling faculty need students' high school transcripts and other information to advise them about course selection, and since students enter English and Mathematics transfer-level courses with a heterogeneous mix of skills, faculty need to ensure that students have the support needed to succeed in the transfer-level courses.

Collaboration among departments is essential to the implementation of AB705. For example, the collaboration between the Mathematics and Counseling Departments include:

•Developing and implementing a rubric to help students select the correct Mathematics course based on their high school grades overall and in mathematics;

•Ensuring that students receive consistent information about the specific Mathematics courses most appropriate for specific majors;

•Implementing an early alert tool to direct students to the appropriate mathematics support services at the first sign of difficulty; and

•Contacting students who miss classes or earn low grades during the first two weeks of the semester to direct them to appropriate support, such as tutoring, faculty office hours, mental health counseling, or academic counseling.

The English as a Second Language (ESL) Department has revised its placement procedure by replacing the use of standardized placement tests with placement recommendations based on samples of students' writing. The department also replaced two below-college-level courses with one course that is transferable for credit to both the UC and CSU systems.

MOVING FORWARD...

The English and Mathematics Departments have initiated several curricular and scheduling changes to support the implementation of AB705, such as:

- Eliminate remedial courses.
- Develop and offer co-requisite courses in certain courses to provide targeted assistance.
- Assign Embedded Tutors in courses that have proven to be barriers to student completion.
- Present monthly professional development workshops to share best practices and the results of related initiatives.
- Study the impact of initiatives such as Embedded Tutors and co-requisite courses.

gwc initiatives

GUIDED PATHWAYS

The national Guided Pathways project was organized and led by the Association of American Community Colleges to combat national and local trends of declining college completion. Studies found that 80 percent of entering community college students indicated their intent to earn a bachelor's degree, but only 12 percent attained that degree within six years. (Source: Columbia University's Community College Research Center)

The Pathways Model provides students with program maps that identify courses needed to obtain a specific degree or certificate combined with ongoing advising to explore career options, complete academic plans, and identify transfer options. Student support is integrated throughout their educational journey, helping students stay on their selected path to completion and reducing the number of unnecessary units. College programs are checked for alignment with current employment requirements and include applied learning experiences, such as group projects and internships to increase success in the course as well as future jobs.

The four pillars of the Guided Pathways model are summarized as:

1. Clarify the student end goals

2. Help students choose and enter a pathway

3. Help students stay on their chosen path

4. Ensure that students are learning

Following positive results from a pilot program, the California Community College Chancellor's Office adopted Guided Pathways as a statewide initiative and provided funding to support the requisite reforms. All 116 community colleges are now in the process of implementing this promising design. (Source: California Guided Pathways Project)

MOVING FORWARD...

GWC adopted Guided Pathways as the structure to build multiple supports for student success. Plans for the implementation of this initiative include:

- Raise College-wide awareness of the value of Guided Pathways as an approach to support student success.
- Develop key success metrics for Guided Pathways implementation, such as promoting faster completion of degrees, certificates, and transfer-related outcomes by reducing the number of unnecessary units attempted and earned by students.
- Create a meta-major structure and map all degree and certificate programs to provide students with a clear path to graduation.
- Develop a two-year schedule and align course schedules with program maps so that students will have the information they need to select a pathway during their first semester and plan their future enrollment with assurance the courses will be offered, thus increasing completion rates.
- Support the College-wide transition from an "opt-in" model of providing Student Services to the integration of Instruction and Student Services by providing services as an integral part of students' academic programs.

gwc initiatives

NONCREDIT INSTRUCTION

California community colleges are assigned the "essential and important function" of providing pre-collegiate instruction through noncredit education. Until recently, colleges received a lower level of state apportionment for noncredit courses than for credit instruction based on the rationale that expenses, such as faculty salaries, were generally lower for providing noncredit instruction than credit instruction.

This two-tier system changed in 2006 when apportionment increased slightly for noncredit instruction that focused on career development and college preparation, which was defined as noncredit instruction in one of these content areas: elementary and secondary basic skills, English as a Second Language, short-term vocational programs, and workforce preparation if sequenced to lead to a Chancellor's Office approved certificate of completion or certificate of competency. In 2014, parity was established when state apportionment was adjusted to be the same for noncredit offerings in the career development and college preparation category as for-credit instruction.

However, even with these changes in state apportionment, GWC's noncredit offerings have been minimal, representing 0.03 percent of the total College FTES in 2017-18. Statewide, 5.8 percent of the total FTES was due to noncredit offerings in the same year. During these years, GWC offered low-cost and no-cost noncredit instruction both on and off-campus for students seeking self-improvement, increased literacy, and job skills, such as courses on business writing, computer software, customer services, and English language skills.

Starting in 2018-19, GWC increased noncredit instruction offerings, particularly in noncredit ESL.

The result was a dramatic increase from 37.6 FTES earned in noncredit in 2017-18 to 87.1 FTES in 2018-19.

Beginning in fall 2019, the College expanded career development and college preparation noncredit instruction by offering programs tailored to local needs and opportunities, such as basic skills courses in English and Mathematics, and courses to prepare students for examinations, such as the citizenship and General Education Development (GED) tests.

MOVING FORWARD...

The College plans to further expand its noncredit offerings through these strategies:

- Convert some instruction to noncredit, such as an English Language Learning Program and basic skills courses in English and Mathematics.
- Develop a comprehensive GED program.
- Establish short-term vocational courses and programs.
- Increase outreach efforts to boost enrollment, such as mailing flyers to residents and staffing information booths at community events.
- Develop partnerships with community groups, such as Oak View Community Collaborative, local churches, the nearby Boys and Girls Club, and the Police Department community liaison.

gwc initiatives

STUDENT EQUITY AND ACHIEVEMENT PROGRAM

Student Equity and Achievement Program supports student success by initiating and funding initiatives that address academic and non-academic barriers for all disproportionately impacted groups to increase retention from semester-to-semester and completion of academic goals. The initiatives under this program focus on access, retention, and completion, including completion of transfer-level Mathematics and English courses, degrees, certificates, and transfer-related outcomes.

The Student Equity and Achievement Program Office coordinates the prioritization of funding requests for projects designed to reduce barriers to student success. The Office maintains and increases collaboration with departments across the College, provides logistical support to deliver successful event planning for various departments at the College, implements practices that streamline requests, contracts, and Board approvals, and ensures compliance with state requirements and expenditure reports.

The program goals are aligned with the Vision for Success student equity goal to close all equity gaps by 40% in the next three years and by 100% in the next ten years. Programs funded through the Student Equity and Achievement Program must identify how their program goals and results align with closing equity gaps and achieving College Goals.

Examples of initiatives currently funded by the Student Equity and Achievement Program are:

- **Equity Researcher:** Research strengthens the College's equity programs by ensuring that current and future initiatives are in alignment with identified disproportionately impacted groups as well as the needs of the College's current student populations.

- **Equity Squad:** A faculty-led initiative to increase awareness of and faculty skills in establishing equitable classroom practices. Piloted in 2018 with the Chemistry Department, the Equity Squad reviewed syllabi, course materials, and grade book processes as well as conducted in-class observations. This process is now being expanded to the Mathematics and English Departments.

- **Leading From the Middle Academy:** A team of classified and management members trained in reviewing and ensuring that processes and practices in Student Services are equity-minded. Projects completed in 2018 included student focus groups that provided feedback on how to streamline processes and protocols within Student Services and campus-wide training on customer service delivered by the Disney Institute.

- **Oak View Taskforce:** A Task Force developed a partnership with the Oak View community to increase community access to higher education. In 2018, the Task Force connected with organizations that have successfully partnered with this community, such as Scholars Hope, Huntington Beach Police Department, and the Oak View Community Resource Center, and developed and implemented a case management outreach protocol to increase enrollment efforts within the community.

- **Professional Development:** Opportunities to increase College-wide equity awareness and institutionalize equity-mindedness including:

-Conference attendance;

-Ally training tailored for specific student groups, such as Vet Net Ally, Autism Ally, and UndocuAlly;

-Undocumented Student Week of Action with several events in support of undocumented students;

-College-wide equity events including Black History Month, Sexual Assault Awareness Week, and the Peace Conference; and

-"I Am GWC": An awareness and inclusion campaign that showcases the College's diverse student population

- **Support for direct services to students** was offered through the Veterans Resource Center, The Stand (food pantry), and The Rack (professional clothing closet).



gwc initiatives

STUDENT EQUITY AND ACHIEVEMENT PROGRAM

MOVING FORWARD...

As outlined in the College's Student Equity Plan, future activities include:

- Expand the Equity Squad assessment and training on equitable classroom practices across the College.
- Establish an Equity Center that will include on and off-campus resources for disproportionately impacted groups, student professional development programs for self-identity and empowerment, and mentorship training for student peer navigators.
- Continue training administrators, faculty, and staff on equity-minded tools for use in classrooms, departments, and decision-making processes, such as hiring.
- Increase veteran enrollment and student use of the resources in the Veterans Resource Center.
- Expand local partnerships for The Stand and The Rack.



THE EXISTING CAMPUS

Development History
Existing Campus
Facilities Condition Index
Experience Map
Vehicular & Pedestrian Circulation
Wayfinding
Landscape



02

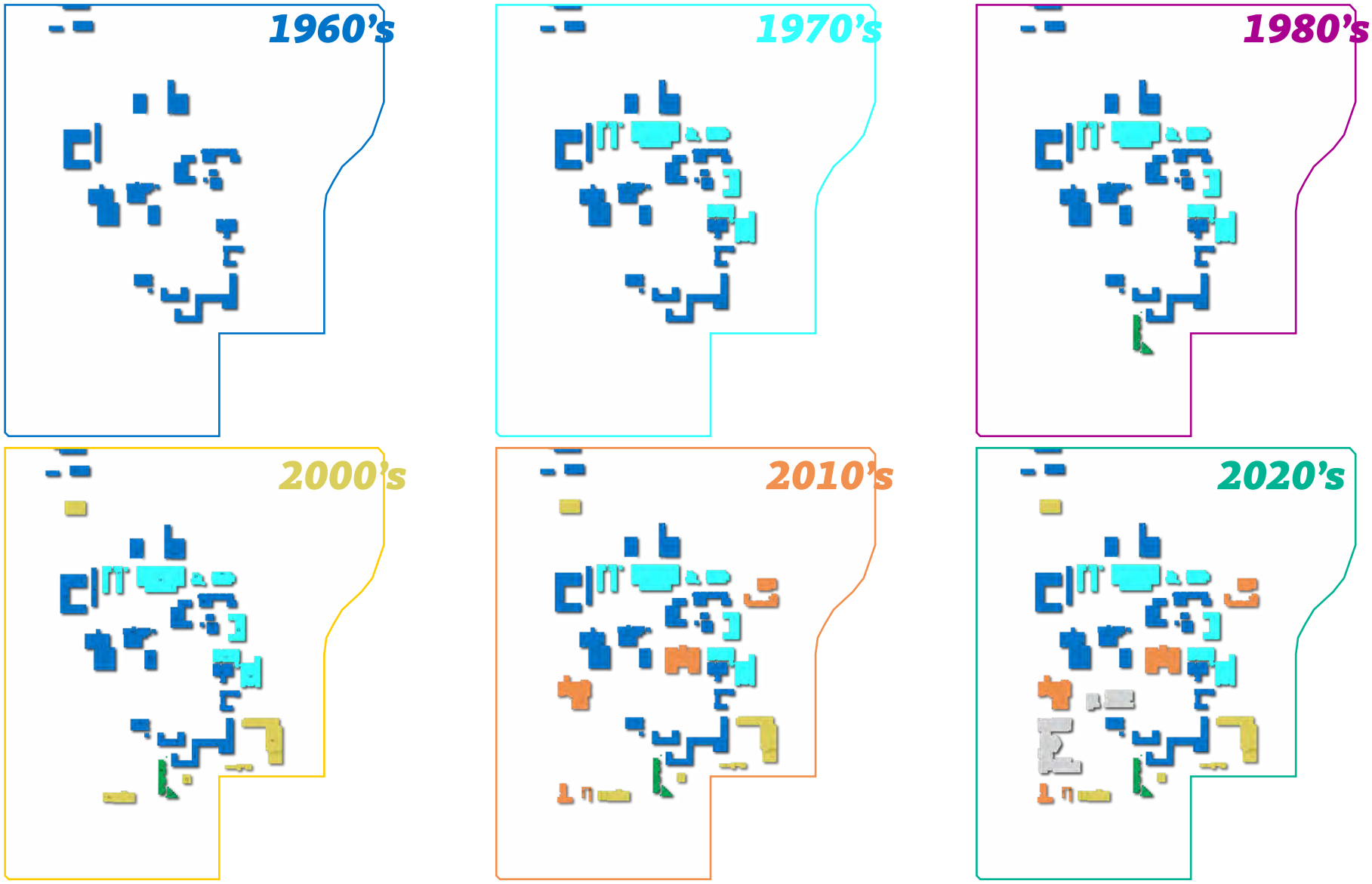
DEVELOPMENT HISTORY

Golden West College was established in 1965 and has gone through a series of campus-wide developments from its original construction. The graphic on the following page illustrates the development of the campus with the buildings color-coded based on the decade of original construction.



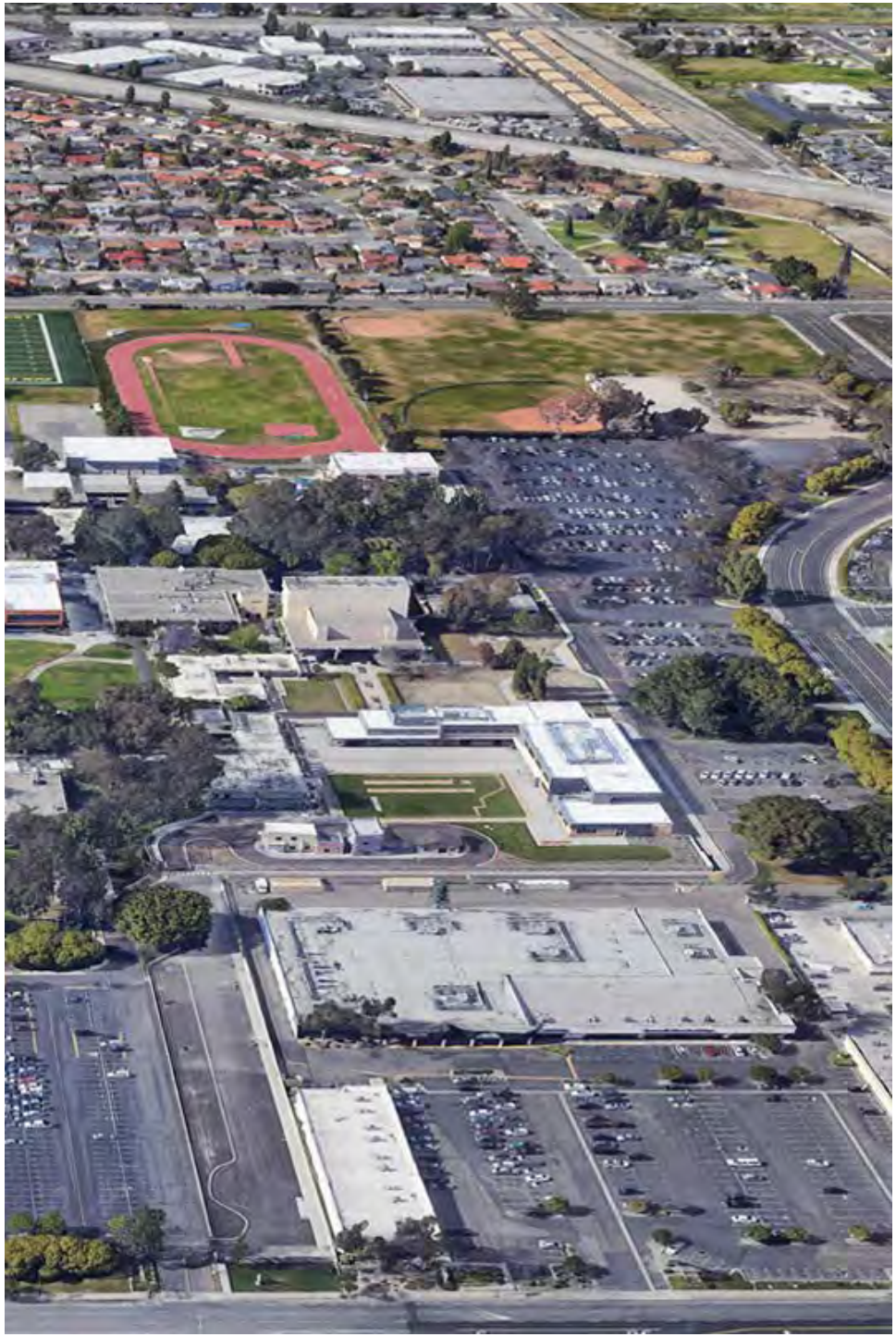


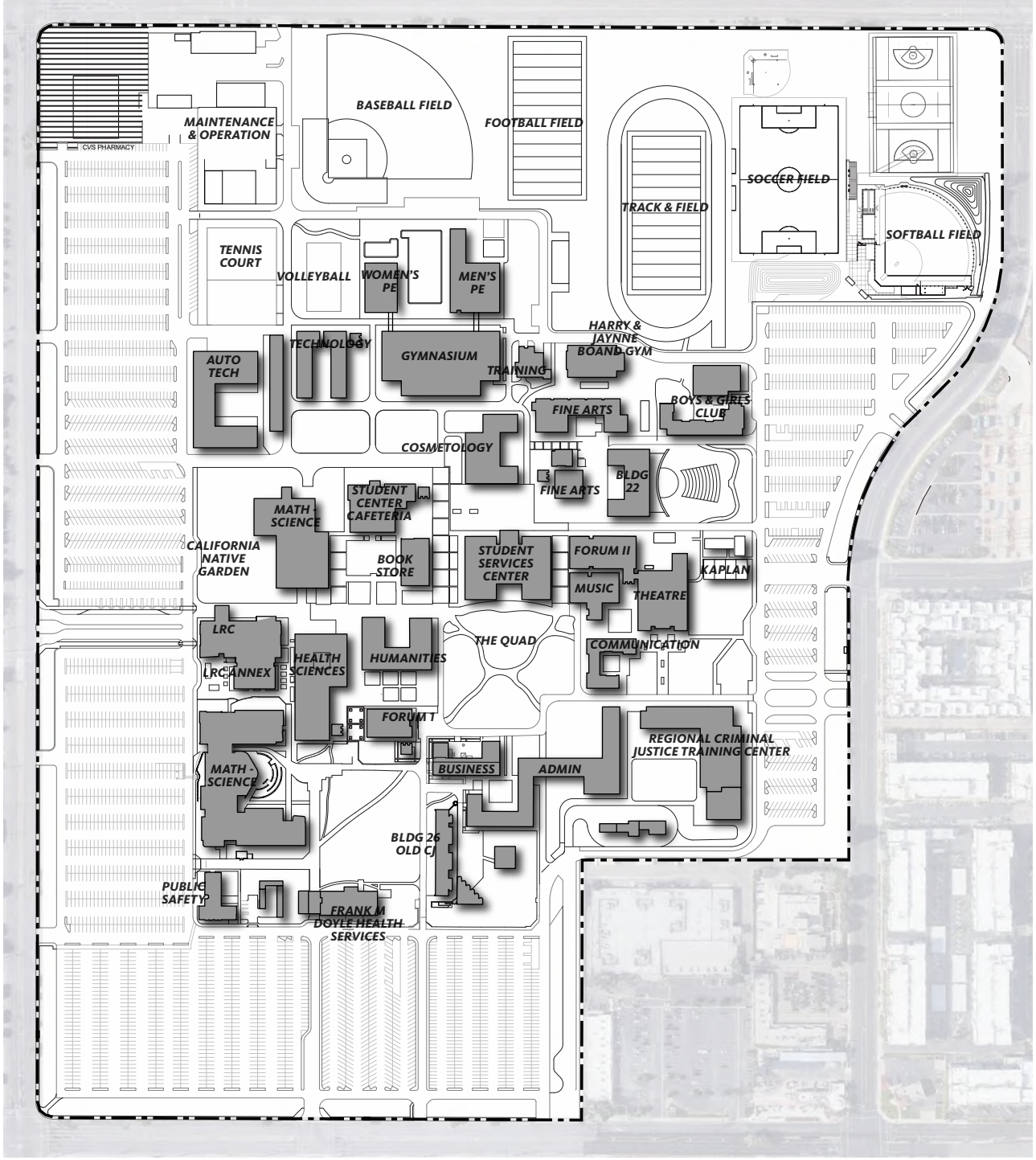
development history



EXISTING CAMPUS

The planning process included the analysis of existing conditions in order to identify key issues to address in VISION 2030. The information was gathered through campus visits and interactions with the college staff, faculty, administration, students, and community members.





existing campus

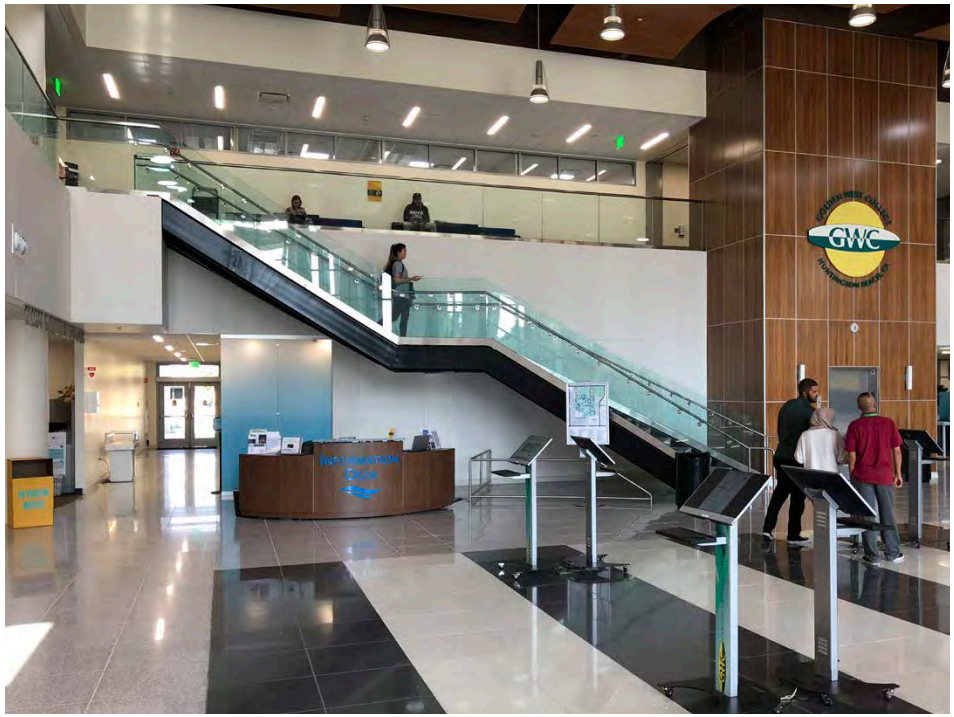
FACILITIES CONDITION INDEX

The California Community College Chancellor's Office (CCCCO) conducts surveys of college campuses at regular intervals to assess building conditions and to assign a Facilities Condition Index (FCI) score.

The Facilities Condition Index (FCI) for a building represents the ratio of the cost to correct a facility's deficiencies to the current replacement value of the facility. For example, if a building's replacement value is $1,000,000 and the cost of correcting its existing deficiencies is $100,000, the building's FCI is $100,000 ÷ $1,000,000 =0.10 or 10 %. The larger the FCI, the poorer condition of the facility.

The majority of original buildings constructed in the 1960's and 1970's have high FCI scores (>50%). This indicates that the cost to renovate would be very high and that replacement should be considered.







facilities condition index

EXCELLENT (0-33)

FAIR (30-50)

POOR (50-101)

NO DATA

TO BE REMOVED

EXPERIENCE MAP

FAVORITE/LEAST FAVORITE

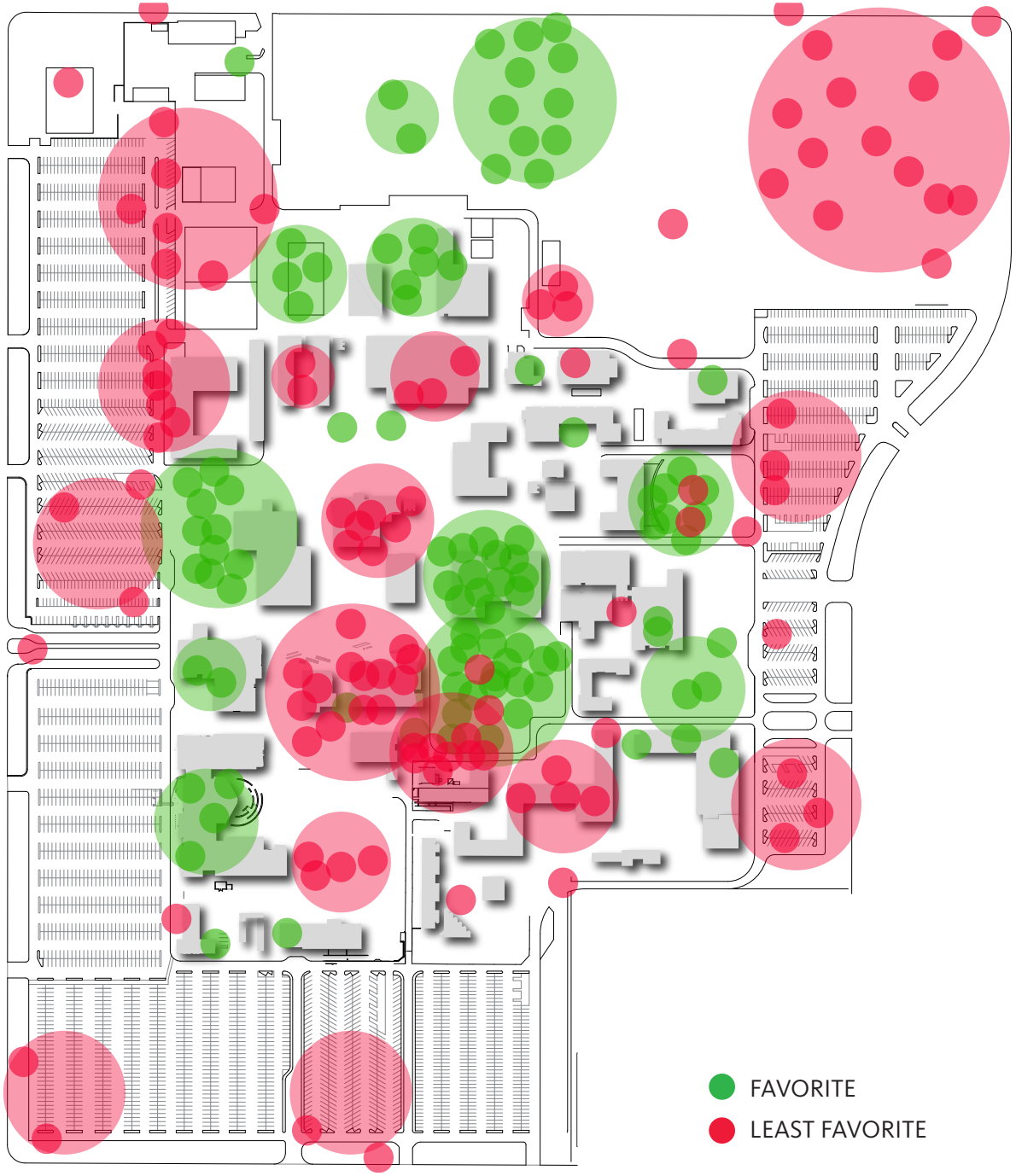
At the start of the planning process, the Golden West College community was invited to participate in a Campus Forum. Students, faculty, staff, and administrators engaged with the planning team through a series of interactive boards and conversations. Information was collected, analyzed, and used to inform facilities planning processes.

This chapter combines some of these results with data on the existing campus to connect objective facility conditions with subjective community perceptions.

**Chapter 5: Framework for Long-Term Planning further illustrates how GWC's Campus Forum falls alongside the planning process for VISION 2030 CMP. The comprehensive results of the Campus Forum can be found in Appendix I. Please refer to the appendix for complete results on survey data, demographics, and perceptions from the community.*







experience map

FAVORITE/LEAST FAVORITE

Participants were asked to identify their "favorite" and "least favorite" areas of campus. The areas of campus highlighted in green were those chosen as favorite areas and those highlighted in red were chosen as least favorite areas. The dots represent the number of Campus Forum participants who identified that area as their favorite or least favorite.

"happy, welcoming, natural, student friendly

"outdated, unkempt, inaccessible

experience map

TIME ON CAMPUS: PLACES TO FOCUS

Students were asked to identify their favorite place on campus to focus or study. The results are described in the graphic and illustrate the most positive places on campus according to the number of responses.

Students were also asked to identify how they spend time on campus when they are not in class. The results illustrated in the adjacent graphics divide the responses between full-time and part-time students.

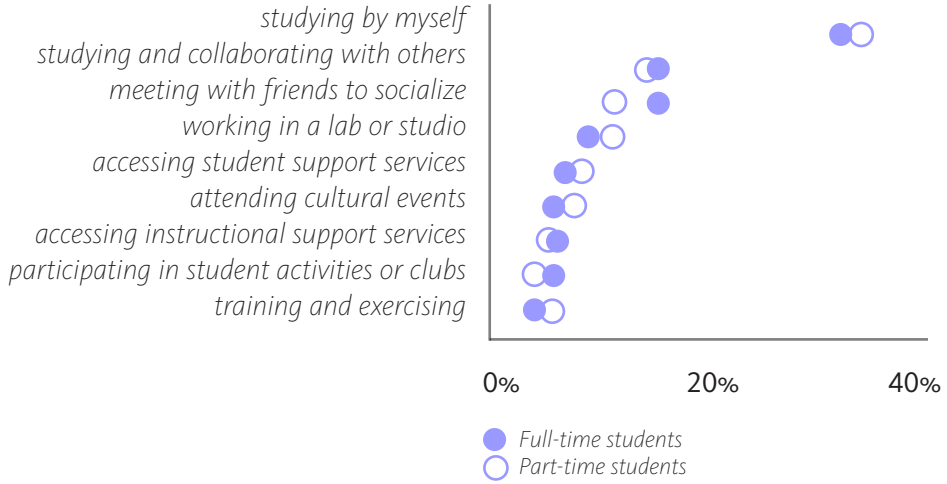
When not in class, results from the Campus Engagement survey show the following themes:

- Full-time and part-time students both tend to spend their time primarily studying by themselves, or with others.
- Students also spend a signficant portion of time accessing student support services, meeting with friends to socialize, or accessing instructional support services.
- Students spend the least amount of time attending cultural events, participating in student activities or clubs, training, or exercising.

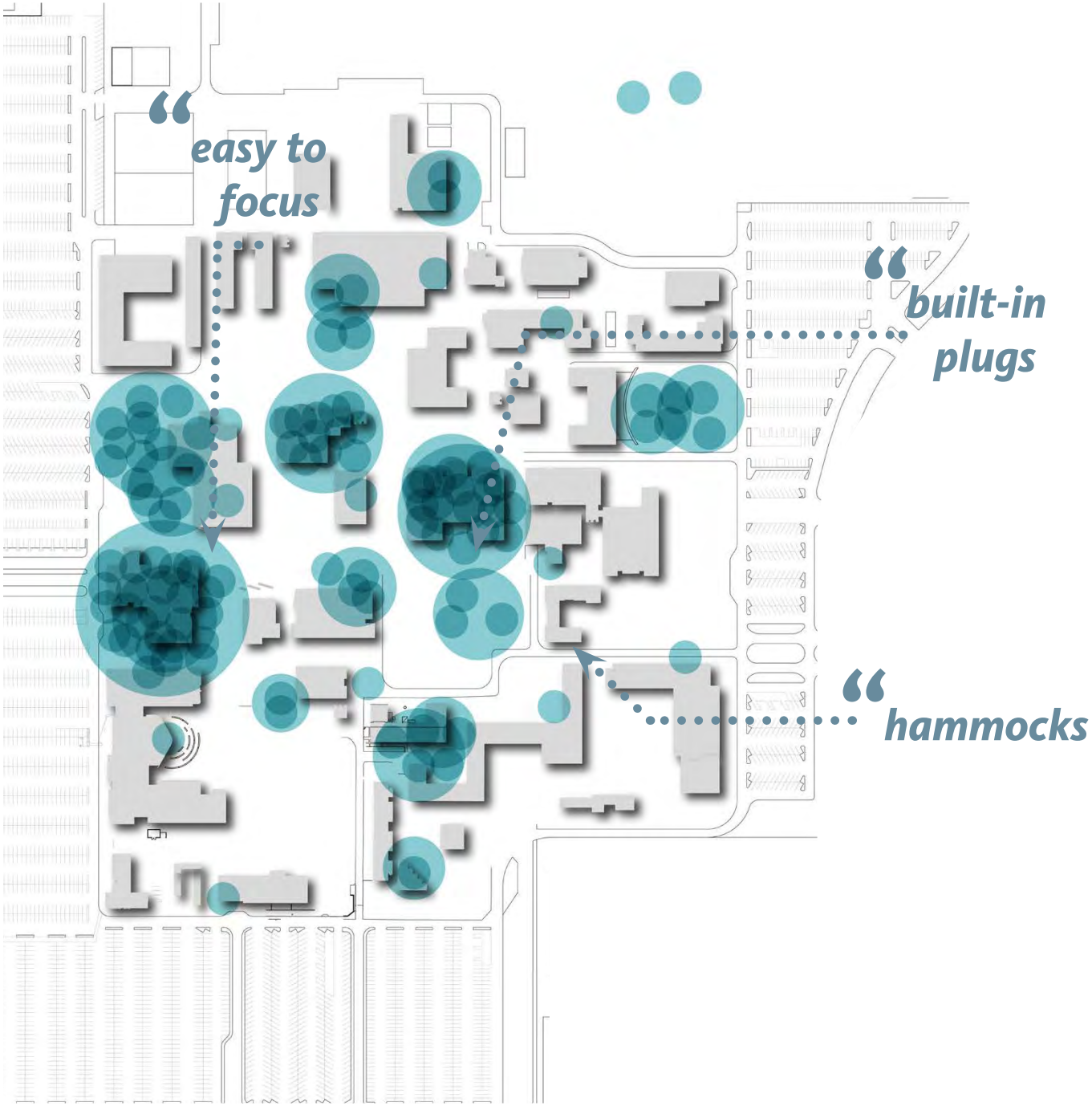
When you are not in class, how do you spend your time on campus?

32%

of all students reported that they spend more of their time on campus **studying alone** than any other activity







experience map

PLACES TO FOCUS

10+

- Library
- LRC
- Student Services
- Student Center
- Native Garden

experience map

TIME ON CAMPUS: PLACES TO RECHARGE

Students, faculty, and staff were asked to identify their favorite place on campus to relax or recharge. The results are described in the graphic and illustrate the most positive places on campus according to the number of responses.

Respondents were also asked to identify the number of days they come to campus in a typical week.

>4 days

most respondents reported coming to campus more than 4 days per week

On average, how many days do you come to campus during a typical week?

>5 days

faculty, admin, & staff
(average days spent on campus)

4-5 days

students
(average days spent on campus)





experience map

PLACES TO RECHARGE

10+

- Native Garden
- LRC
- The Quad
- Student Services
- Student Center Cafeteria



experience map

TIME ON CAMPUS: PLACES TO CONNECT

Students, faculty, and staff were asked to identify their favorite place on campus to connect or socialize. The results are described in the graphic and illustrate the most positive places on campus according to the number of responses.

Campus Forum participants were also asked how much time they spend on campus during each visit. Responses from faculty and staff are shown in green and student responses in purple.

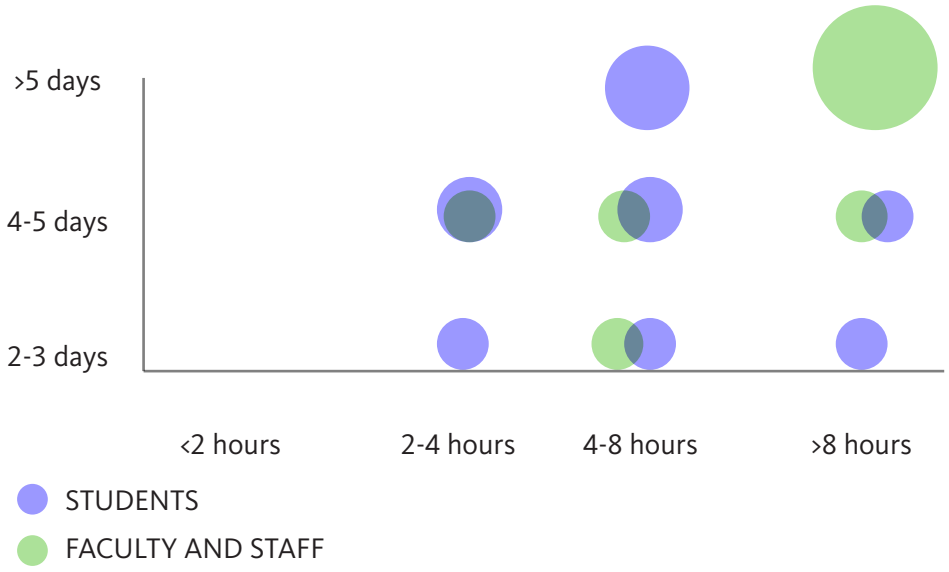
2-8 hours

most students reported spending between 2-8 hours on campus each visit, **4-5 times per week**

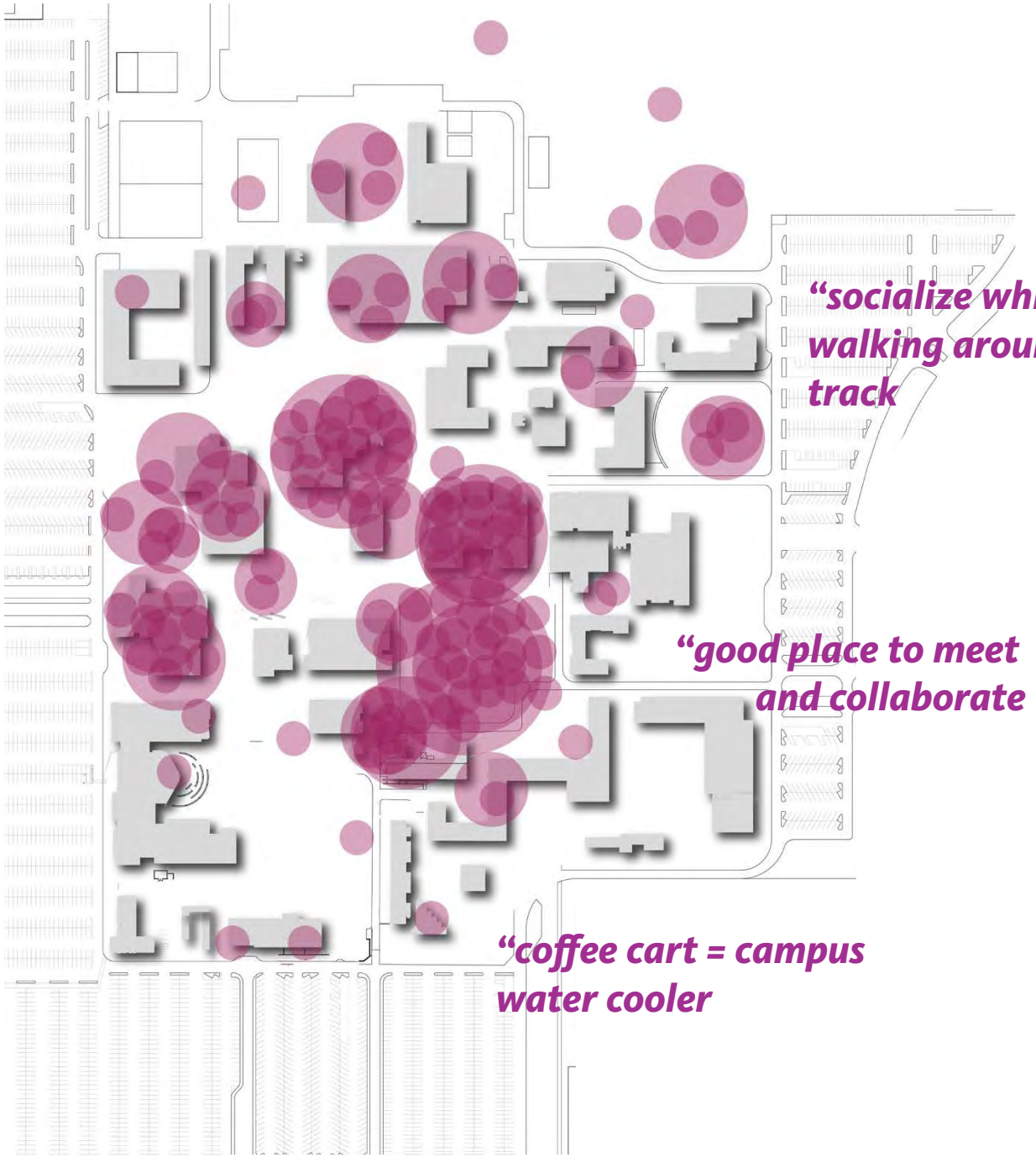
>8 hours

most faculty and staff reported spending more than 8 hours on campus each visit, **4-5 days per week**

On average, how much time do you spend on campus during each visit?







"socialize while walking around the track

"good place to meet and collaborate

"coffee cart = campus water cooler

experience map

PLACES TO CONNECT

10+

- Math & Science
- LRC
- The Quad
- Student Services
- Student Center Cafeteria



experience map

TIME ON CAMPUS: PATHWAYS

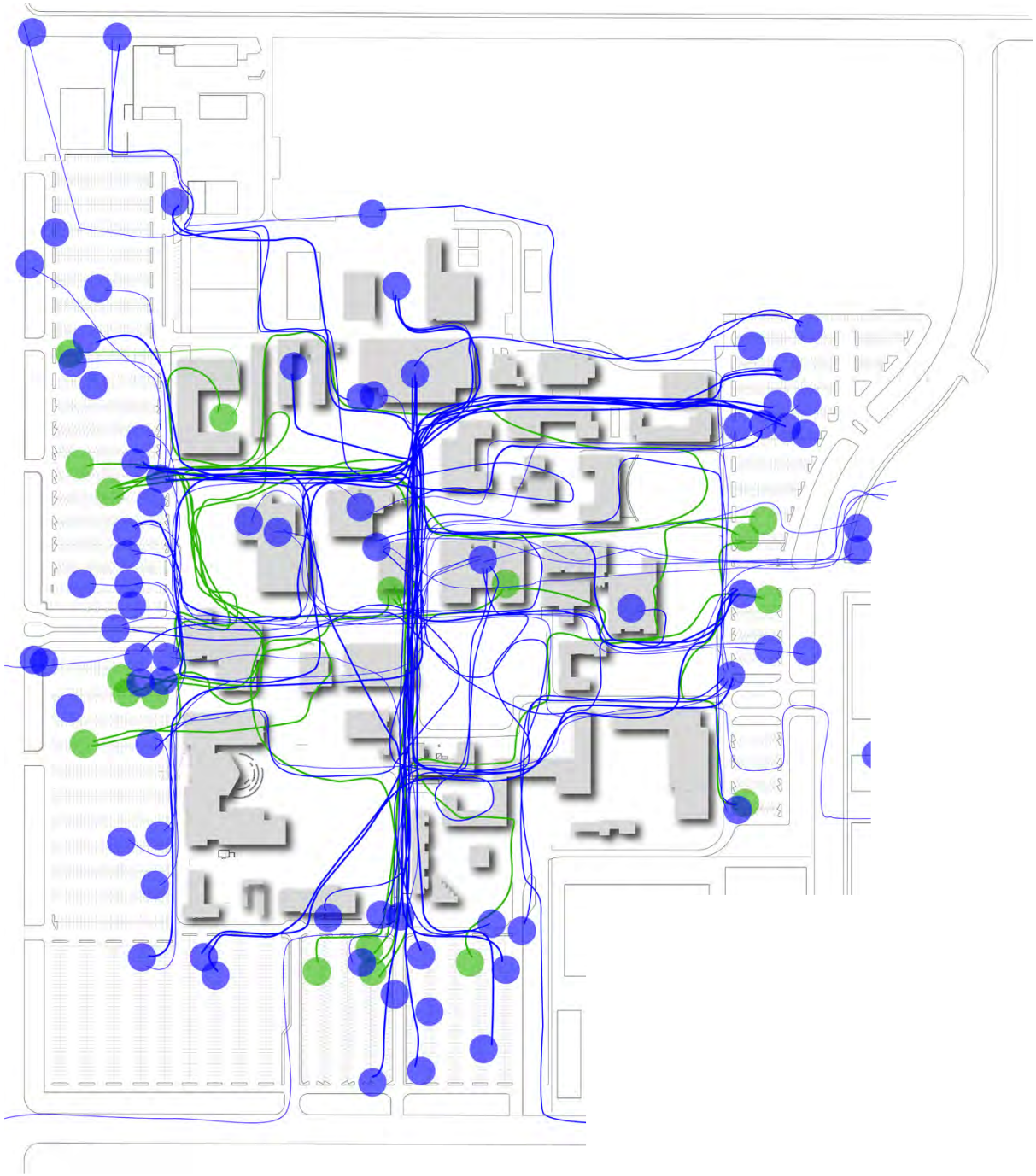
Students, faculty, and staff, were asked to map out their typical starting and ending points on campus.

Respondents reported spending an average of less than 5 minutes finding parking on campus, after which the graphic on the following page illustrates typical circulation patterns throughout campus.

The primary mode of transportation to campus is driving alone. Thus, the majority of respondents begin their pathways on campus in one of the many parking lots distributed around the perimeter on campus.







experience map

PATHWAYS

Parking lots are distributed throughout the campus, so respondents begin from a variety of starting points but typically funnel towards the ***central walkway*** on campus.



VEHICULAR CIRCULATION

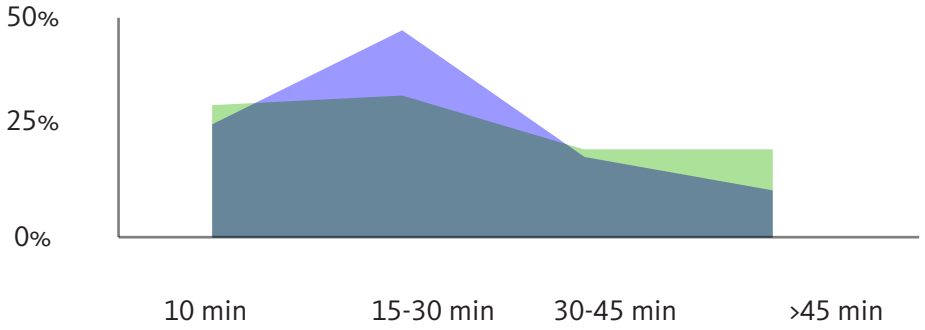
The graphic on the following page illustrates the vehicular circulation patterns on campus. Campus access points and allocated parking are shown along with drop off zones, transit stations and circulation, and emergency vehicular access.

The commute time for students is shown in purple on the graph and in green for faculty and staff.

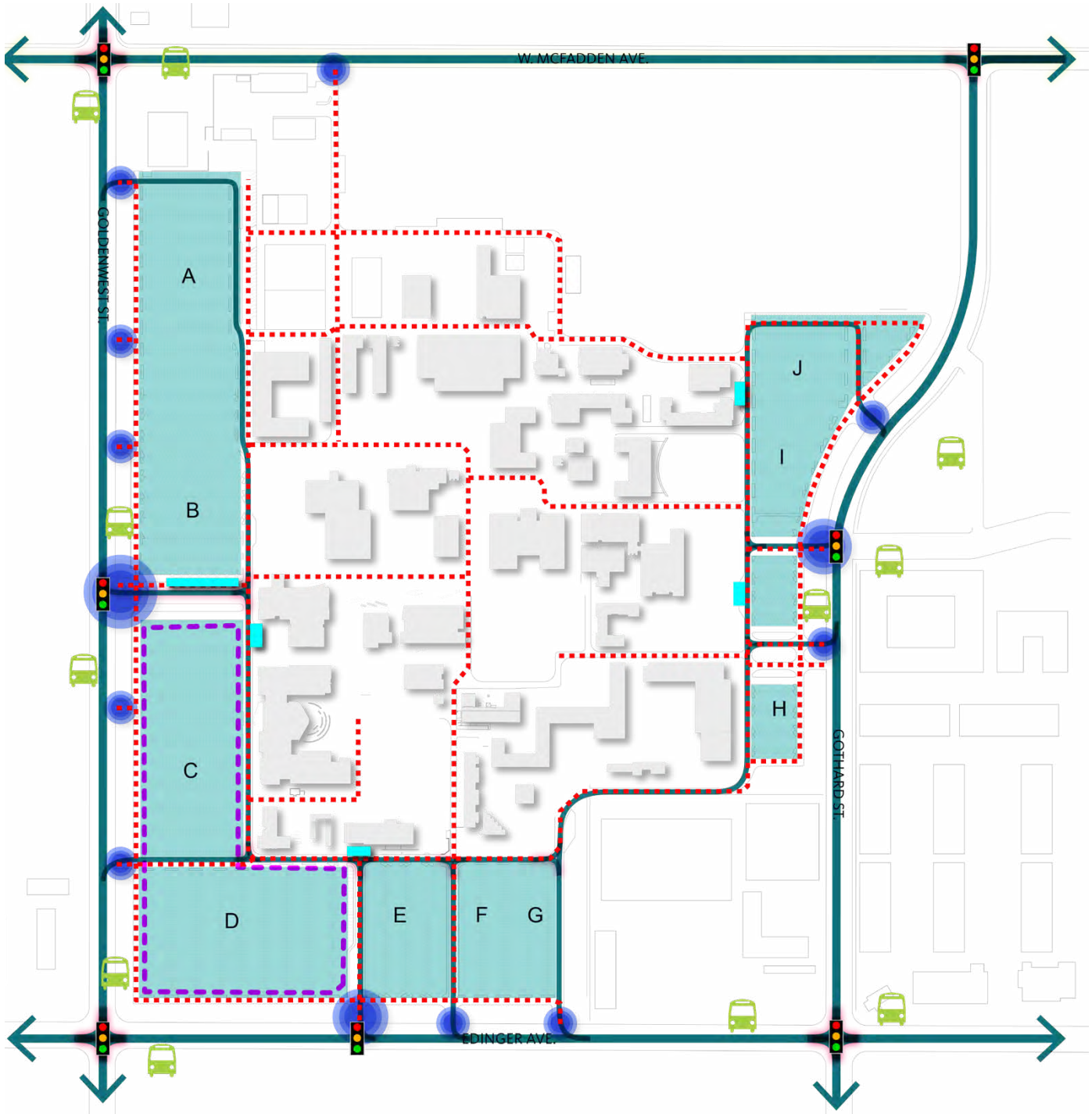
75%

of all respondents reported their commute is **less than 30 minutes**

On average, how long is your commute to campus?







vehicular circulation

TRAFFIC SIGNAL

VEHICULAR TRAFFIC

ENTRY/EXIT

INTERIOR TRAFFIC

BUS STOP

FIRE ACCESS

PICK UP/DROP OFF

PARKING LOTS

SWAP MEET

PEDESTRIAN CIRCULATION

The graphic on the following page illustrates pedestrian circulation patterns on campus, including key intersections, perimeter sidewalks, and food/coffee options. The graph indicates the primary modes of transportation for commuting to and from campus, with students' responses shown in purple and faculty and staff responses in green.

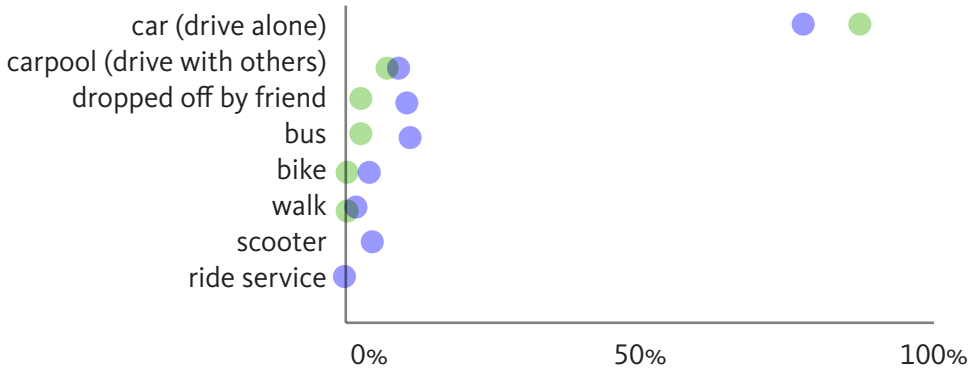
driving alone

is the primary mode of transportation for faculty, staff, and students

73%

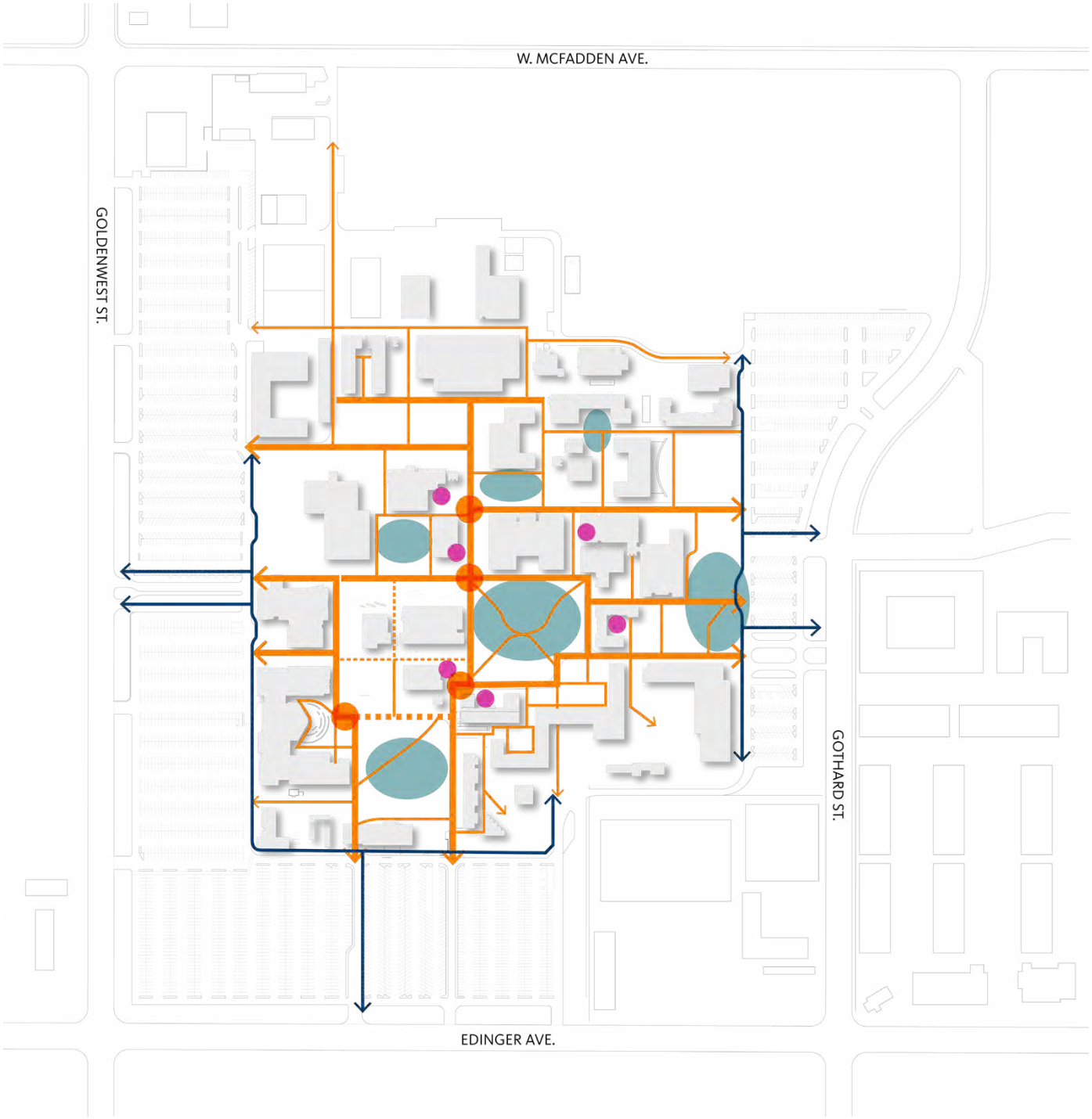
respondents reported spending **less than 5 minutes to find parking on campus**

What is your main means of commuting to and from campus?





pedestrian circulation



PRIMARY CIRCULATION

PROPOSED PRIMARY CIRCULATION

SECONDARY CIRCULATION

PERIMETER SIDEWALK

KEY INTERSECTION

PEDESTRIAN HUBS

FOOD/COFFEE

WAYFINDING

EXISTING SIGNAGE

An analysis of signage and wayfinding reveals a patchwork of signage from multiple programs implemented over the years to replace damaged signs. There is a range of newer, well-kept signage to temporary and inconsistently marked signage throughout campus. The adjacent photos survey the existing signage and wayfinding present throughout the campus.



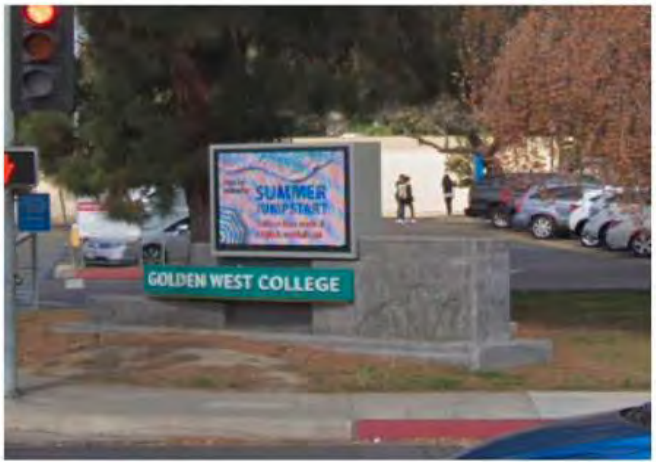
wayfinding

EXISTING SIGNAGE











wayfinding

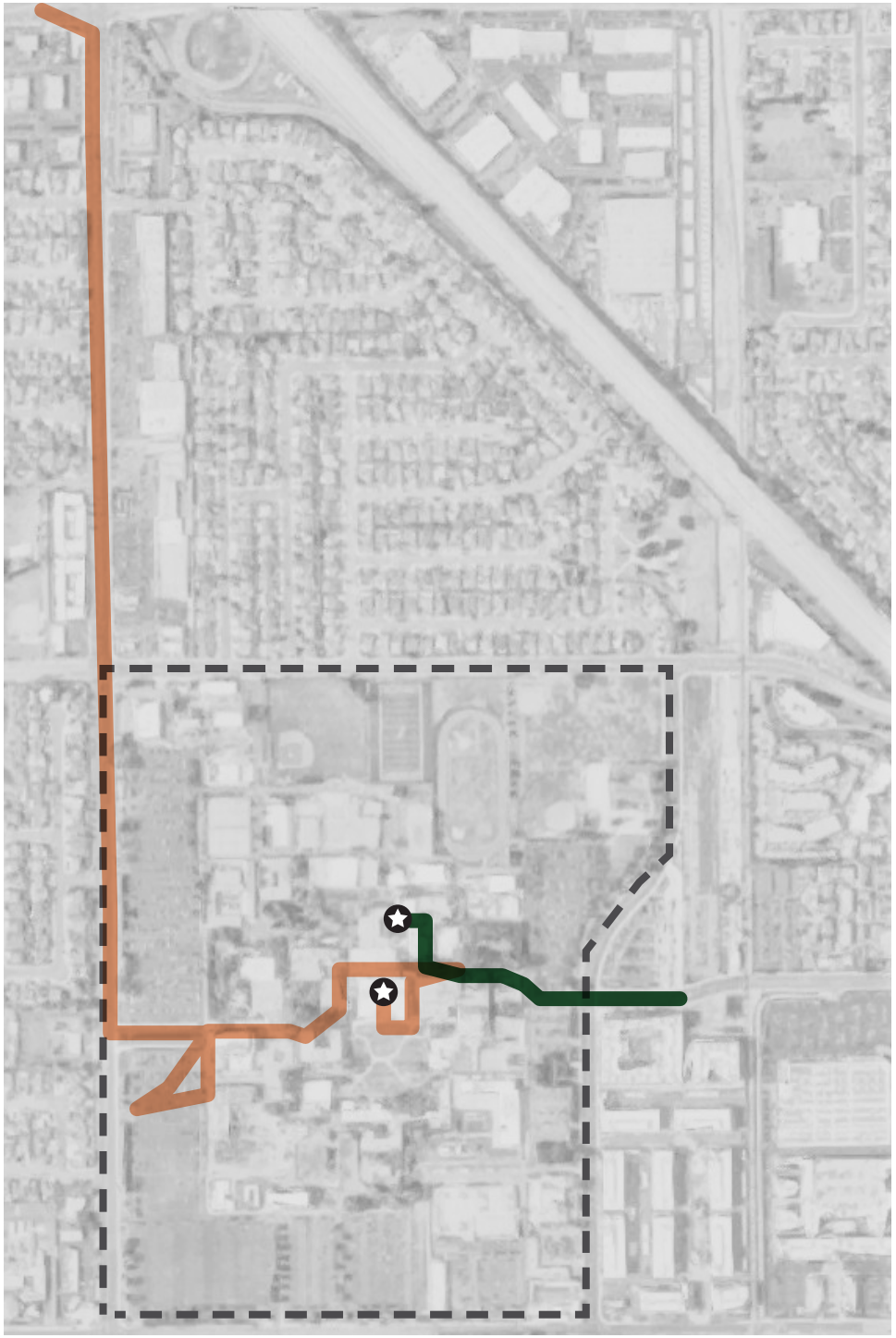
USER JOURNEYS

As part of the wayfinding analysis, several user journeys were conducted from the perspective of different visitors arriving via different routes, and in search of specific destinations throughout campus.

SAMPLE USERS

1. NEW STUDENT
This user is arriving by car and parking in the parking structure with the goal of registering for classes at the Admissions & Records office.

2. PARENTS OF STUDENT
This user is arriving by car and headed to a student art show at the Art Gallery.



wayfinding

USER JOURNEY 1 | NEW STUDENT



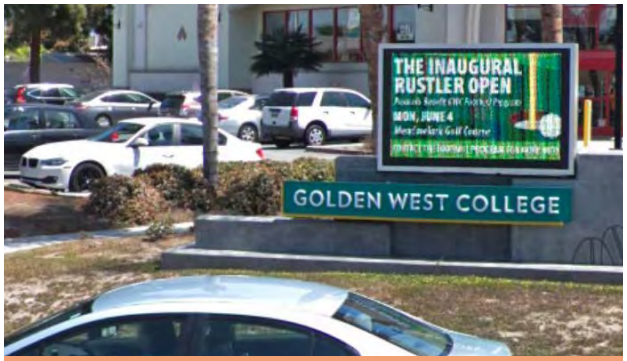
1 FREEWAY EXIT APPROACH



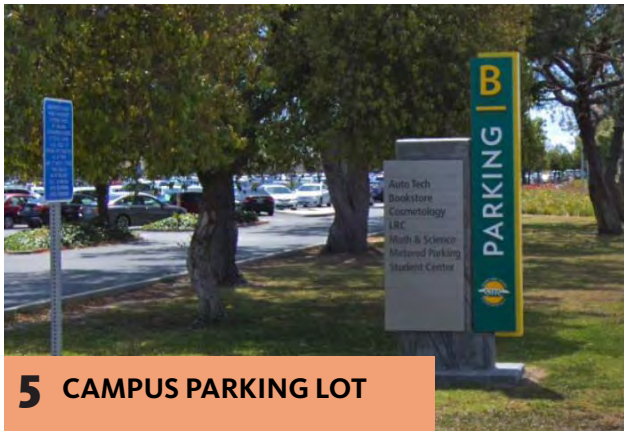
2 FREEWAY EXIT



3 CORNER OF BOLSA & GOLDENWEST



4 CORNER OF GOLDENWEST & MCFADDEN



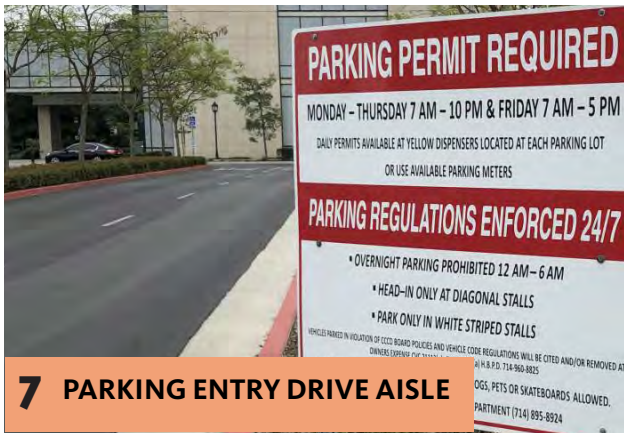
5 CAMPUS PARKING LOT



6 ARRIVAL AT CAMPUS MAIN ENTRANCE

wayfinding

USER JOURNEY 1 | NEW STUDENT



7 PARKING ENTRY DRIVE AISLE



8 DAILY PARKING PERMIT DIRECTIONAL



9 ARRIVAL AT PRAKING STALL



10 PARKING STALL PAY STATION



11 CORNER OF LEARNING RESOURCE CENTER



12 TEMPORARY PATHWAY SIGNS

wayfinding

USER JOURNEY 1 | NEW STUDENT



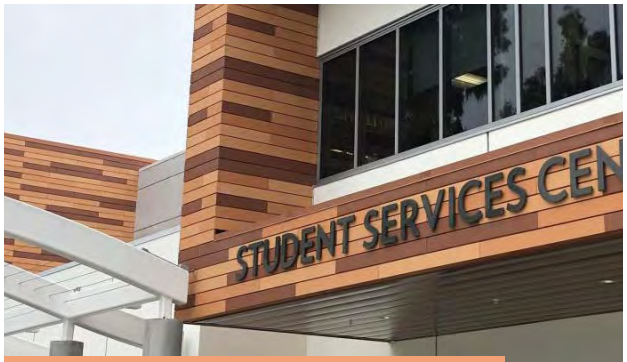
13 HUMANITIES BUILDING COURTYARD



14 CORNER OF HUMANITIES BUILDING



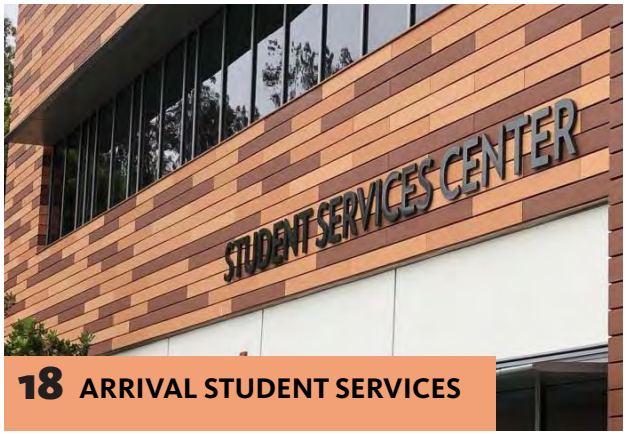
15 PATHWAY BEHIND STUDENT SERVICES



16 BACK OF STUDENT SERVICES



17 BACK OF STUDENT SERVICES



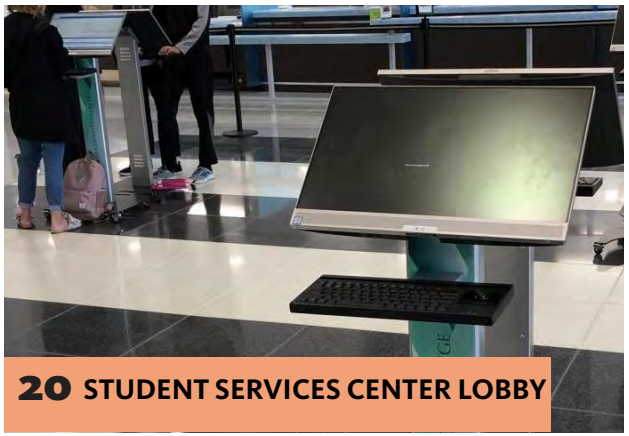
18 ARRIVAL STUDENT SERVICES

wayfinding

USER JOURNEY 1 | NEW STUDENT



19 STUDENT SERVICES CENTER ENTRY



20 STUDENT SERVICES CENTER LOBBY



21 ADMISSIONS & RECORDS



22 ADMISSIONS & RECORDS DESK

wayfinding

USER JOURNEY 1 | NEW STUDENT

KEY ISSUES

- Parking Pay Station appears to be dated and in poor condition. Pay station only accepts cash.
- A number of temporary, self-made easel signs are made of paper, movable, and do not have clear wayfinding indicators.
- Temporary signs lead the driver through several turns and can be easily moved and damaged.
- Student Center directional signs throughout campus appear to be dated, weathered, and missing information.
- Student Services Building clearly signed with large visible type. No entry sign present, appears to be in the back of the building.
- Student Services Building door ID reads “Student Services” while overhead sign indicates “Student Services Center.” Temporary sign reads “No Postings.”
- Newer digital screens at campus arrival appear to be in excellent condition. However, quality of signage throughout campus remains inconsistent.

wayfinding

USER JOURNEY 2 | PARENTS OF STUDENT



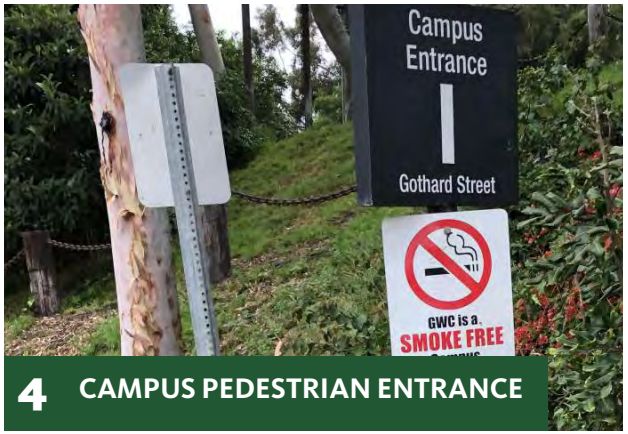
1 ARRIVAL AT GOLDEN WEST TRANSPORTATOIN CENTER



2 CAMPUS PERIMETER



3 CAMPUS PEDESTRIAN ENTRANCE



4 CAMPUS PEDESTRIAN ENTRANCE



5 DIGITAL DIRECTORY



6 STATIC DIRECTORY

wayfinding

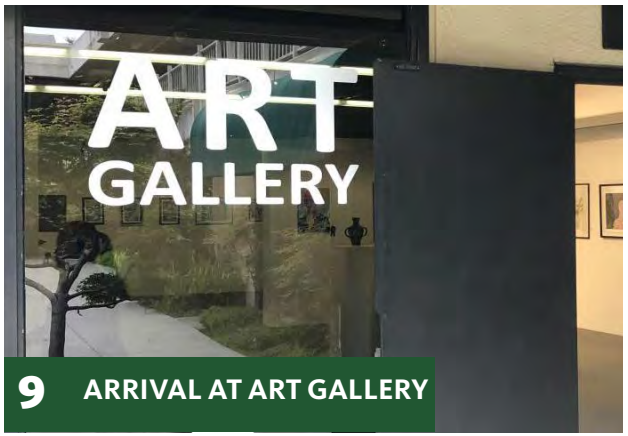
USER JOURNEY 2 | PARENTS OF STUDENT



7 BACK OF FINE ARTS BUILDING



8 FINE ARTS BUILDING COURTYARD



9 ARRIVAL AT ART GALLERY



10 ARRIVAL AT ART GALLERY

KEY ISSUES

- No wayfinding present at Golden West Transportation Center.
- Building identity monument located at corner of ampitheater. Sign appears to be refaced. Movable directional easel present next to sign.
- Sign on back wall of Fine Arts Building noted as “Art Gallery Right.” Arrow appears to have been added on and is crooked.
- Temporary, movable directional present. Sign notes “Art Gallery Left Open Now.”
- Overhead door sign clearly indicates entrance to the art gallery. Secondary glass signage indicates a second message identifying the art gallery, fonts are not consistent.

LANDSCAPE

EXISTING LANDSCAPE

The existing campus landscape contains several mature shade trees and many different outdoor areas for events and student gathering. Located along the southern side of the Student Services Building is the central quad, featuring an expansive turf area with a mature grove of shade trees that is used throughout the year for a variety of activities and events, including graduation. Several smaller courtyards are distributed throughout campus connected by a series of walkways.

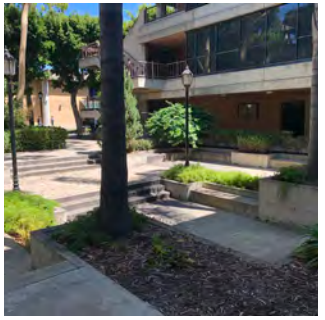
Located along the west side of campus is the California Native Garden which provides a natural oasis, and is one of the favorite places on campus for staff and students. The garden is mostly enclosed with perimeter fencing and planted berms with only a few select entry points making it hard to find for visitors. Opening up visibility and access to this garden could provide an opportunity to expand drought tolerant planting throughout more of the campus and showcase new species to the surrounding community.

Apart from the quad and the smaller courtyards framed by buildings, the landscape lacks a general hierarchy resulting in several underutilized spaces throughout campus. Defining a general program for these areas that is informed by the surrounding buildings will provide students with more areas to collaborate and extend learning beyond the classroom.

The following diagrams dissect the existing campus into several components allowing for a thorough analysis of how the landscape is currently performing. This study highlights opportunities for improvement and efficiency.














1


2


3


4

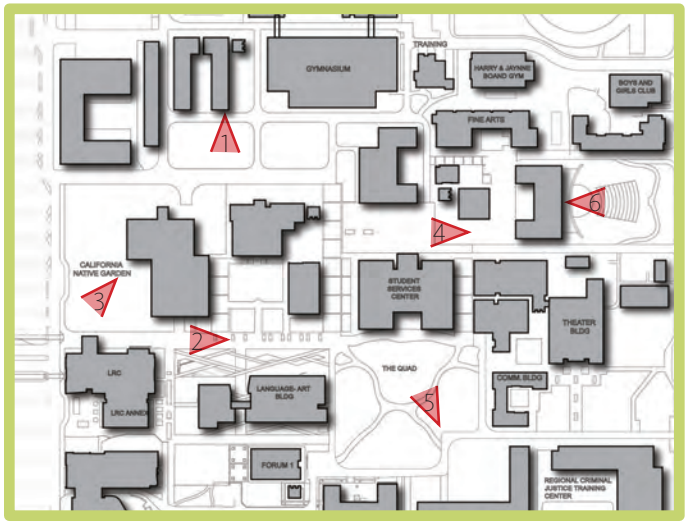

5


6

landscape

EXISTING LANDSCAPE

VIEWS 1-6



landscape

EXISTING OPEN SPACE

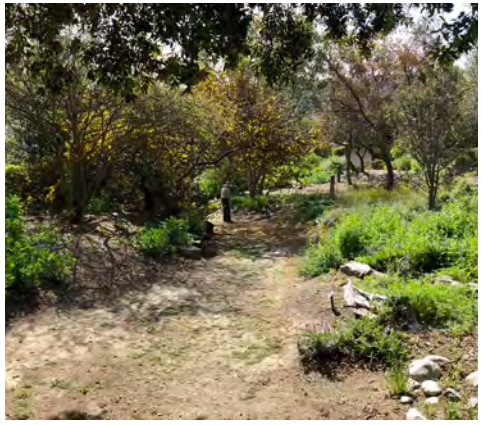
The campus has a diverse mix of gardens, plazas, and promenades that offer a diverse experience for faculty, staff and students. The ceremonial heart of the campus is the central quad area that is used for several events throughout the year. The quad also offers shaded seating and hammocks for everyday use making this one of the most active parts of campus. Just to the north of the quad on the other side of the Student Services Center is a large plaza area that provides another space for campus events. Several smaller courtyards framed by buildings offer students more intimate areas to gather and socialize.

While several areas of campus seem to be well utilized, there are other areas of campus that do not have a clear program and are underutilized. The existing amphitheater located on the eastside of campus is an impressive space that is quite large and can hold a significant audience, but sits empty most of the year. Another underutilized space is the large turf area north of the Nursing and Health Services building. Once used as the obstacle course for the Criminal Justice program that has since relocated to a new location, the large open lawn areas is almost the same size as the central quad and located immediately adjacent to it, creating a redundant open space that is underutilized. With the opening of the new Math and Science Building there are opportunities to create more relevant open spaces to serve the campus needs and support college-wide goals.















landscape

EXISTING OPEN SPACE

VEHICULAR GATEWAY

PEDESTRIAN GATEWAY

QUAD

ACTIVE COURTYARD

PASSIVE COURTYARD

landscape

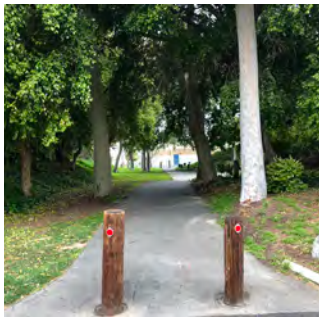
EXISTING TREE CANOPY

The campus has an extensive palette of trees that create a lush and shaded environment for staff and students. Trees are planted informally throughout the campus and help define individual courtyards and gardens, but there is a lack of tree framework to define spatial hierarchies throughout campus and aid in wayfinding for new students and the community visiting campus.

While the interior core of the campus is well shaded the perimeter parking lots are exposed to direct sunlight. This lack of shade throughout the parking areas can create a heat Island Effect where heat is absorbed by the dark asphalt paving and slowly released throughout the day, resulting in the surrounding areas taking much longer to cool down and increasing energy demands by longer air conditioning run times. Using a broad canopy tree or other types of shade structures can reduce the campus's energy needs.



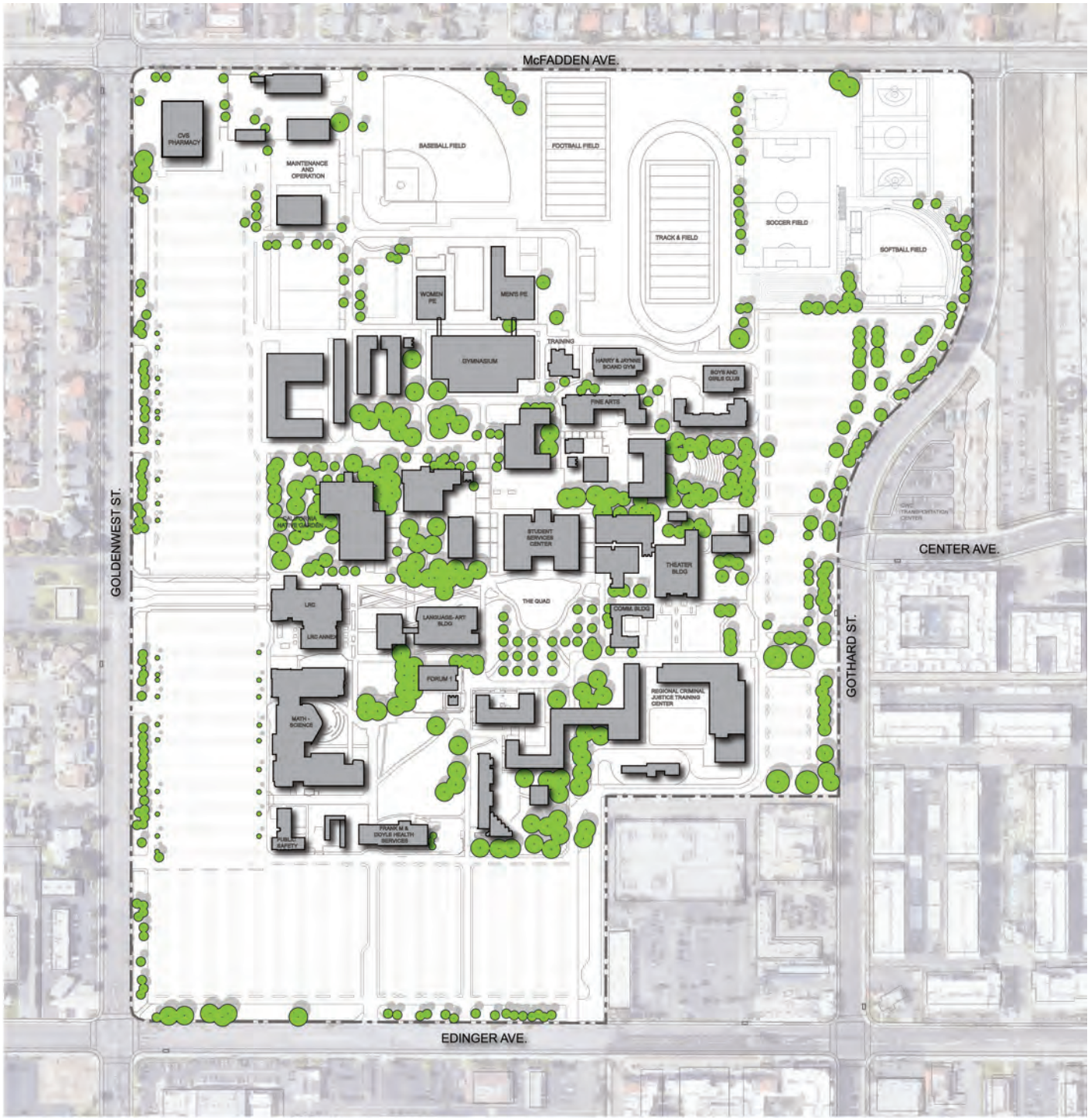












landscape

EXISTING TREE CANOPY

EXISTING TREE CANOPY

landscape

EXISTING PLANTING ZONES

The existing campus core is primarily turf which requires excessive amounts of water to maintain its lush appearance, but is relatively cost effective to maintain requiring only a mower and seasonal fertilizing. Turf is a great planting material to use when the campus community is encouraged to walk on it for events or gatherings; however, when it is used in underutilized areas an opportunity arises to reprogram or re-populate with more drought tolerant planting material that can free up valuable maintenance/utility dollars, and create more unique outdoor spaces for staff and students.

There is an opportunity to capitalize on the California Native Garden and extend its plant palette through broader areas of campus, especially interstitial areas that serve as landscape buffer zones. Doing this will help create a more unique campus environment and boost the visual significance of the remaining turf areas used for programs and events.



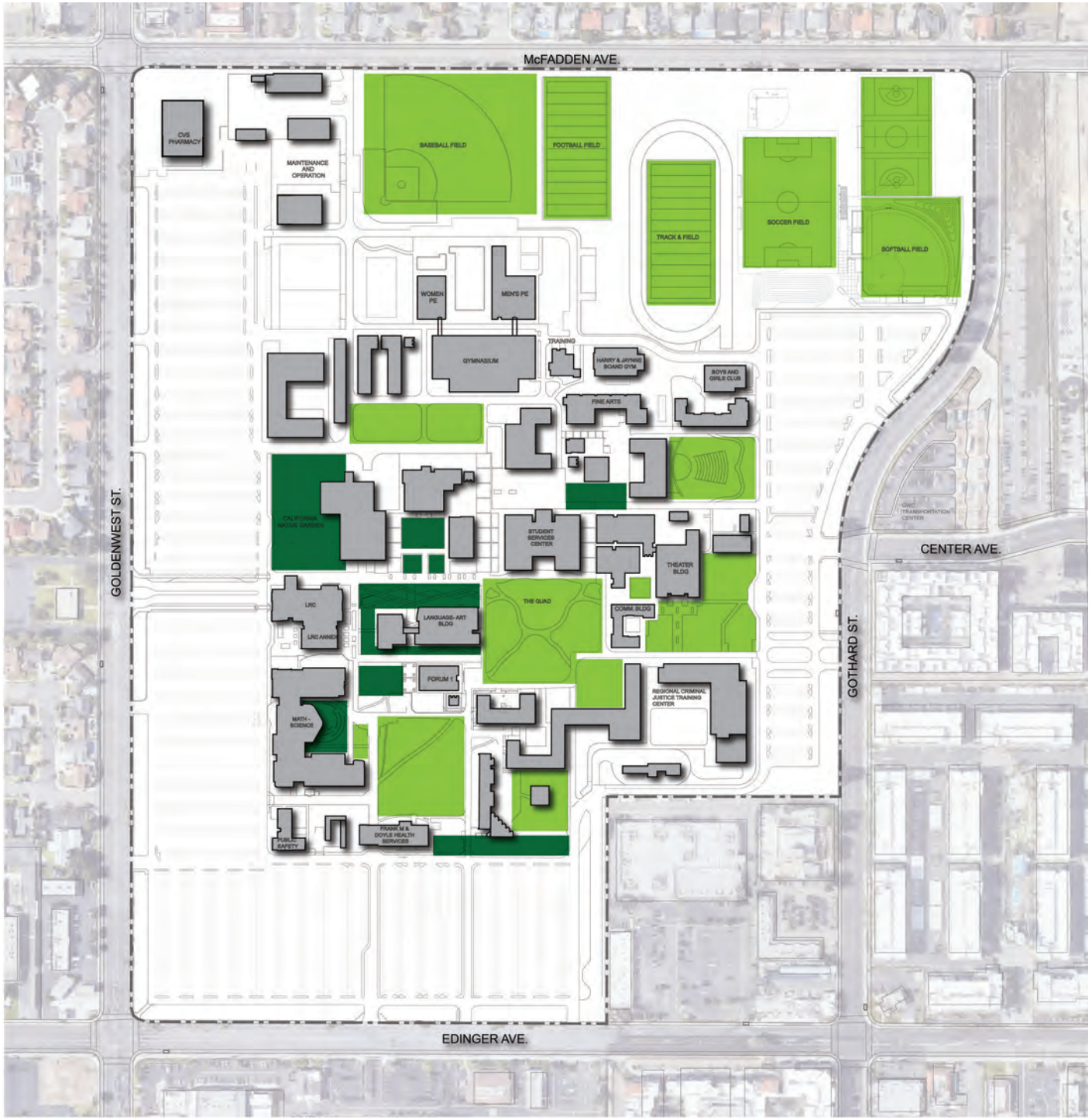












landscape

EXISTING PLANTING ZONES

TURF ZONES

NON-TURF ZONES

FACILITIES SPACE ANALYSIS

Growth Forecast
Space Inventory
Space Capacity
Vision 2030 Space Program



03

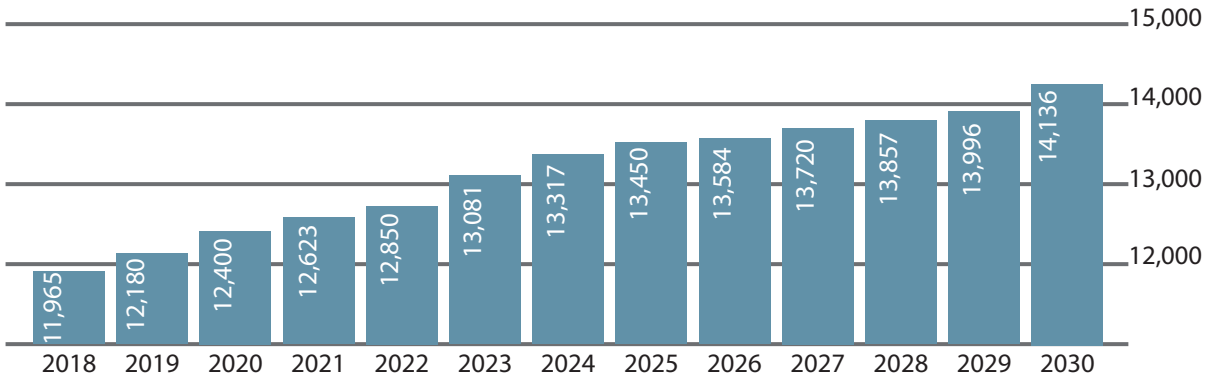
OVERVIEW

As noted in Chapter 1, this comprehensive master plan is being finalized during a period of uncertainty about near-term conditions. Long-term planning during this period relies on the assumption that the end of the pandemic will bring a gradual and steady return to pre-pandemic levels of economic well-being, including needs for an educated workforce. In keeping with this assumption, this Facilities Space Analysis uses the Chancellor's Office pre-pandemic long-range enrollment forecasts to calculate the College's needs for space in 2030.

This chapter describes the methodology used to establish the Master Plan Space Program, which outlines the amount and type of space necessary to support the growth in students that GWC is likely to experience through the year 2030.

It is important to note that the application of standards relates to the amount of space. These standards do not represent the quality or appropriateness of space nor the assignment of space to specific programs and services. Subsequent chapters in this document analyze important qualitative factors needed for long-range facilities planning.

PROJECTED GROWTH: UNDUPLICATED STUDENT HEADCOUNT



Source: CA Community Colleges Chancellor's Office (CCCCO)

GROWTH FORECAST

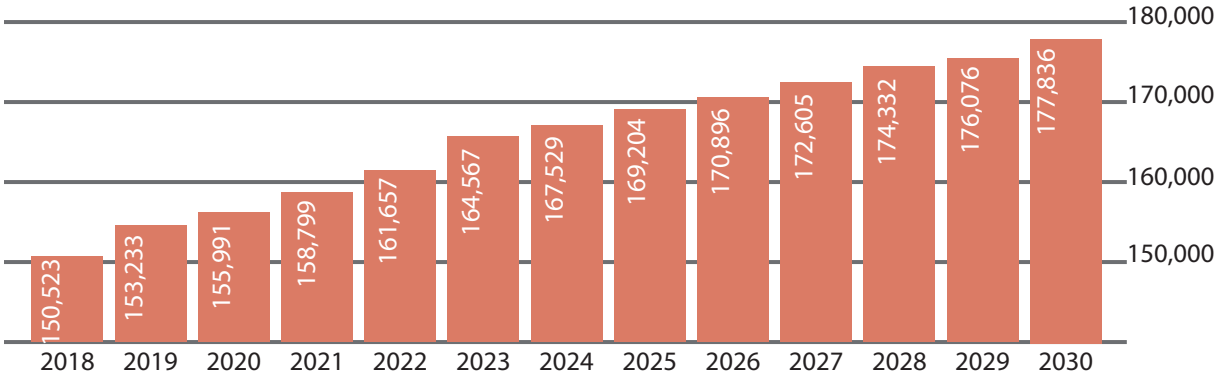
The College's vision for expanding and improving its facilities in the coming decade is informed in part by a long-range forecast of growth in student headcount and weekly student contact hours (WSCH). The purpose of this forecast is to develop a realistic vision of the College's needs for future facilities and other resources. This is not a literal forecast because the College's growth will fluctuate, with more growth in some years than others.

This forecast for VISION 2030 growth is based on the Chancellor's Office projections, which include consideration of local data such as population size and age projections, current and projected economic conditions, and the College's enrollment trends.

The College's growth projection is for a 1.8 percent annual growth rate in weekly student contact hours and student headcount in the near term (2018-24) and 1 percent growth in the far term (2025-30). The College's projected cumulative growth rate is 18.14 percent over the next ten years.

In addition to the growth rate, facilities planning is based on several factors, including the unique space needs of the programs that are most likely to grow in the next decade, an analysis of current facilities' conditions, and state guidelines for College facilities as described in this document.

PROJECTED GROWTH: WEEKLY STUDENT CONTACT HOURS



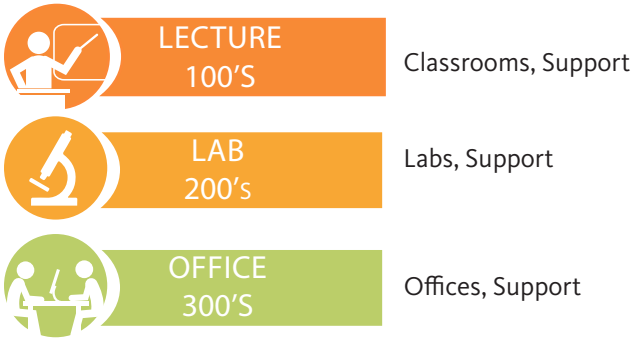
Source: CA Community Colleges Chancellor's Office (CCCCO)

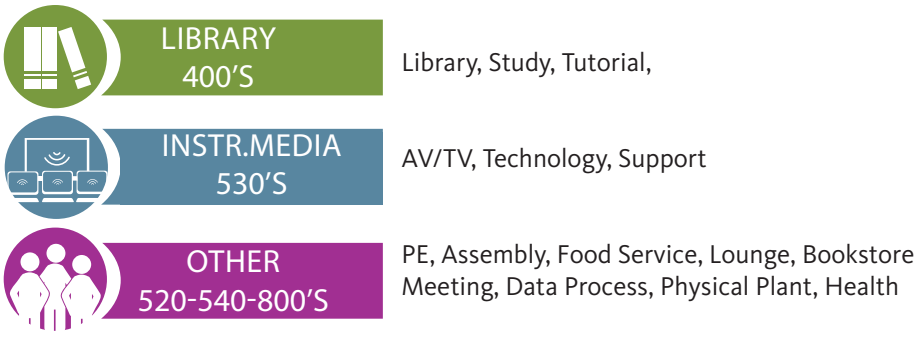
SPACE INVENTORY

The inventory of facilities is an important tool in planning and managing college campuses. The Facilities Utilization Space Inventory Options Net (FUSION) is a database maintained by the California Community Colleges Chancellor Office (CCCCO), and includes descriptive data on buildings and rooms for each college and district within the state. This information is essential for analyzing space utilization, projections, space needs and capital outlay planning.

GWC maintains a detailed Space Inventory of all buildings on the Campus according to the requirements of the State Chancellor's Office Space Inventory Handbook. As required by the state standards, it is updated and submitted to the State Chancellor's office annually. The Space Inventory contains data about every building and room per the State guidelines for space code, space type name, and Assignable Square Footage.

ROOM USE CATEGORIES





space inventory

	BASELINE INVENTORY 2019
LECTURE	92,935
LAB	142,537
OFFICE	69, 648
LIBRARY	46,142
INSTR.MEDIA	7,779
OTHER	200,967
TOTAL CAP/ LOAD ASF	616,084

The 2019 Space Inventory Report was used as the basis for the analysis of space. This report is updated annually and reported to the Chancellor's Office to reflect the current usage of facilities and space on campus. The table on the right includes a summary of the categories of space on GWC and their respective totals.

It is important to note that the Space Inventory report includes all facilities on campus that are in use, including temporary facilities.

SPACE CAPACITY

To determine space capacity requirements for a college, the enrollment and program forecasts are applied to a set of standards for each type of space. Title 5 of the California Code of Regulations, prescribes standards for the utilization and planning of educational spaces on public community college campuses. These standards, when applied to the total number of students, or weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet (space available for assignment to occupants).

The ASF of a building is the total square footage of the building that is, or could be, assigned to an occupant. The gross square footage (GSF) of a building includes all areas within the outside faces of exterior walls, including circulation, stairs, elevators, restrooms, and building systems.

The Title 5 space standards used to determine future capacity requirements are listed in the table to the right. Each component of these standards is applied with an appropriate form of enrollment to produce a total assignable square feet (ASF) capacity requirement for each category of space. The sum of these categories represents the total ASF building requirements for the College.

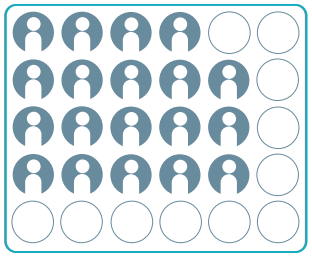
PRESCRIBED SPACE STANDARDS

CATEGORY	FORMULA	RATES
Classrooms	ASF / Student Station	20
	Station Utilization Rate	66%
	Average hours room/week	53
Labs	ASF / Student Station*	
	Station Utilization Rate	85%
	Average hours room / week	27.5
Offices / Conference	ASF per FTEF	175
Library / LRC	Base ASF Allowance	3,795
	ASF / 1st 3,000 DGE	3.83
	ASF / 3,001-9,000 DGE	3.39
	ASF / > 9,000 DGE	2.94
Instructional Media	Base ASF Allowance	3,500
	ASF / 1st 3,000 DGE	1.50
	ASF / 3,001-9,000 DGE	0.75
	ASF / > 9,000 DGE	0.25

* Varies per discipline

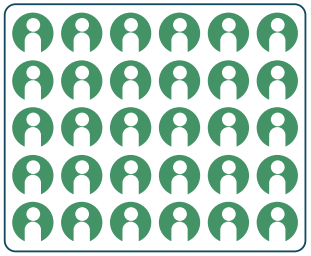
Source: Board of Governors of the California Community Colleges, Policy on Utilization and Space Standards, September 2010.

OVER CAPACITY



# of seats > # of students
over 100% capacity / load

RIGHT-SIZED



# of seats = # of students
100% capacity / load

UNDER CAPACITY



# of seats < # of students
under 100% capacity / load

space capacity

Space utilization on a community college campus is developed based on the analysis of capacity load ratios. Capacity load ratios represent the direct relationship between the amount of space available, by type, which may be used to serve students, and the number of students participating in campus programs. The space type “other” includes a number of spaces on campus that are considered to be non-capacity load categories. These are spaces that are not analyzed by the CCCCO in relation to utilization and efficiency, but are important as part of the college’s inventory related to maintenance and operations.

The capacity/load ratio is the measure of the space utilization efficiency according to Title 5 standards. Assumed utilization for classrooms is 53 hours per week, utilization for labs varies per discipline.
Capacity/load ratios are rolled up and measured as an aggregate by room use category for each campus.

VISION 2030 SPACE PROGRAM

The Vision 2030 Space Program summarizes the projected need for capacity load space categories as defined by state standards. The methodology for developing this program is summarized as follows:

- The 2019 Space Inventory was adjusted to reflect the proposed removal of several temporary and permanent buildings as identified in the Recommendations chapter. The space from these facilities were subtracted from the 2019 Space Inventory column (A) and reflected in the 'Adjusted Inventory' column (B),

- Enrollment forecasts were applied in combination with appropriate space planning standards to result in a total space requirement in ASF listed as the Space Program Program (C).

- The Adjusted Inventory (B) was subtracted from the Space Program (C) to result in the Difference (D) that indicates the projected ASF need by types of space.

The Space Program provides the basis for developing recommendations for future facilities. In order to accommodate the forecasted enrollment and program needs and replace functions that are housed in facilities to be removed, the Master Plan Space Program outlines the quantity of space needed in each of the capacity load categories.

The space needs are indicated as Assignable Square Feet (ASF) and divided by a grossing factor to arrive at gross square footage (GSF). The State Chancellor's Office recommends grossing factors for community college facilities which average approximately 65% for instructional facilities.

The Space Program indicates that following the removal of several facilities, there is a need to replace and add space in the following capacity load categories: lab, office, instructional media, other.

vision 2030 space program

	A BASELINE INVENTORY 2019	B ADJUSTED INVENTORY	C VISION 2030 SPACE PROGRAM	D=(C-B) DIFFERENCE
LECTURE	92,935	55,024	49,680	-5,344
LAB 200's	142,537	145,030	171,790	+26,760
OFFICE	69,648	44,053	59,279	+15,226
LIBRARY	46,142	45,615	33,249	-12,366
INSTR.MEDIA	7,779	4,302	11,974	+7,672
OTHER 050's, 520-800's	257,043	137,250	114,777	-22,473
TOTAL ASF	616,084	431,274	440,748	

CHALLENGES & OPPORTUNITIES

Data Summary
Challenges and Opportunities #1-7



04

OVERVIEW

One purpose for developing GWC Vision 2030: Comprehensive Master Plan was to identify current strengths and challenges, and to anticipate future challenges and opportunities. The challenges and opportunities presented in this chapter were drawn from the following analyses.

- Projections of demographic, legislative, and economic change likely to occur in the next decade (external scans).
- Comparisons of the College's current performance to its mission that identify areas of excellence and areas in need of attention (internal scans).
- Trends in higher education.
- State and District goals and policies.
- Campus and community members' perceptions of the College today as well as their aspirations for the College in the next decade.

This process identified seven current and anticipated challenges and opportunities:

1. **Increase credit and noncredit student enrollment**
2. **Increase productivity**
3. **Address achievement gaps**
4. **Increase student completion**
5. **Prepare students for jobs that earn a living wage**
6. **Expand communication on campus and off campus**
7. **Address facilities issues**

The following descriptions include strategies developed by GWC faculty, staff, and administrators to address each challenge and opportunity.



DATA SUMMARY

PROJECTIONS RELEVANT TO LONG-TERM PLANNING

GWC's mission states its commitment to provide higher education opportunities for residents in the communities it serves. Therefore, the first step in the development of this data-informed long-term plan was to identify the changes that are likely to occur in the next decade in the GWC service area. The five projections most relevant to the College's long-term planning are:

- Slow and steady population growth within the service area and the County,
- Slight increase of residents in the service area population between age 15 and 34,
- Continued diversity in communities' race/ethnicity cohorts,
- Slow and steady growth in the local economies, and
- Increased need for opportunities provided by GWC.

Refer to Appendix I in this document for the sources of these projections.

data summary

AREAS OF EXCELLENCE

The analyses of the College's performance highlight a number of areas of excellence that demonstrate specific ways that the College excels in fulfilling its mission. This analysis identified the following strengths.

- Increased median earnings after completion of GWC courses and programs (Refer to Appendix I, Data Sets 15-17)
- Increase in students attending GWC over the past four years (Refer to Appendix I, Data Set 18)
- Increased fill rate and FTES/FTEF in the past two years (Refer to Appendix I, Data Set 22)
- Higher proportion of full-time students than the statewide proportion (Refer to Appendix I, Data Set 23)
- Increased enrollment in noncredit, online, and Dual Enrollment programs (Refer to Appendix I, Data Sets 31, 33, and 34)
- Greater proportion of students age 24 and younger than the statewide proportion (Refer to Appendix I, Data Set 43)
- Greater racial/ethnic diversity in the student population than the service area population (Refer to Appendix I, Data Set 45)
- Increased number of first-generation college students (Refer to Appendix I, Data Set 47)
- Consistently high rates of student retention across the past five years in all course types (Refer to Appendix I, Data Sets 49 and 50)
- Higher retention rates than the statewide rates in basic skills, credit, and degree-applicable courses (Refer to Appendix I, Data Set 51)
- Increased retention rates in online courses for all course types (Refer to Appendix I, Data Set 52)
- Increased student achievement measured by successful course completion rates in all course types and for courses taught online and on campus (Refer to Appendix I , Data Sets 55 – 56 and 58)
- Higher remedial progress rates in English compared to the statewide rate (Refer to Appendix I, Data Set 59)
- Increased awards of associate degrees and certificates (Refer to Appendix I, Data Set 62)
- Increased transfer to CSU over the past five years (Refer to Appendix I, Data Set 63)
- Top four qualities that 946 respondents to an online survey associated with GWC were affordability, convenient location, academic programs/departments, and transfer preparation (Refer to Appendix I, Campus Voices)



data summary

AREAS IN NEED OF ATTENTION

The analyses also identified the following patterns that are worthy of attention in the College's long-term plans.

- Decreased student enrollment, fill rates, and FTES (Refer to Appendix I, Data Sets 19-22 and 39)
- Decreased student load in the past four years (Refer to Appendix I, Data Sets 23-24)
- Decrease in the number of local high school graduates attending GWC (Refer to Appendix I, Data Set 28)
- Limited noncredit offerings (Refer to Appendix I, Data Set 30)
- Lower retention rates than the statewide rates in career education courses (Refer to Appendix I, Data Set 51)
- Lower retention rates in online courses for all course types compared to courses taught in other modes of instruction (Refer to Appendix I, Data Set 53)
- Lower rates of student success in online courses (Refer to Appendix I, Data Set 58)
- Lower remedial progress rates in Mathematics and ESL compared to the statewide rates (Refer to Appendix I, Data Set 59)
- Disparities in retention, successful course completion, persistence, and completion based on students' race/ethnicity (Refer to Appendix I, Data Sets 54, 60, 61, 64)
- A little over half of the respondents to an online survey would like to see GWC described by these words in the future: respected, innovative, modern, and forward-thinking (Refer to Appendix I, Campus Voices).

CHALLENGE AND OPPORTUNITY #1

INCREASE CREDIT AND NONCREDIT STUDENT ENROLLMENT

To safeguard financial stability and fulfill its mission at the same capacity as in prior years, the College must increase enrollment.

Between 2013-14 and 2018-19, the College's unduplicated headcount increased (2.0 percent) while enrollment decreased (-7.4 percent) which resulted in decreased FTES (-7.4 percent), decreased fill rates (-11.9 percent), and decreased productivity (-15.2 percent).

When student headcount increases while student enrollment (FTES) decreases, the College is faced with an unstable and unsustainable fiscal situation. Student services are provided to each student individually, but state apportionment is based, at least in part, on student enrollment. When students enroll in multiple courses, there is some economy of scale. When the number of units per student decreases, the economy of scale disappears. Given GWC's trend of increased student headcount coupled with lower student load, expenditures have continued to rise while revenue has declined.

Planning data related to the need to increase credit and noncredit student enrollment

- *The number of residents in the GWC service area who are of college-going age (15 to 34) is likely to increase.*

The populations in the seven cities that define the GWC service area are projected to grow slowly over the next decade (0.3 percent annual growth). However, that population is relatively youthful, with a little over forty percent either of college-age (ages 15 to 34) or future college-age (ages 14 and younger). This youthfulness is reflected in GWC's student population, which was younger than the statewide average in fall 2018. This college-going age cohort (15 to 34) is projected to increase in Orange County by 2035.

Sources in Appendix I:

Data Set 1. Population Size: Actual and Projected

Data Set 3. Population Age Projection: Orange County

Data Set 42. Age Distribution: GWC 2013 and 2018

Data Set 43. Age Distribution: GWC and Statewide 2018

- *GWC's communities have unmet needs for post-secondary education.*

In GWC's service area, the communities with the lowest levels of educational attainment experienced the highest rates of unemployment during the 2008 recession. Workforce projections suggest that this trend will repeat with the next economic downturn, with lower levels of education being a primary predictor of higher unemployment rates.

Given the employability gap in GWC's service area, the College is poised to be a contributing partner in the economic well being of its communities by developing and offering noncredit courses and programs, such as those in English as a Second Language and short-term vocational programs. To date, GWC's noncredit offerings have been noticeably below the statewide average, with 0.8 percent of the College's total FTES earned in noncredit in 2018-19 in contrast to 5.8 percent statewide.

Similarly, there is room for improvement in the College's high school capture rate. The recent expansion in Dual Enrollment offerings increased student enrollment, indicating that this new program is addressing an unmet need.

Since both noncredit and Dual Enrollment programs provide the College with the opportunity to introduce students to the opportunities and academic quality at GWC, these programs must be monitored to ensure that



challenge and opportunity #1

INCREASE CREDIT AND NONCREDIT STUDENT ENROLLMENT

they consistently demonstrate GWC's welcoming approach and standards for academic excellence.

The need for the College to increase engagement with its communities was expressed in every campus engagement activity. This awareness indicates that the GWC internal community is ready to take on the challenge of increasing enrollment by expanding the variety of programs it offers to its communities.

Sources in Appendix I:

Data Set 12. Service Area Unemployment Rates

Data Set 13. Educational Attainment of Adults 25+ by City

Data Set 29. Feeder High Schools Capture Rates

Data Set 30. Noncredit FTES: GWC and Statewide

Data Set 34. Sections, Enrollment, and FTES in Dual Enrollment Program

Campus Voices

Students enrolled in fewer units than in the past.

The proportion of full-time GWC students decreased more than four percent in the last four years compared to a two percent decrease statewide. During the same period, the proportions of GWC students taking fewer than six units steadily increased.

This decrease in student load forecasts lower rates of student completion of degrees, certificates, and transfer requirements. Strategies to increase student enrollment per semester increase the likelihood that students will complete their educational goals.

Sources in Appendix I:

Data Set 23. Student Unit Load: GWC and Statewide

Data Set 24. Comparison of Student Unit Load in Fall 2018

challenge and opportunity #1

INCREASE CREDIT AND NONCREDIT STUDENT ENROLLMENT

STRATEGIES TO INCREASE CREDIT AND NONCREDIT STUDENT HEADCOUNT AND ENROLLMENT

EXPAND NONCREDIT OFFERINGS

The funding model for California community colleges changed with the approval of Title 5, section 55151, which allocated the same level of funding to noncredit Career Development and College Preparation courses as allocated to credit courses. GWC plans to take advantage of the change in state apportionment by expanding career development and college preparation noncredit instruction by offering programs tailored to local needs and opportunities, such as basic skills courses in English, Mathematics, and English Language Learners; short-term vocational courses and programs; and courses to prepare students for examinations, such as the citizenship and General Education Development (GED) tests. Noncredit short-term vocational programs in areas of demand by local businesses, such as Automotive Technology, Allied Health, and Big Data, are being considered to serve as a pipeline into credit programs in the same career fields.

EXPAND OUTREACH TO HIGH SCHOOL FACULTY AND STUDENTS

It is essential to continue—and expand—programs and services that effectively connect high school students and faculty to the College. Many disciplines describe outreach to high school faculty in their long-term plans in this document as a strategy to bolster the College's reputation and outreach to high school students through dual enrollment as strategies for increasing student enrollment. Judging by the increase in Dual Enrollment participants and FTES in 2018-19 compared to 2017-18, high school students have enthusiastically responded to this type of GWC outreach.

EXPAND STUDENT UNIT LOAD

Programs, such as Athletics, EOPS, and financial aid programs such as the Golden Promise and Student Success Completion Grant, require students to maintain a course load of 12 or more units. This requirement is based on research that full-time students are more likely to complete degrees, certificates, and transfer requirements than students enrolled in fewer than 12 units. Therefore, the institutional benefit of developing and implementing strategies to increase student load is at least twofold: by increasing student load, the College is likely to increase the number of students that complete degrees, certificates, and transfer requirements as well as increasing FTES through additional enrollment of current students and increasing institutional efficiency through economies of scale.

challenge and opportunity #1

INCREASE CREDIT AND NONCREDIT STUDENT ENROLLMENT

STRATEGIES TO INCREASE CREDIT AND NONCREDIT STUDENT HEADCOUNT AND ENROLLMENT (CONT.)

ENSURE VITALITY OF CAREER EDUCATION PROGRAMS

Viable career education programs that meet the needs of local industries is a key ingredient in a comprehensive plan to increase enrollment. The GWC Cosmetology, Design and Drafting, Digital Arts and Digital Media programs completed a vitality review in spring 2019, will implement recommendations based on that review in 2020, and will be assessed in the next year to determine whether the programs will continue in their current size and form. This cycle of assess-revise-reassess maintains the College's link to the local labor market and ensures that the College offers high-quality, relevant programs. The assessment of current programs is complemented by the addition of emergent career education programs in response to regional demands. For example, a Health Information Technology program is tentatively scheduled to begin in fall 2020 and a Data Science/Business Analytics program is being developed.

EXPAND OUTREACH TO WORKING ADULTS

In the coming decade, the number of residents younger than age 14 is likely to decrease by approximately 66,000 residents and the number of residents of traditional college-going ages from 15 through 34 is projected to increase by 26,472 residents. As the decade progresses, the portion of residents between the ages of 25 and 34 will increase.

To accommodate these shifts in the age demographics and to proactively offer an alternative to the California Online Community College, the College may consider crafting outreach, student recruitment and support, program branding, and schedules to meet the needs of working adults. Examples of outreach to the over-25-years-of age residents in the College service area are:

Increase options for courses and services, such as courses offered in accelerated patterns and evening and online courses and services;

Expand "career preparation" marketing messages to include models of "career transitioning" and "career positioning;"

Develop low-unit certificates that can be stacked to fulfill degree requirements; and

Tailor outreach and welcoming strategies to appeal to and meet the needs, learning preferences, and schedules of adult students, such as expanded services for evening students.

CHALLENGE AND OPPORTUNITY #2

INCREASE PRODUCTIVITY

To ensure future financial stability and fulfill its mission at the same capacity as in prior years, the College must increase productivity.

Measures of productivity describe the relationship between the amount of state apportionment a College generates by providing instruction and the cost of providing that instruction. Higher levels of productivity indicate that a college is successful in offering a student-focused schedule that aligns student demand with the College's faculty, curriculum, and facilities.

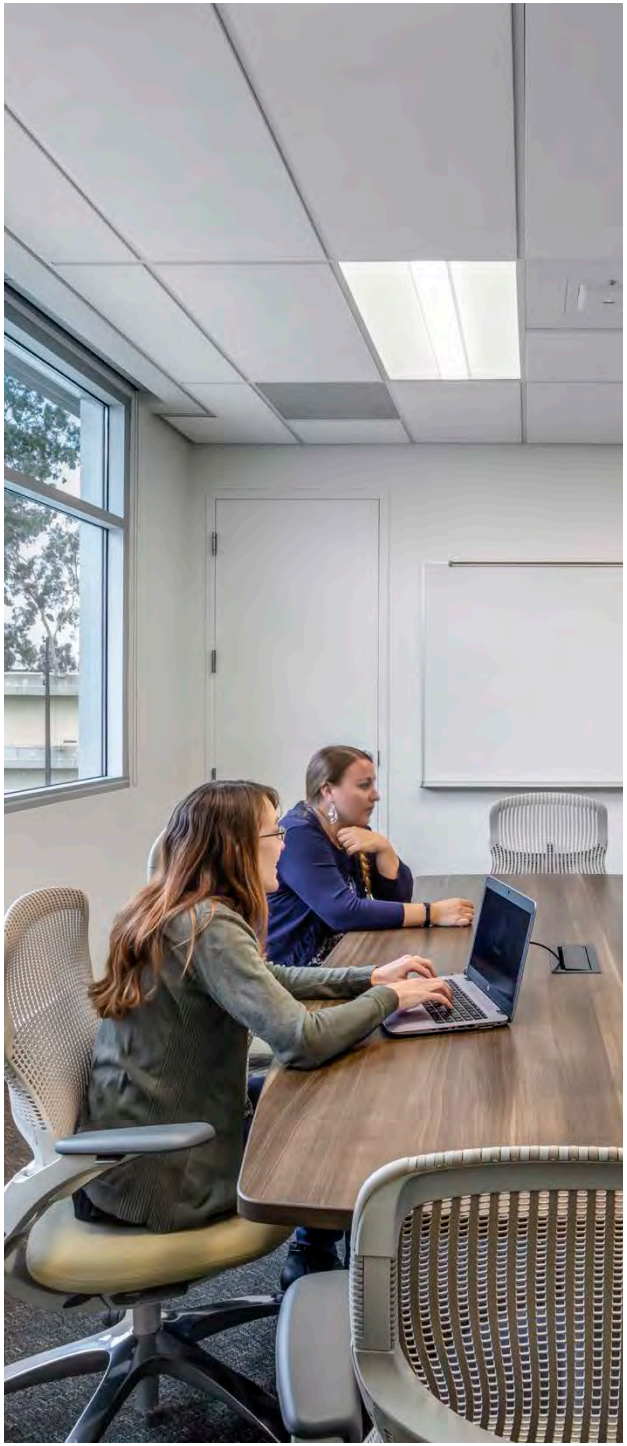
Planning data related to the need to increase productivity

There has been a College-wide effort to increase student enrollment in recent years. For example, sections were added in fall 2017 compared to fall 2012 (31 percent increase). This strategy successfully increased student headcount by almost 2 percent. However, given the decline in student load, the bottom-line result was a decline in productivity. Both measures of productivity -- fill rates and FTES/FTEF -- declined between 2013-14 and 2018-19.

The College community is keenly aware of the importance of developing student-centered and productive class schedules. Based on interviews with representatives of each instructional discipline and student service, there is widespread understanding that the College needs to increase productivity to maintain fiscal stability and continue to serve its communities. (Refer to Appendix II for Program Plans 2020-30).

Sources in Appendix I:

- Data Set 18. Unduplicated Student Headcount: GWC and Statewide
- Data Set 22. GWC Productivity
- Data Set 23. Student Unit Load: GWC and Statewide
- Data Set 37. Disciplines with Productivity Decline between 10% and 25%
- Data Set 38. Disciplines with Productivity Decline Greater than 25%
- Campus Voices



challenge and opportunity #2

INCREASE PRODUCTIVITY

STRATEGIES TO INCREASE PRODUCTIVITY

EXPAND ENROLLMENT MANAGEMENT TRAINING

Given the current fiscal situation, there is a sense of urgency about developing a College-wide understanding of the multiple complex issues related to developing a student-centered schedule.

ESTABLISH OR CONFIRM A COLLEGE-WIDE COMMITMENT TO ACHIEVING THE NECESSARY AND SUSTAINABLE REVENUE/ EXPENDITURE BALANCES

Beyond increasing College-wide skills in the technical aspects of developing an efficient class schedule, the College also needs to expand the institutional commitment to resolve issues related to productivity, such as resolving scheduling conflicts.

CHALLENGE AND OPPORTUNITY #3

ADDRESS ACHIEVEMENT GAPS

To fulfill its mission of serving and supporting the success of its diverse student population, the College must increase access and success for students in all race/ethnic cohorts.

The College places a high priority on student equity because the national and state achievement gap described in the first chapter of this document also exists at GWC. To become an equity-minded college, GWC must welcome student diversity and follow up that welcome by establishing policies and programs that provide support tailored for diverse student cohorts, with a focus on supporting underprepared, underachieving, and underrepresented students.

Planning data related to the need to close the achievement gap at GWC

- *Retention rates varied by race/ethnicity*

Although student retention rates were in the 80 percent range for all race/ethnicity cohorts, a comparison of the three largest student cohorts revealed that retention rates were lower for Hispanic/Latinx students than Asian and White students in both 2013-14 and 2017-18.

Source in Appendix I: Data Set 54. Retention Rates by Student Race/Ethnicity

- *Successful course completion rates varied by race/ethnicity*

Students' successful course completion rates improved between 2013-14 and 2017-18 for students in the three largest race/ethnicity cohorts. However, in both years, successful rates were lower for Hispanic/Latinx students than Asian and White students.

Source in Appendix I: Data Set 60. Successful Course Completion Rates by Student Race/Ethnicity

- *Persistence rates varied by race/ethnicity*

In a comparison of the three largest student cohorts, Asian and White students had higher persistence rates than Hispanic/Latinx students.

Source in Appendix I: Data Set 61. Persistence College-wide and by Student Race/Ethnicity

- *Students' successful completion of degrees, certificates, or transfer varied by race/ethnicity.*

Of all the students who stated that they intended to complete a degree, certificate, or transfer requirements when they entered GWC, only 56.0 percent achieved that goal within six years. However, the rates were lower for Black/African American and Hispanic/Latinx students than for Asian and White students: 46.4 percent of Black/African American students and 47.2 percent of Hispanic/Latinx students achieved their goal within six years, while the rate for Asian students was 61 7 percent and for White students was 59.8 percent.

Source in Appendix I: Data Set 64. Completion College-wide and by Student Race/Ethnicity



challenge and opportunity #3

ADDRESS ACHIEVEMENT GAPS

STRATEGIES TO CLOSE THE ACHIEVEMENT GAP

STRENGTHEN COLLEGE'S CAPACITY TO VIEW STUDENTS THROUGH AN EQUITY LENS

The College's Equity Plan describes multiple and varied strategies that have the potential to close the achievement gaps for students identified as disproportionately impacted: foster youth, female LGBTQ, female veterans, Black/African Americans, and female Hispanic/Latinx. These strategies include:

- Ongoing research to ensure an alignment between the College's support programs and its students.
- Peer feedback on whether equitable classroom practices are fully applied in syllabi, course materials, grade book processes, and classroom presentations.
- Assessment of Student Services processes and practices from students' perspectives to heighten staff awareness and lead to improved protocols.
- Opportunities to increase College-wide equity awareness through activities such as conference attendance, cultural awareness training, and college-wide equity events.

DEVELOP AND IMPLEMENT EQUITY-MINDED PRACTICES AT THE DEPARTMENT-LEVEL

A wide range of specific strategies to address the achievement gap were included in the Program Plans 2020-30 for GWC's instructional programs and student services, such as:

- Increase the use of Embedded Tutors to provide individualized support and role models.
- Expand the use of open educational resources.
- Increase project-based assignments.
- Develop cohort-based learning communities.
- Use the assessment of student learning outcomes to identify and remedy specific barriers to student success.
- Develop support strategies, such as noncredit co-requisite courses.
- Collaborate across departments and programs to maximize student support efforts.

CHALLENGE AND OPPORTUNITY #4

INCREASE STUDENT COMPLETION

To fulfill its mission to prepare students to enter and advance in their chosen careers, the College must increase the number of students who complete degrees and certificates.

Current economic trends demonstrate the links among levels of educational attainment, salary, and employability. Economists forecast a continuation of that trend, projecting that within the next decade 41 percent of jobs will require at least a bachelor's degree and 36 percent will require some college education short of a bachelor's degree.

These economic forecasts are underscored by disappointing levels of student success at GWC: Only 56 percent of the students who enter the College seeking a degree, certificate, or transfer-related outcomes completed that educational goal within six years.

In the next decade, the College should continue – and expand – programs that have been proven to increase student completion of degrees, certificates, and transfer requirements, such as Guided Pathways, intrusive counseling, and student success centers. Strategies to increase completion of degrees, certificates, and transfer requirements focus on increasing student retention within a semester, persistence across semesters, and passing courses with a C or better.

Planning data related to the need to increase student completion rates at GWC

- *A little over half of the students with the goal completing a degree, certificate, or transfer requirements achieved that goal.*

Approximately 70 percent of students who began at GWC in 2011-12 declared a goal of earning an associate degree or certificate or completing transfer requirements. However, only 56.0 percent of those who declared a degree, certificate, or transfer goal achieved that goal within six years.

Source in Appendix I: Data Set 64. Completion College-wide and by Student Race/Ethnicity

- *Retention and successful course completion rates were lower than statewide rates for career education courses.*

Since degrees and certificates are awarded as an acknowledgment of the successful completion of courses, retention and successful course completion rates are relevant benchmarks on the path to completion. Although there was College-wide improvement in both retention and successful course completion rates in recent years, in fall 2018, GWC retention rate of 87.7 percent was lower than statewide rate of 89.4 percent for career education courses and the GWC successful course completion rate of 74.4 percent was lower than the statewide rate of 77.2 for career education courses.

Sources in Appendix I:

Data Set 50. Retention Rates by Course Type: GWC 2013 and 2018

Data Set 51. Retention Rates by Course Type: GWC and Statewide

Data Set 56. Successful Course Completion by Course Type: GWC 2013 and 2018

Data Set 57. Successful Course Completion by Course Type: GWC and Statewide

challenge and opportunity #4

INCREASE STUDENT COMPLETION

- *Retention rates and successful course completion rates were lower for online courses than for other modes of delivering instruction.*

Student retention rates in distance learning courses were lower than the College-wide retention rates for all other modes of delivering instruction in fall 2018. This difference was especially pronounced for career education courses taught online.

Although the successful course completion rates for students in all modes of delivering instruction improved between 2013-14 and 2017-18, the success rates in online courses remained lower than all other modes of instruction.

This is a noteworthy issue because the College has steadily increased the proportion of its online offerings since 2013-14 and generates a higher proportion of its FTES from online instruction compared to the statewide proportion.

At a time that the College is increasing online course offerings as a way to increase student access, student success in these courses is below that of other modes of instruction. The same concern was voiced by several instructional disciplines that included professional development in best practices for online instruction in their Program Plans 2020-30. (Refer to Appendix II for Program Plans).

Sources in Appendix I:

Data Set 32. Distribution of Sections by Session Type

Data Set 33. Distance Education FTES: GWC and Statewide

Data Set 52. Retention Rates in Online Courses by Course Type

Data Set 53. Retention Rates in Online Courses Compared to Other Modes of Instruction

Data Set 58. Successful Course Completion Rates by Mode of Instruction

- *Students will continue to need support tailored to meet students' unique needs.*

Given the diversity of community population characteristics and the College's commitment to serving all students, future enrollment stability and growth require the College to support a broad range of programs to maintain and increase student success. In combination, four key data points describe why GWC needs to continue to establish and expand case-management types of support services:

Levels of education required for employment have increased;

There are national and state race/ethnicity achievement gaps in educational attainment;

The distribution of racial/ethnic diversity the GWC service area is projected to continue; and

Students who are the first in their families to attend college need additional support to enter and then succeed in college.

The College has successfully provided the necessary support in recent years as evidenced, for example, by higher rates of persistence among African American and Hispanic students compared to statewide rates. The strategies that have proven to be successful include clear pathways coupled with multiple, ongoing points of contact.

Sources in Appendix I:

Data Set 6. Population Race/ethnicity Projection: Orange County

Data Set 13. Educational Attainment of Adults 25+ by City

Data Set 46. Special Populations 2017-18

Data Set 47. First-generation Students Unduplicated Headcount

Data Set 64. Persistence College-wide and by Student Race/Ethnicity

Chapter 3: Student Outcome data for Student Services

challenge and opportunity #4

INCREASE STUDENT COMPLETION

STRATEGIES TO INCREASE STUDENT COMPLETION RATES

STRENGTHEN ONLINE INSTRUCTION, ESPECIALLY IN CAREER EDUCATION

In the Program Plans 2020-30, many instructional disciplines acknowledged the need for training through professional development to acquire and maintain faculty expertise in online teaching skills. Best practices for online instruction include institutional support for faculty, such as requiring training as a condition for being assigned to teach courses online, and institutional support for students, such as online tutoring and counseling. Best practices for career education instruction include expanding opportunities for project-based learning, including on-campus and off-campus internships.

TAILOR SUPPORT PROGRAMS TO STUDENT NEEDS

Individualized and high-touch programs have proven to impact student completion rates as demonstrated in the data on Student Services in Chapter 3. Strategies for maintaining and strengthening these programs are described in the College's Integrated Plan posted online.

Tailoring programs to meet student needs requires ongoing monitoring of the shifts in student demographics, such as the recent increase of first-generation students. These students, who were the first in their families to attend higher education, grew from 1,906 students in fall 2016 to 3,595 students in fall 2018, comprising 30.4 percent of the total College population. The College may develop a First-year Program to provide the needed support for this and other special populations.

EXPAND PROACTIVE AND INESCAPABLE COUNSELING

The College faculty and staff envision expanding the modes of delivering student services to include methods that are more intrusive and proactive than the traditional approach of making information and support available to students who are motivated to seek these services. In proactive counseling, this more passive approach is being replaced by in-reach activities that bring services to students through in-class counseling and career planning as well as contacting students about their academic progress or majors.



challenge and opportunity #4

INCREASE STUDENT COMPLETION

INTEGRATE TUTORING WITH INSTRUCTION

Integrated tutoring is parallel to proactive counseling and includes placing student success centers close to instruction as well as integrating tutoring with instruction inside the classroom. Embedded tutors are trained on strategies to increase retention and general knowledge about Student Services, such as financial aid, counseling, and food pantries. In the pilot semester (fall 2018), tutors were placed across the GWC courses in basic skills courses; courses that are the first step in the established academic pathways; courses that historically had low passing rates; and courses with enrollment at 55 students or above. Most of the disciplines include Embedded Tutoring in their long-term plans as a strategy to increase student success.

CHALLENGE AND OPPORTUNITY #5

PREPARE STUDENTS FOR JOBS THAT EARN A LIVING WAGE

To fulfill advance institutional effectiveness in supporting regional economic growth and individual well being, the College must broaden awareness of the employability and earning potential of career options.

Economists forecast continued employment opportunities for residents in the GWC service area. However, the greatest demand is likely to be for workers with postsecondary education. The links between education and employability/ earnings are well established. This situation creates an urgent economic and moral challenge for GWC because approximately 54 percent of the service area residents either have not attended college or attended college but did not earn a degree. This means that about half of the GWC service area residents are not eligible to seek employment in occupations that earn a living wage.

Planning data related to the need to address employability

- *Education requirements for employment are increasing.*

The need for trained workers in industries such as health care and information technology have increased the levels of education needed for entry-level employment. Given the number of residents employed in professional and business services in Orange County, employment growth is likely to continue to be strongest for workers with college degrees. If current trends persist, within the next decade 41 percent of jobs will require at least a bachelor's degree and 36 percent will require some college education short of a bachelor's degree. The lowest levels of educational attainment are among residents of two cities that are adjacent to GWC: Garden Grove and Westminster.

Sources in Appendix I:

Data Set 9. Projected Jobs by Sector: Orange County

Data Set 13. Educational Attainment of Adults 25+ by City

Data Set 14. Educational Attainment of Adults 25+: GWC Service Area

- *Residents with the least education are likely to have the highest unemployment rates.*

Although unemployment rates are currently low in the GWC service area, in the most recent economic downturn, unemployment rates were highest in the two cities whose adults have the lowest level of educational attainment: Garden Grove and Westminster.

Sources in Appendix I:

Data Set 10. National Unemployment Rates and Earnings by Educational Attainment 2017

Data Set 12. Service Area Unemployment Rates

•*Residents with the least education are likely to have the lowest income.*

The relationship between adults' levels of educational attainment and income was demonstrated nationally and locally. Employment sectors that pay the lowest wages are generally those that have the lowest educational requirements for employment, such as retail trade. In Orange County, the highest levels of educational attainment were inversely related to the percent of adults over the age of 25 considered to be living in poverty. Community College degrees and certificates have been shown to improve graduates' income at both the two-year and five-year marks following graduation.

Sources in Appendix I:

Data Set 10. National Unemployment Rates and Earnings by Educational Attainment 2017

Data Set 11. Poverty Level by Educational Attainment

Data Set 15. Salary Increases for Community College Graduates Statewide

Data Set 16. Percentage of Salary Increases for Community College Awards Statewide

Data Set 17. Wage Gains for GWC Graduates by Program 2004-05 to 2011-12

challenge and opportunity #5

PREPARE STUDENTS FOR JOBS THAT EARN A LIVING WAGE

STRATEGIES TO PREPARE STUDENTS FOR JOBS THAT EARN A LIVING WAGE

EXPAND CAREER FOCUS IN PROACTIVE AND INESCAPABLE COUNSELING

Several instructional disciplines and student services include in their Program Plans 2020-30 class presentations by counselors and faculty advisors to guide students in identifying their career goals. The information provided will include the sequence of courses needed to complete the degree or certificate required for employment as well as the potential salaries for specific careers.

EXPAND LOW-UNIT CERTIFICATES

The development of low-unit certificates in high-demand, existing career education programs would contribute to the College in three ways:

Provide students with an opportunity to assess a career before committing to that career;

Provide students with benchmarks toward completion of existing degrees and certificates; and

Increase FTES while maximizing the use of existing facilities and equipment.

MAINTAIN AND EXPAND CAREER EDUCATION PROGRAMS THAT MATCH COMMUNITY NEEDS

Ensuring that local community needs are met is the preeminent consideration in the development and expansion of career education programs. For example, industries with the largest number of employees in Orange County are Professional and Business Services, Leisure and Hospitality, Educational and Health Services, and Construction. Since the College currently offers career education programs to prepare students for most of these occupations, the future focus should be on maintaining the quality of these programs and tailoring the marketing and scheduling of these offerings for working adults.

CHALLENGE AND OPPORTUNITY #6

EXPAND COMMUNICATION ON CAMPUS AND OFF CAMPUS

To address the challenges and opportunities described in this chapter, the College must expand and maintain more effective communication strategies within its internal and external communities.

Communication is a broad term that encompasses all manner of providing or exchanging information. A steady flow of information across a college and between a college and its communities is essential to establish and maintain a positive, productive campus climate with high levels of broad engagement. The best types of communication are those that:

- Inform employees and students about what the College has to offer;
- Sustain awareness of why the College was established as well as the College's current projects;
- Invite participation;
- Reach both current and potential employees and students; and
- Celebrate students' successes.

Planning data related to the need to expand communication

- *Communication, including branding and marketing, was a consistent theme in VISION 2030 conversations.*

When asked to describe what they would like GWC to improve by 2030, many respondents described the need to expand communication both within the College community and between the College and the surrounding external communities. Communication was described in the Program Plans 2020-30 for many instructional disciplines and student services as an essential strategy to increase enrollment, maintain morale, and reinforce the College's positive reputation within the communities.

Sources in Appendix I: Campus Voices

- *About half of the instructional disciplines and student services plan to increase out-reach and in-reach in their long-term plans.*

Over half of the College's programs and services plan to increase enrollment and student success by expanding the frequency and type of in-reach to current students by participating in student clubs, linking students to mentors, and developing on-campus advertising campaigns. (Refer to Appendix II, Program Plans 2020-30).

Similarly, another common theme from the interviews and online survey was the benefit of expanding community engagement as a way to increase student enrollment and maintain the College's reputation in the community.

Sources in Appendix I: Campus Voices

challenge and opportunity #6

EXPAND COMMUNICATION ON-CAMPUS AND OFF-CAMPUS

STRATEGIES TO EXPAND COMMUNICATION

COMMUNICATE USING THE METHODS THAT STUDENTS USE TO COMMUNICATE

Faculty and staff recommend that the College reach out to current and potential students by using the modes of communication that students favor, such as social media, apps, and dynamic websites.

CREATE COMMUNITIES

Creating communities among students was often suggested as a way to improve student retention and success. Ideas of how to establish and sustain these networks include linking students to on-campus and off-campus mentors, increasing faculty participation in student success centers, and establishing or supporting clubs based on students' major field of study.

EXPAND STUDENT LIFE ON CAMPUS

For many participants, the vision of GWC in 2030 includes a robust program of student activities that would keep the campus vibrant with performances, events, and celebrations to extend instruction beyond the classroom, and thereby improving student retention and persistence.

INVITE THE COMMUNITIES TO COME TO THE COLLEGE

For many participants, the vision of GWC in 2030 includes Similarly, creating ways to invite residents who live in nearby communities to share campus resources was also part of faculty and staff members' vision for GWC in 2030. Suggestions for how to achieve this included establishing new events that are open to the public, such as sports competitions, College for Kids, and a Makerspace.

INVOLVE THE COLLEGE IN THE COMMUNITIES

Many participants suggested that the College would benefit from increasing the communities' awareness of what the College has to offer. Strategies to increase the College's visibility include broadcasting students' successes and highlighting specific programs by participating in community celebrations and educational events, distributing press releases, and placing advertisements in local media.



CHALLENGE AND OPPORTUNITY #7

ADDRESS FACILITIES ISSUES

To fulfill its mission to provide "...intellectually and culturally stimulating learning environment for its diverse student population...", the College must remodel or construct facilities to support current approaches to teaching and learning and to inspire greater campus engagement.

A college's physical site and buildings shape an institution's sense of place or identity and create the lasting first impression that this is an institution of higher education. The grounds and buildings that surround students, faculty, and staff constitute living laboratories that house the tools and venues to support both traditional and project-based learning experiences and serve to facilitate teaching and learning by inviting dialogue, collaboration, and participation.

GWC's physical campus has evolved over the past 50 years and currently includes a stark contrast of modern, high-functioning buildings with older buildings that beyond their useful life and are ill equipped to support today's pedagogical approaches.

In reports, such as the space inventory described in the previous chapter, all space on campus is equal in functionality and value. However, at GWC, there is a disparity between how the College appears on paper and how faculty, staff, and students perceive some of the spaces. Work assignments in high-functioning building are valued and work assignments in low-functioning buildings are often interpreted as a statement that the programs or services are not valued. As a result, a significant proportion of the assignable square footage in the College's space inventory is underutilized.



challenge and opportunity #7

ADDRESS FACILITIES ISSUES

Planning data related to facilities issues

Participants in the VISION 2030 conversations envisioned that the GWC campus in 2030 would be transformed into a more attractive and user-friendly, student-centered campus by including the following features to support student success and foster institutional pride:

- *Campus entrances that invite and welcome*

The future GWC campus will have multiple distinctive entries with clear signage and interior paths that link buildings in a straightforward, easy-to-navigate manner supported by attractive signage.

- *Campus layout that balances buildings with green spaces*

The future GWC campus will include numerous green spaces positioned to offset the hard edges of buildings with the softer edges of trees and lawns complete with attractive benches and niches that invite socializing and collaboration.

- *Campus buildings placed for logical adjacencies*

The future College will cluster buildings and other resources to maximize flow and functionality, enhance wayfinding, and use land efficiently.

- *Campus design that promotes engagement*

The future GWC campus will invite students and faculty to stay on campus when they are not in classes by incorporating non-classroom space into the designs of buildings and landscaping. These design features would integrate support services more closely with instruction and afford areas to study, socialize, and eat. Tutoring and other support services would be more visible and accessible when located near instructional spaces.

This integrated design approach is supported in the Program Plans 2020-30 of many Instructional Disciplines and Student Services because it encourages faculty to spend out-of-class time with students as well as with faculty and staff in other departments. Such a design would also include large meeting spaces sufficient to accommodate College-wide meetings and encourage engagement.

- *Similar levels of high functioning in all buildings*

All buildings on the future GWC campus will have a similar and high level of modernization, utility, and technological functioning, which will increase stakeholders' pride in the College.

- *Campus spaces that are flexible, multi-purpose*

The future GWC campus will have been designed with flexibility in mind so that spaces and furniture that could be used for multiple functions and could be readily adapted over time.

STRATEGIES TO ADDRESS FACILITIES ISSUES:

The campus and community recommendations for the GWC campus in 2030 were incorporated into the Facilities Planning Principles presented in Chapter 5 and the site and facilities recommendations that will be added within the next year to complete this document.



FRAMEWORK FOR LONG-TERM PLANNING

College Goals
Facilities Planning Principles



05

OVERVIEW

The key components of GWC's long-term planning are the College Goals and the Facilities Planning Principles. Both are informed by an extensive analysis of quantitative and qualitative data, which shape the integration of facilities planning with educational planning.

College Goals describe the College's response to the current and anticipated challenges and opportunities described in Chapter 4. The challenges and opportunities were based on the analysis of data and priorities identified by GWC programs and services as well as state and District strategic plans. GWC will use these long-term College Goals to guide decision-making and the allocation of resources in the coming decade.

Facilities Planning Principles were also based on the analysis of data and the priorities identified by GWC programs and services. Facilities Planning Principles serve as the key drivers for the site and facilities recommendations presented in Chapter 6.



COLLEGE GOALS



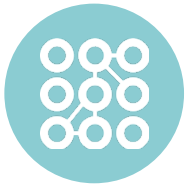
ENROLLMENT

GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.



EQUITY & SUCCESS

GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.



COMPLETION

GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.



WORKFORCE PREPARATION

GWC will support student success by developing and offering academic programs that maximize career opportunities.

FACILITIES

GWC will provide flexible, accessible, and sustainable learning environments that keep pace with program needs and support the success of students, faculty, staff, and communities.



PROFESSIONAL DEVELOPMENT

GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of College Goals.



COMMUNICATION

GWC will effectively communicate and collaborate within the College and its communities.

college goals

VISION 2030 COLLEGE GOALS

College Goals express how GWC plans to address the long-term challenges and opportunities described in the previous chapter and align with the Coast Community College District Strategic Goals.

The following describes the rationale for each College Goal and offers specific examples from Program Plans 2020-30 that illustrate how department-level initiatives contribute to the achievement of the College Goals.

VISION 2030 COLLEGE GOALS

Challenges & Opportunities	Enrollment	Equity & Success	Completion through Excellence	Workforce Preparation	Facilities	Professional Development	Communication
Increase enrollment	✔	✔	✔	✔	✔	✔	✔
Increase productivity	✔	✔	✔	✔		✔	✔
Address achievement gaps	✔	✔	✔	✔		✔	✔
Increase student completion	✔	✔	✔	✔	✔	✔	✔
Prepare students for jobs w/ living wage	✔	✔	✔	✔	✔	✔	✔
Expand communication	✔	✔	✔			✔	✔
Address facilities issues	✔	✔	✔	✔	✔	✔	✔

college goals

COMPREHENSIVE MASTER PLAN

COAST COMMUNITY COLLEGE DISTRICT STRATEGIC GOALS 2018-21

GOAL 1:
STUDENT LEARNING AND ACHIEVEMENT

GOAL 2:
STEWARDSHIP OF RESOURCES

GOAL 3:
COMMUNITY ENGAGEMENT AND PARTNERSHIPS

GOAL 4:
WORKPLACE ENGAGEMENT & SATISFACTION AND EFFECTIVENESS OF DISTRICT-WIDE PARTICIPATORY GOVERNANCE



GOAL 1: ENROLLMENT

GOAL 2: EQUITY & SUCCESS

GOAL 3: COMPLETION

GOAL 4: WORKFORCE PREPARATION

GOAL 5: FACILITIES

GOAL 6: PROFESSIONAL LEARNING

GOAL 7: COMMUNICATION

GOLDEN WEST COLLEGE GOALS 2020-30

college goals

ENROLLMENT

GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.

Since the population in the GWC service area is projected to grow slowly over the next decade, the College cannot rely on population growth alone to bolster student enrollment. To continue to fulfill its mission and meet community needs at the same level that it did in prior years, the College is challenged to target recruitment to underserved populations, develop in-reach marketing campaigns to increase the proportion of full-time student unit loads, and increase productivity/efficiency through enrollment management. There is College-wide awareness of the need to revise current enrollment management practices. For example, 56 percent of the instructional disciplines included an intention to address scheduling issues in their Program Plans 2020-30.

The following quantitative and qualitative data indicate that the College is likely to succeed in increasing enrollment by tailoring programs and support services to satisfy a larger set of student needs:

GWC's service area is currently relatively youthful with a little over forty percent either of college-age (ages 15 to 34) or future college-age (ages 14 and younger).

The number of Orange County residents in college-going ages from 15 through 34 is projected to increase by 3.1 percent by 2035.

There is room for improvement in the College's high school capture rate.

A high proportion of students chose GWC as their college but enrolled in fewer than 12 units, indicating that there is the potential to increase enrollment through campaigns directed to currently enrolled students, such as "just take one more."

GWC is in the initial stages of expanding Dual Enrollment programs through partnerships with additional high school districts.

GWC is in the initial stages of developing a comprehensive array of career development and college preparation noncredit programs.



SELECT PROGRAM PLAN 2020-30 EXAMPLES

- *Offer courses through Dual Enrollment and online*
- *Streamline application and registration processes*
- *Increase student access to courses by using enrollment management best practices*



college goals

EQUITY AND SUCCESS

GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.

GWC's aspires to become even more equity-minded, a college that creates a welcoming environment for student diversity and follows up that welcome by establishing policies and programs with support tailored for diverse student cohorts, including underprepared, underachieving, and underrepresented students.

GWC's race/ethnicity achievement gaps were demonstrated by differences in the rates of retention, successful course completion, persistence, and completion of degrees and certificates. Students who are Asian and White achieve higher rates on all measures compared to other race/ethnicity groups.

Aligned with the Chancellor's Office Vision for Success student equity goal/benchmark, GWC's ambitious target is to close all equity gaps by 40 percent in the next three years and by 100 percent in the next ten years. The Student Equity and Achievement Program supports the initiatives described in Chapter 1 to address the academic and non-academic barriers encountered by the specific student populations in GWC's service area.

SELECT PROGRAM PLAN 2020-30 EXAMPLES

- *Select course materials that include a wide range of diversity in characteristics such as race/ethnicity, age, and sexual orientation*
- *Increase student access to books, materials, and supplies*
- *Increase the use of embedded tutors to develop course content skills, build study skills, and provide encouragement, support, and peer role models*

college goals

COMPLETION

GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.

In the coming decade, the College intends to increase student completion of degrees and certificates by developing and implementing processes designed to provide students with a straightforward path to successful completion. The following data are the primary drivers of this College Goal:

- *An increase in student completion rates will impact the College's state apportionment*

California community college's recently approved Student Centered Funding Formula includes a student success allocation that funds colleges in part for specific student outcomes, such as completion of degrees, certificates, and transfer requirements.

- *A little over half of the students at GWC complete degrees, certificates, or transfer*

Approximately 70 percent of students who began at GWC in 2011-12 declared that their purpose in attending college was to earn an associate degree, certificate, or transfer. However, of that 70 percent, only 56.0 percent achieved that goal within six years.

- *Educational requirements for employment are increasing*

Employment growth and salaries are strongest for workers with college degrees. If current trends persist, within the next decade 41 percent of jobs will require at least a bachelor's degree and 36 percent will require some college education short of a bachelor's degree. However, only 35 percent of working-age adults in California are likely to have earned bachelor's degrees by 2025 and only 28 percent will have some postsecondary training.

As noted in Appendix I, several markers forecast students' successful completion of degrees, certificates, and transfer requirements. For example, GWC students excel on retention within a semester, persistence across semesters, and passing courses with a C or better. However, the College is challenged to improve rates on those metrics in career education courses and courses taught online.



SELECT PROGRAM PLAN 2020-30 EXAMPLES

- *Increase Health Education presentations on preventing physical and mental illnesses*
- *Present information about requirements for degrees, certificates, and transfer as part of instruction*
- *Expand student support practices, such as Embedded Tutors*



college goals

WORKFORCE PREPARATION

GWC will support student success by developing and offering academic programs that maximize career opportunities.

GWC is keenly aware of the link between education and employment in high demand and high paying occupations.

Employment sectors and occupations in all sectors that pay the lowest wages are generally those that have the lowest educational requirements for employment, such as retail clerks. The following sectors are projected to employ the largest number of workers by 2035: Professional Services, Wholesale and Retail Trade, Health and Education, and Leisure are forecast to employ the largest numbers of workers. The high demand, high paying jobs in each of these sectors require a degree or certificate.

Given the current levels of educational attainment, many residents in GWC's service area do not qualify for the most stable positions. For example, residents in the two cities with the lowest levels of educational attainment – Garden Grove and Westminster -- had the highest levels of unemployment during the recession as well as the lowest median household income compared to other cities in the service area. Conversely, students who complete GWC degrees or certificates in a variety of fields increase their income within two years after graduation as well as five years after graduation.

SELECT PROGRAM PLAN 2020-30 EXAMPLES

- *Invite industry partners to guest lecture to describe local career opportunities*
- *Develop stackable credentials to create benchmarks on the path toward completion*
- *Present information about career options and salaries as part of instruction*

college goals

FACILITIES

GWC will provide flexible, accessible, and sustainable learning environments that keep pace with program needs and support the success of students, faculty, staff, and communities.

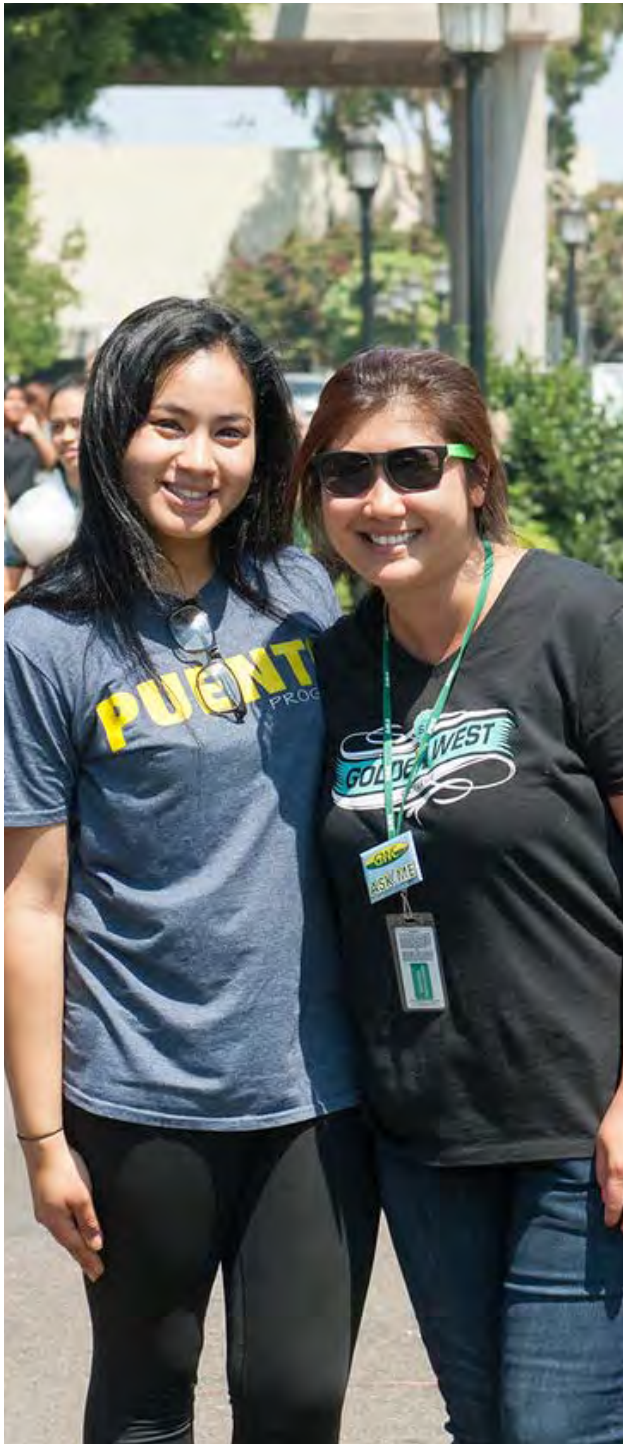
A college's grounds and buildings are living laboratories that house the tools and venues that make it possible for faculty and staff to provide students with both traditional and project-based learning experiences that facilitate teaching and learning by inviting dialogue, collaboration, and participation.

The College's faculty and staff are keenly aware of the impact of facilities on the College's sense of identity and pride. Their perception is that GWC's physical campus today is one of contrasts, with some programs and services housed in newer, high-performing buildings, and others housed in older, inefficient and under-performing sub-par facilities.

GWC's aspirations for its site and facilities are summarized in the Facilities Planning Principles described in this chapter and informed the site and facilities recommendations in Chapter 6.

SELECT PROGRAM PLAN 2020-30 EXAMPLES

- *Described during master planning interviews, the collective GWC vision for a more attractive, user-friendly, and student-centered campus includes these features:*
- *Campus entrances that invite and welcome*
- *Campus layout that balances buildings with green spaces*
- *Campus buildings placed for logical adjacencies*
- *Campus design that promotes engagement*
- *Similar levels of high functioning in all buildings*
- *Campus spaces that are flexible, multi-purpose ready*





college goals

PROFESSIONAL DEVELOPMENT

GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of College Goals.

The VISION 2030 College Goals articulate the College commitment to focus energies and resources on implementing local solutions to the Completion Agenda and the Achievement Gap.

Strategies proven to increase student success at other institutions that have been piloted at GWC, such as Guided Pathways, Equity Squad, and Embedded Tutors, will be expanded College-wide as will strategies that have proven successful in increasing student enrollment and meeting currently unmet community needs, such as Noncredit programs and Dual Enrollment.

College faculty and staff need professional development to become experts in the new, proven approaches that will be implemented to accomplish these College Goals.

SELECT PROGRAM PLAN 2020-30 EXAMPLES

- *Improve student retention and success in online instruction*
- *Identifying and mentoring at-risk students*
- *Use technology to connect with students and strengthen classroom presentations*

college goals

COMMUNICATION

GWC will effectively communicate and collaborate within the College and its communities.

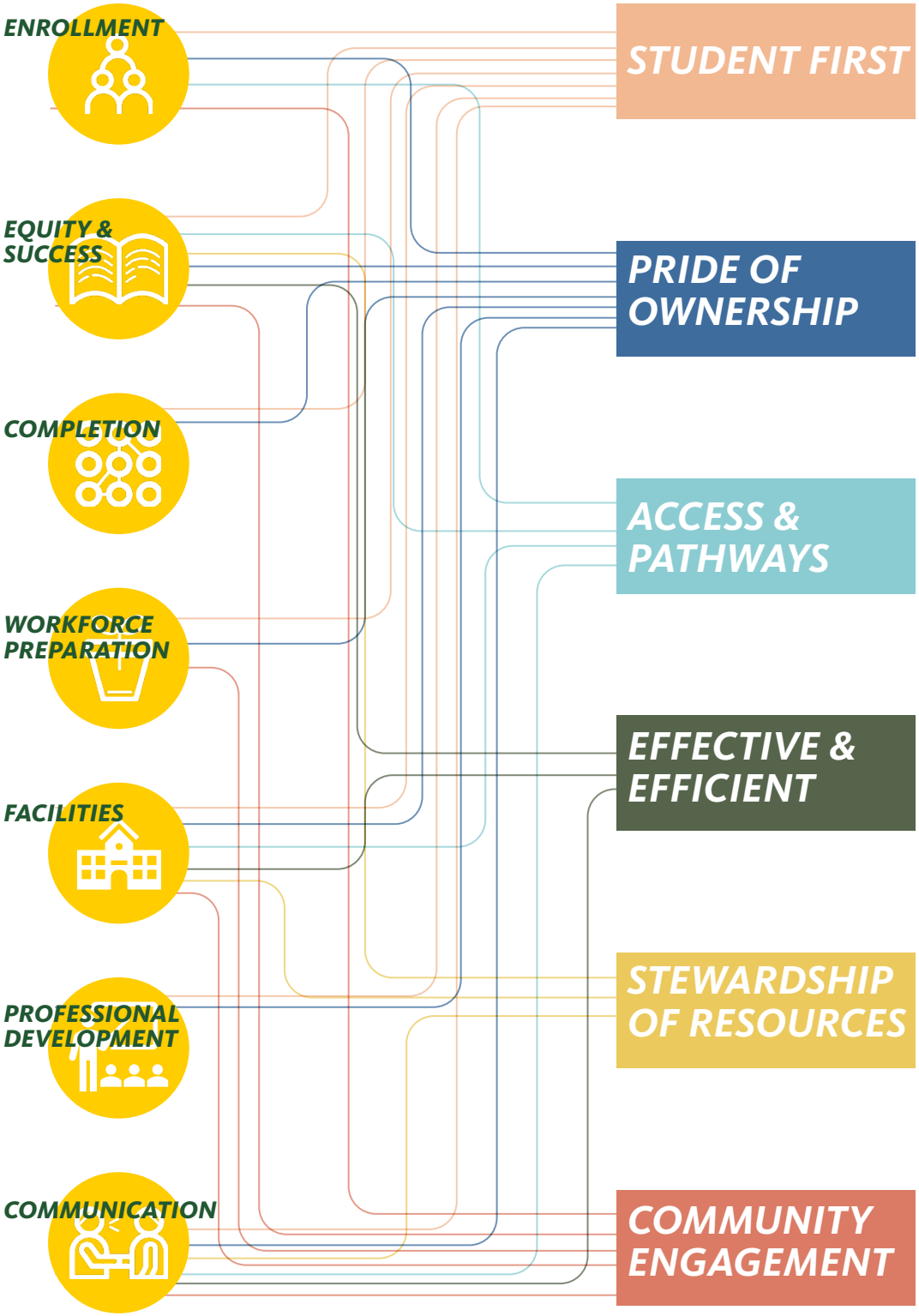
Communication includes all manner of providing or exchanging information from College-wide marketing campaigns to small department meetings. Communication is especially crucial during times of change to ensure consistency of information.

To achieve the VISION 2030 College Goals, GWC must focus energy and time on intentionally and thoughtfully expanding formal and informal communication within the campus as well as between the campus and its communities.

SELECT PROGRAM PLAN 2020-30 EXAMPLES

- *Create on-campus celebrations for students and local communities*
- *Develop on-campus advertising campaigns targeted to current students*
- *Support or initiate student clubs*





FACILITIES PLANNING PRINCIPLES

College Goals are the foundation for Facilities Planning Principles.

Extensive analyses of qualitative and quantitative data described in this document inform both the College Goals and the Facilities Planning Principles.

Facilities Planning Principles summarize the issues and dreams of GWC faculty, staff, students, and administrators and describe how site and facilities improvements will support College Goals. These principles were used to guide discussions related to site and facilities improvements over the coming decade.

These six principles were developed collaboratively with the VISION 2030 Task Force and align with GWC's commitment to student success and equity. The principles serve as the key drivers for the site and facilities recommendations presented in Chapter 6.

facilties planning principles

STUDENT FIRST

- Develop campus to support the needs of each student
- Increase presence and availability of tutorial and counseling services
- Develop spaces to encourage student/faculty interaction
- Develop site and facilities to keep students on campus
- Create healthy, safe and comfortable campus environment

PRIDE OF OWNERSHIP

- Establish a GWC brand identity
- Create logical groupings and adjacencies of programs and services
- Integrate instruction and student support services
- Enhance a sense of belonging + pride

ACCESS & PATHWAYS

- Develop welcoming + inviting campus entries
- Improve campus organization to enhance wayfinding
- Improve connections to all areas of the campus
- Activate spaces to engage the campus community

facilties planning principles

EFFECTIVE & EFFICIENT

- Align facilities to support College Goals
- Address outdated facilities to enhance ownership and pride
- Replace inefficient and underperforming facilities
- Right-size facilities to support program needs and improve utilization
- Develop flexible, multi-purpose, and timeless space to adapt over time
- Develop spaces to support both virtual and in-person instruction and support services

STEWARDSHIP OF RESOURCES

- Optimize utilization of all facilities
- Maximize land use to support College Goals
- Increase awareness and create a culture of sustainability
- Increase resources through partnerships and collaborations
- Maximize state funding opportunities
- Plan and implement Total Cost of Ownership strategies

COMMUNITY ENGAGEMENT

- Increase visibility of GWC to the communities
- Welcome the communities into the campus
- Bring the College to the communities
- Expand opportunities for students by partnering with community agencies and businesses

THE FUTURE CAMPUS



Development Concepts
Vision 2030: Facilities Plan
Vehicular Circulation
Pedestrian Circulation
Project Linkages
Campus Zoning
Project Descriptions
Open Spaces
Plant Typology

06

OVERVIEW

This chapter presents a future vision of Golden West College that is designed to support the Framework detailed in Chapter 5 and represents a translation of the College Goals and Facilities Planning Principles into the VISION 2030 plan for the site and facilities at Golden West College.

A set of development concepts summarize the overarching themes that provide the foundation for the recommendations. Project Linkages articulate how each project is linked to the Framework.

The Project Description section presents a rationale and vision for each recommendation. While drawings in this plan appear specific, these are conceptual sketches that highlight the location and purpose of recommended improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design are developed in collaboration with a designated user group.



PLANNING FRAMEWORK

STUDENT FIRST

PRIDE OF OWNERSHIP

ACCESS & PATHWAYS

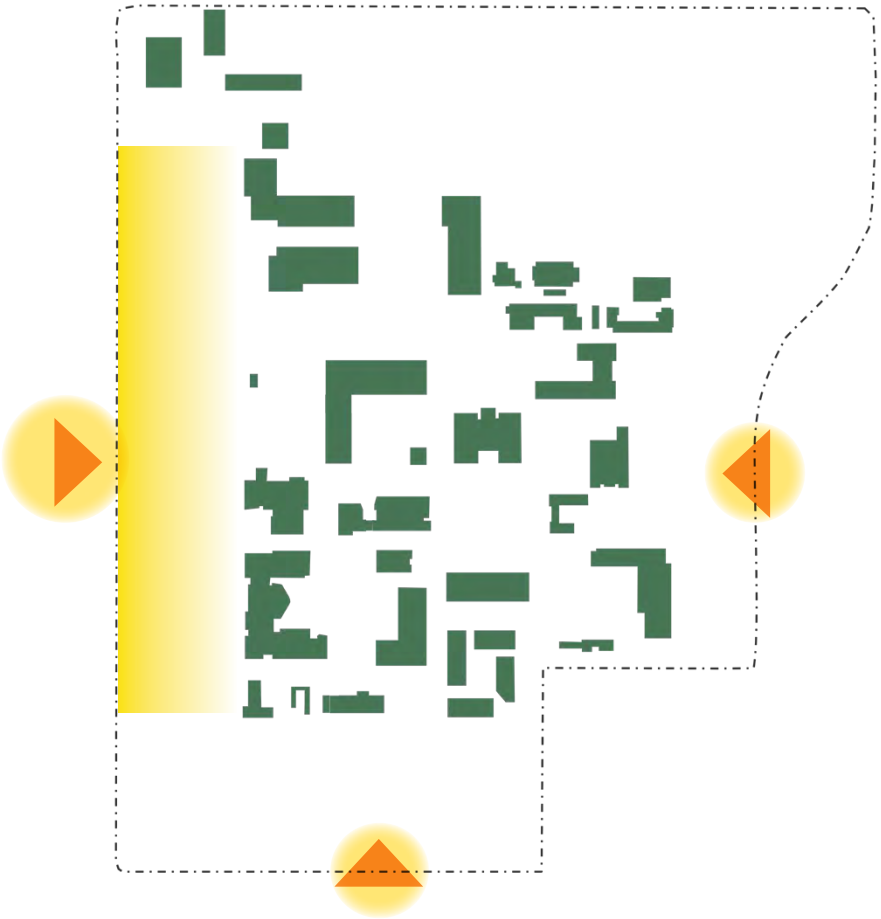
EFFECTIVE & EFFICIENT

STEWARDSHIP OF RESOURCES

COMMUNITY ENGAGEMENT

The Planning Framework provides the foundation for long-range campus development and the facilities planning principles represent the key drivers for the site and facilities recommendations.

DEVELOPMENT CONCEPTS



WELCOMING GATEWAYS

Campus entries are developed to welcome the GWC communities onto campus, increase visibility and clarify circulation patterns. The main entry from Golden West is enhanced with public facing buildings.



CONNECTED CAMPUS

An expanded network of pedestrian corridors connect all areas of the campus, improve access to programs and services and establish a framework for logical grouping of functions. Main Street is extended and new corridors are developed to enhance campus organization and improve wayfinding.

2030 VISION: FACILITIES PLAN

FACILITIES PROJECTS

New Construction

- Student Union
- Instructional Building A
- Instructional Building B
- Performing Arts
- Career Education
- Physical Education
- Recreation + Fitness
- PE Support Building
- Facilities Complex
- Student Housing

Renovate/Change of Use

- Fine Arts
- Theater
- Forum I
- Administration (Old Communications)

SITE DEVELOPMENT PROJECTS

- Football Field
- Soccer Field
- Tennis Courts
- Beach Volleyball
- NE Parking Lot

The 2030 Vision: Facilities Plan presents an overall picture of the future developed campus and includes recommendations for new construction, building renovations, and site development projects. The drawings represent a conceptual layout of the buildings and their site surroundings that highlight the location and purpose of the proposed improvements.

The project list to the lefy summarizes the major facilities projects highlighted in the Facilities Plan. In addition to the buildings that have been identified for renovations, there are other buildings on campus that require repairs. Although the buildings are well maintained and many are in good condition, a prudent planning process must anticipate the need for repairs or upgrades as they arise.

Modernization work is recommended for facilities where a significant change is not highlighted, and is needed, so that Golden West College will accomplish the following objectives:

- Repairs and upgrades for safety and accessibility
- Upgrades of technology systems
- Renewing of finishes, furniture and equipment
- Upgrades for sustainability

VISION 2030: FACILITIES PLAN



EXISTING BUILDINGS

IN CONSTRUCTION

RENOVATION/CHANGE OF USE

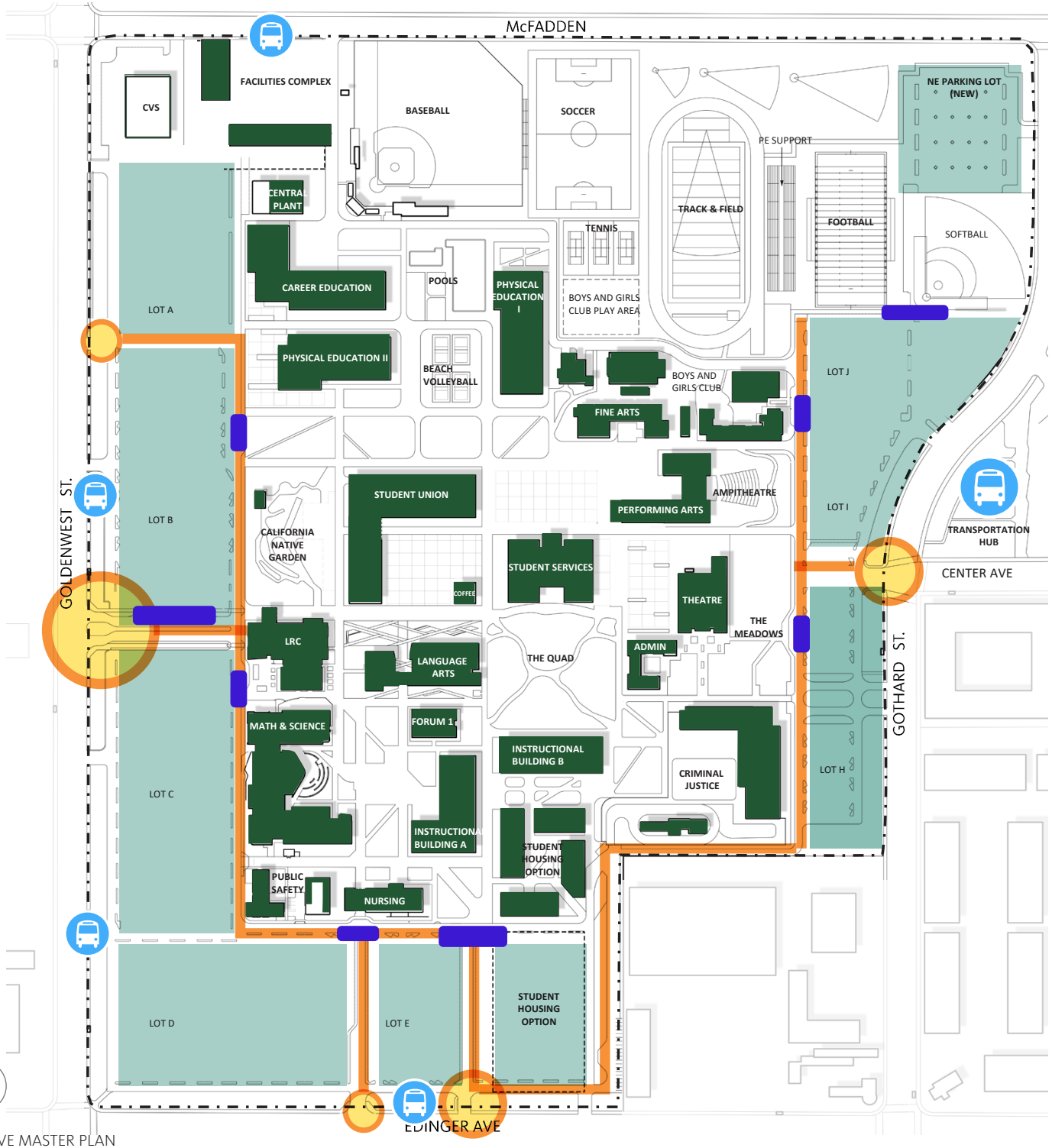
NEW CONSTRUCTION

PROJECT LINKAGES

	STUDENT FIRST	PRIDE OF OWNERSHIP	ACCESS & PATHWAYS	EFFECTIVE & EFFICIENT	STEWARDSHIP OF RESOURCES	COMMUNITY ENGAGEMENT
STUDENT UNION	●	●	●	●	●	●
INSTRUCTIONAL BLDG A	●	●	●	●	●	
INSTRUCTIONAL BLDG B	●	●	●	●	●	
FINE ARTS RENOVATION		●	●	●	●	●
PERFORMING ARTS	●	●	●	●	●	●
CAREER EDUCATION	●	●		●	●	●
PHYSICAL EDUCATION I	●	●			●	●
PHYSICAL EDUCATION II	●	●		●	●	●
PE FIELDS + COURTS	●	●				●
FACILITIES COMPLEX		●		●	●	
STUDENT HOUSING	●	●				●
NE PARKING LOT			●	●		
INFRASTRUCTURE UPGRADES			●	●	●	

VEHICULAR CIRCULATION

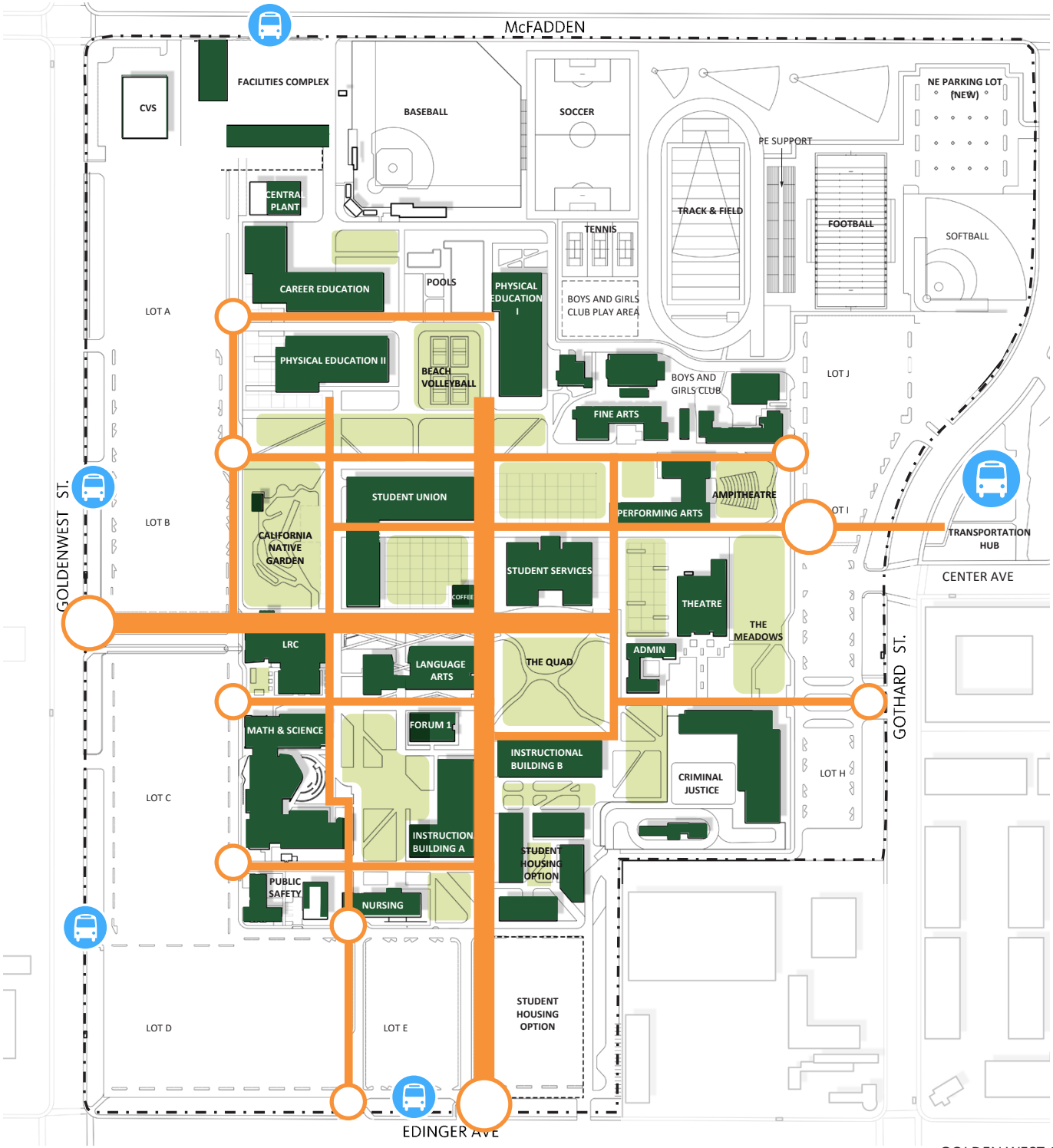
Inviting campus gateways welcome the GWC communities into the campus and connect to an organized series of parking lots and drop-off areas. A new parking lot is added in the northeast corner of campus with an entry off Gothard Street.



VEHICULAR ENTRY
PRIMARY CIRCULATION
PARKING LOT
BUS STOP
DROP OFF

PEDESTRIAN CIRCULATION

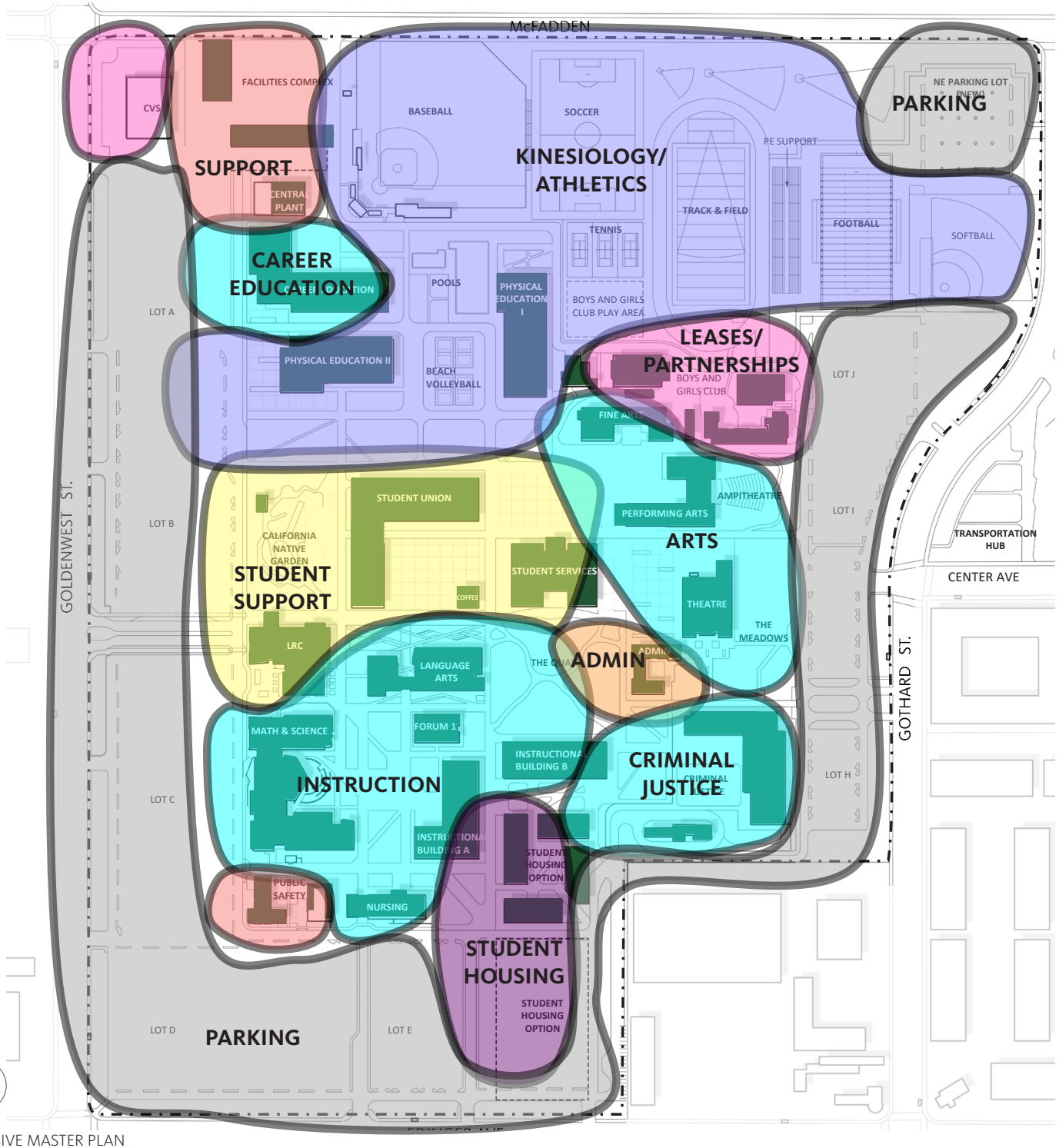
A clear set of pedestrian pathways connect to all areas of the campus, improves organization and enhances wayfinding.



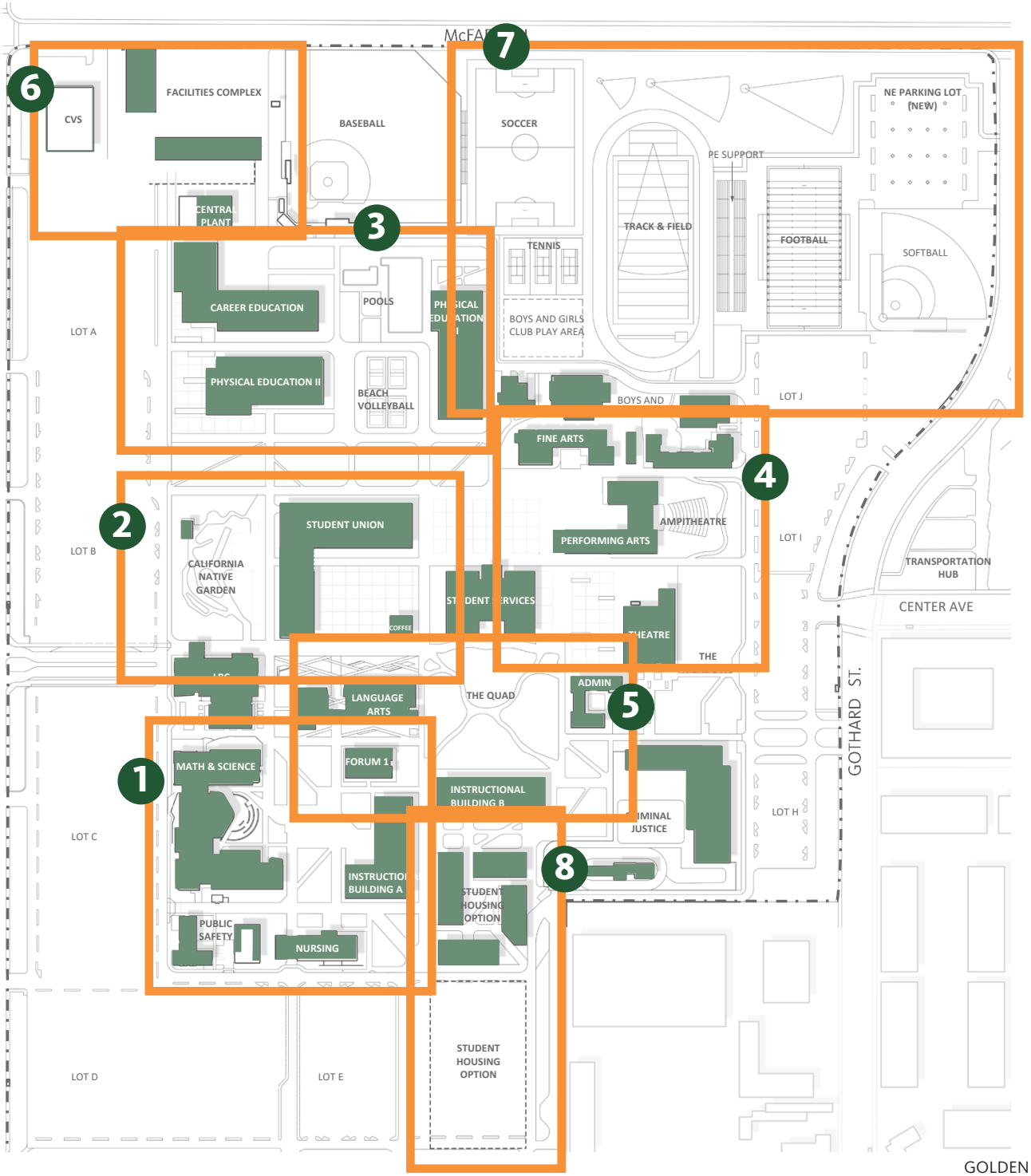
PEDESTRIAN ENTRY
PRIMARY CORRIDOR
SECONDARY CORRIDOR
OPEN SPACE
BUS STOPS

CAMPUS ZONING

Campus functions are grouped into zones to provide clarity, improve access to programs and services and enhance a sense of belonging and pride.



PROJECT DESCRIPTIONS



Descriptions for each of the projects identified in the Facilities Plan are described on the following pages and grouped as illustrated in this key plan.

1. Instructional Building A
   Forum 1 Renovation
2. Student Union
3. Career Education
   Physical Education
   Recreation/Fitness
   Beach Volleyball
4. Fine Arts Renovation
   Performing Arts
   Theater Renovation
5. Instructional Building B
   Administration (Old Communications)
6. Facilities Complex
7. PE Fields
   PE Support Building
   NE Parking Lot
8. Student Housing Option

1

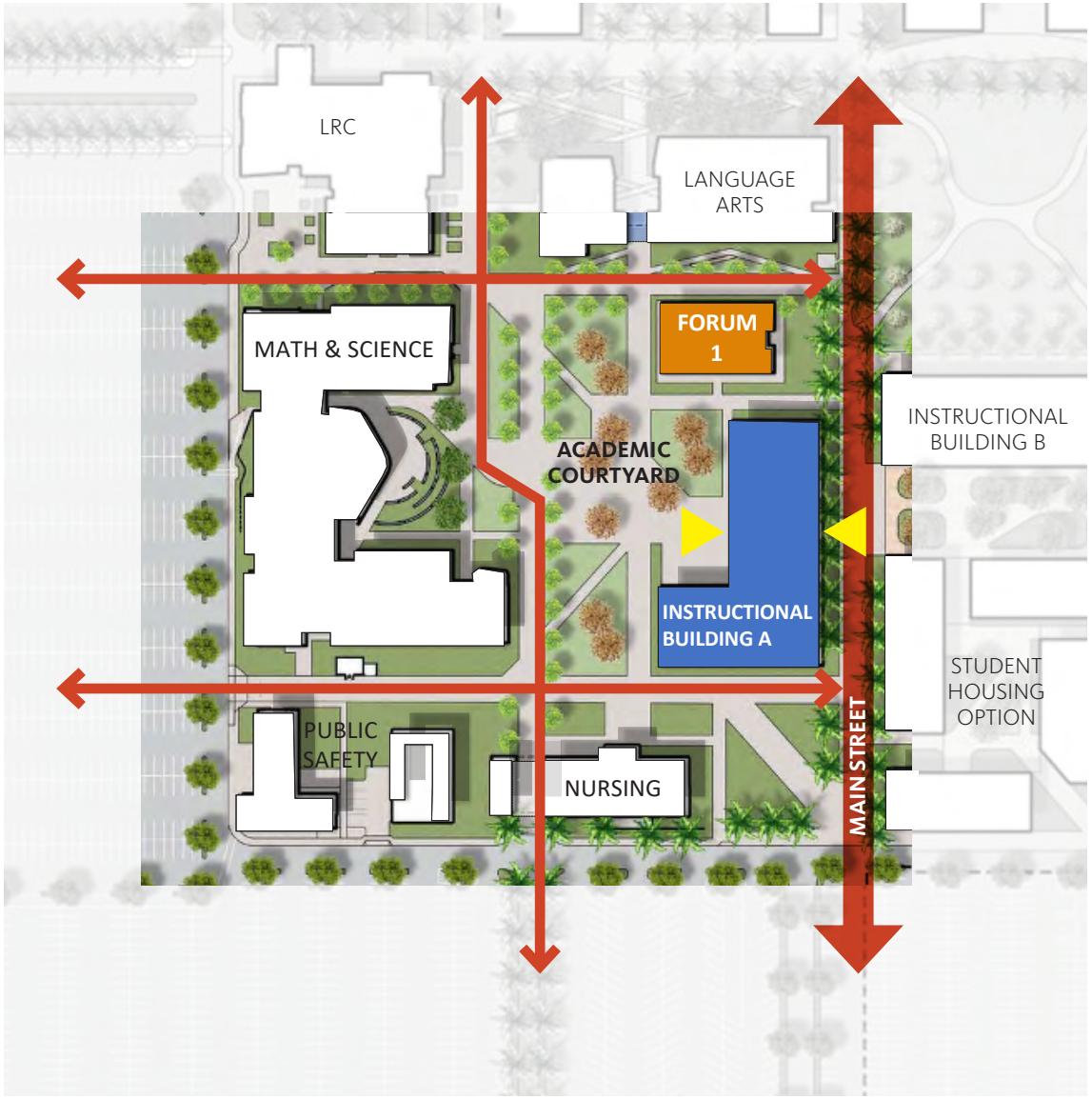
INSTRUCTIONAL BUILDING A

The new Instructional Building A will replace aged and underperforming facilities and be sized to support program needs. The new building will include classrooms and interdisciplinary labs and offices to support a variety of instructional programs and improve the efficiency and utilization of space.

The placement of this new building will create a strong edge along Main Street on the east side, and frame the Academic Courtyard to the west, across from the Math & Science building. The open area is planned to be developed into outdoor gathering, collaboration and teaching spaces to support the nearby programs.

FORUM 1 RENOVATION

A renovation is proposed for the existing Forum I to address a number of building deficiencies. When completed, the renovation will bring this building up to date with technology, systems and other required upgrades.





2

STUDENT UNION

A new Student Union Complex is planned to replace the aging Student Union/Cafeteria and Bookstore Buildings. The complex will be reconstructed in the same general location, along the primary east-west pedestrian corridor, adjacent to the core student support services located in the LRC and Student Services Center.

The new complex will be designed to support a variety of functions in a welcoming environment that supports collaboration, enhances student engagement and strengthens the sense of belonging to the GWC community. In addition to replacing the functions planned for removal, the complex will house flexible, multi-purpose spaces to support a variety of activities, including large meetings and events.

The building is placed to frame and create a new Student Union Plaza, providing opportunities for outdoor dining and other campus activities. Anchoring the plaza on the southeast corner is a proposed location for a new Coffeehouse, in a central campus location, along two active pedestrian corridors.

Improvements to the beautiful California Native Garden are proposed to celebrate this campus gem, increase access and improve visibility. Connecting pathways to the Student Union Courtyard will be developed along with potential openings to functions located on the west side.

3

CAREER EDUCATION

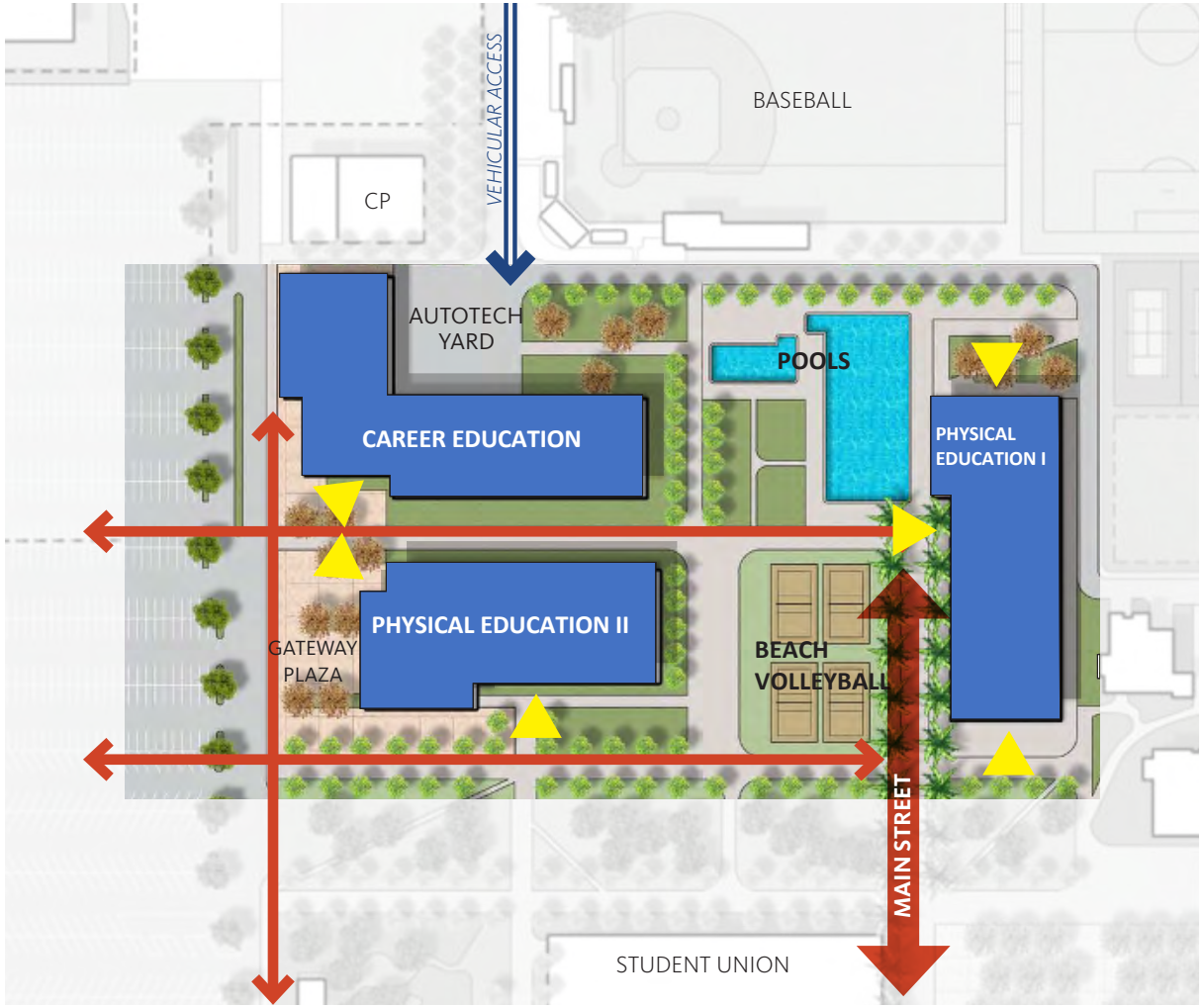
A new Career Education Building is planned to replace aged and underperforming facilities and be sized to support program needs. The new building will include classrooms and interdisciplinary labs and offices to support career education programs, including functions currently located in the Automotive Technology, Technology and Cosmetology Buildings.

Positioned to the north of the existing Automotive Technology Building, the new facility is intended to create a welcoming public entry on the southwest corner, connected to a new plaza that intersects two newly developed pedestrian corridors. An outdoor courtyard in the northeast area of the site will support outdoor instruction and connect to the vehicular access from McFadden Avenue for access and deliveries.

PHYSICAL EDUCATION I

A new facility is proposed to replace the aged and underperforming Recreation Education/Gymnasium and Locker Room Buildings. This building will be part of a larger Physical Education Complex that will be designed to support the current and projected program needs.

The proposed location places the new building adjacent to the existing pools and creates a welcoming access point from the campus core along Main Street. Community members visiting the pool will be welcomed from the parking area, through the new gateway plaza and along the newly developed east-west pathway.



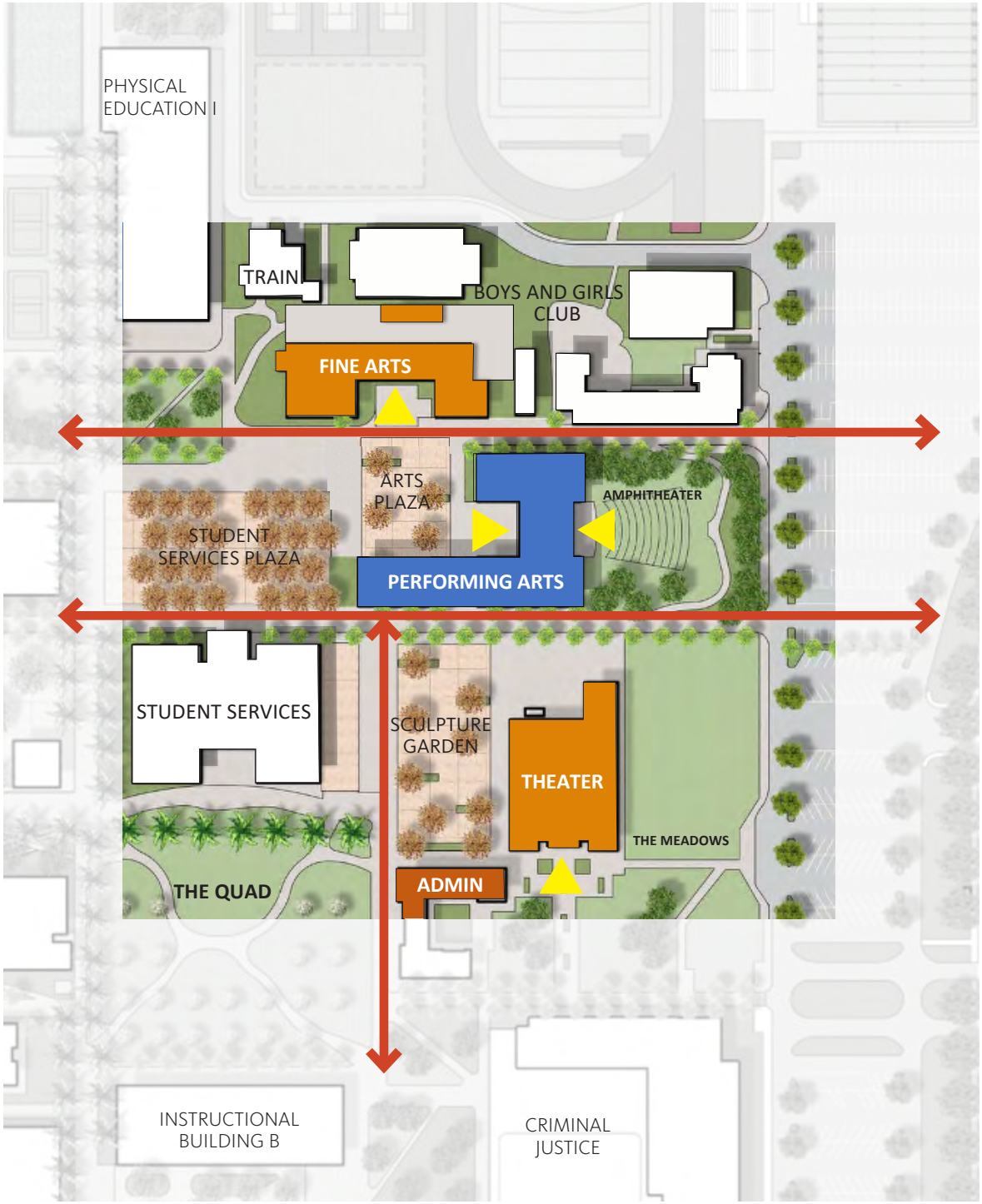
PHYSICAL EDUCATION II

The second PE facility is proposed as a Recreation/Fitness Center to support a variety of programs and activity spaces and complement the surrounding building uses. A public entry is planned on the northwest corner, connected to the gateway plaza and along the east-west pedestrian pathway.

BEACH VOLLEYBALL

A central location for new beach volleyball courts is proposed to increase visibility, activate the area and draw the campus community towards the PE zone.

4



FINE ARTS

A major renovation is proposed for the existing Fine Arts Building to address a number of building deficiencies and support current and projected program needs. When completed, the building will be transformed into an open, light-filled, environment that will celebrate the arts, attract students and encourage them to spend time there. Flexible and innovative design will leverage all areas of the building, maximize indoor and outdoor connections and improve the efficiency and utilization of space.

PERFORMING ARTS

A new home for Performing Arts is proposed to replace functions currently located in the Music, Communications and Forum II Buildings along with a new Art Gallery. Strategically located between the Fine Arts and Theater Buildings, it will become the centerpiece of the new Arts Zone of the GWC campus. The new facility will be accessed from the network of pedestrian paths it connects to, and will frame a new Arts Plaza. The east side will open to the Amphitheater which is proposed to be improved to support a variety of formal and informal uses.

THEATRE

A renovation is proposed for the existing Theater to address a number of building deficiencies. When completed, the renovation will bring this building up to date with technology, systems and other required upgrades.

5

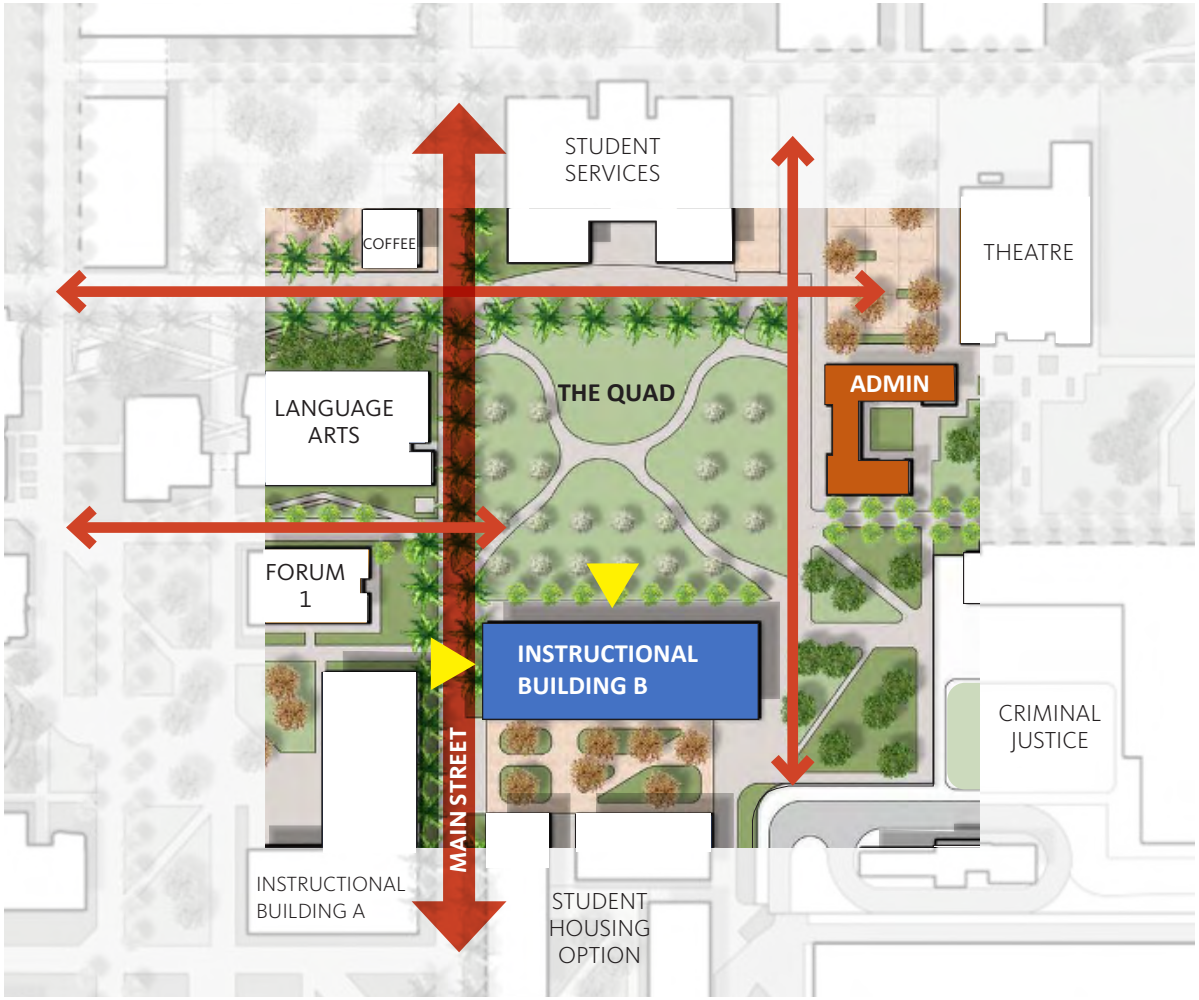
INSTRUCTIONAL BUILDING B

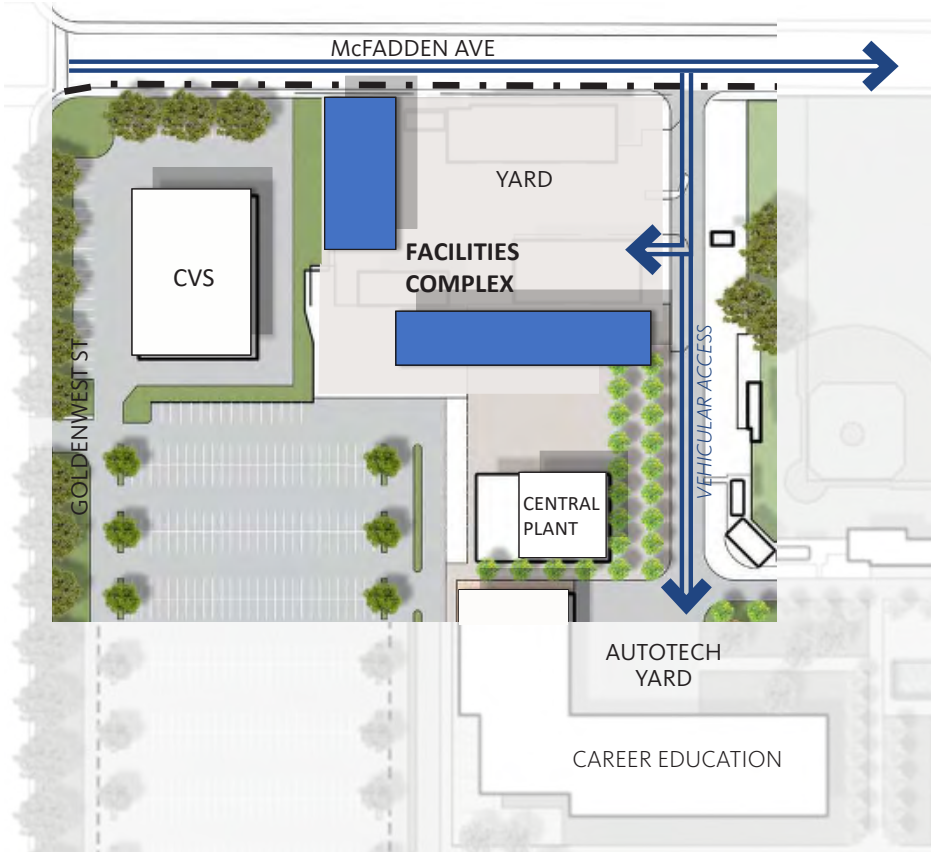
The new Instructional Building B will replace aged and underperforming facilities and be sized to support program needs. The new building will include classrooms, interdisciplinary labs and offices to support a variety of instructional programs and improve the efficiency and utilization of space.

The placement of this new building will create a strong edge on the south side of The Quad and frame the edge of the north-south pedestrian corridor to the east.

ADMINISTRATION (CHANGE OF USE)

As functions are relocated out of the existing Communications Building, a major renovation and change of use is planned for the existing building. The proposed functions to be housed there will include administrative offices currently housed in the Old Criminal Justice Building. Relocating administrative functions to the east side of The Quad will increase visibility, improve access and support building the GWC sense of community.





6

FACILITIES COMPLEX

A new Facilities Complex is proposed to house functions currently located in the Maintenance and Operations Buildings that are planned for removal. The new complex is planned to be reconstructed in the same location to leverage the existing vehicular entrance at McFadden Avenue and the important adjacency to the Central Plant.

A complex of efficient indoor and outdoor spaces will be developed to support the program needs while minimizing disruption and limiting the need for swing space. Secured outdoor areas for receiving/loading and yards for multiple operations will be developed.

7

PE FIELDS

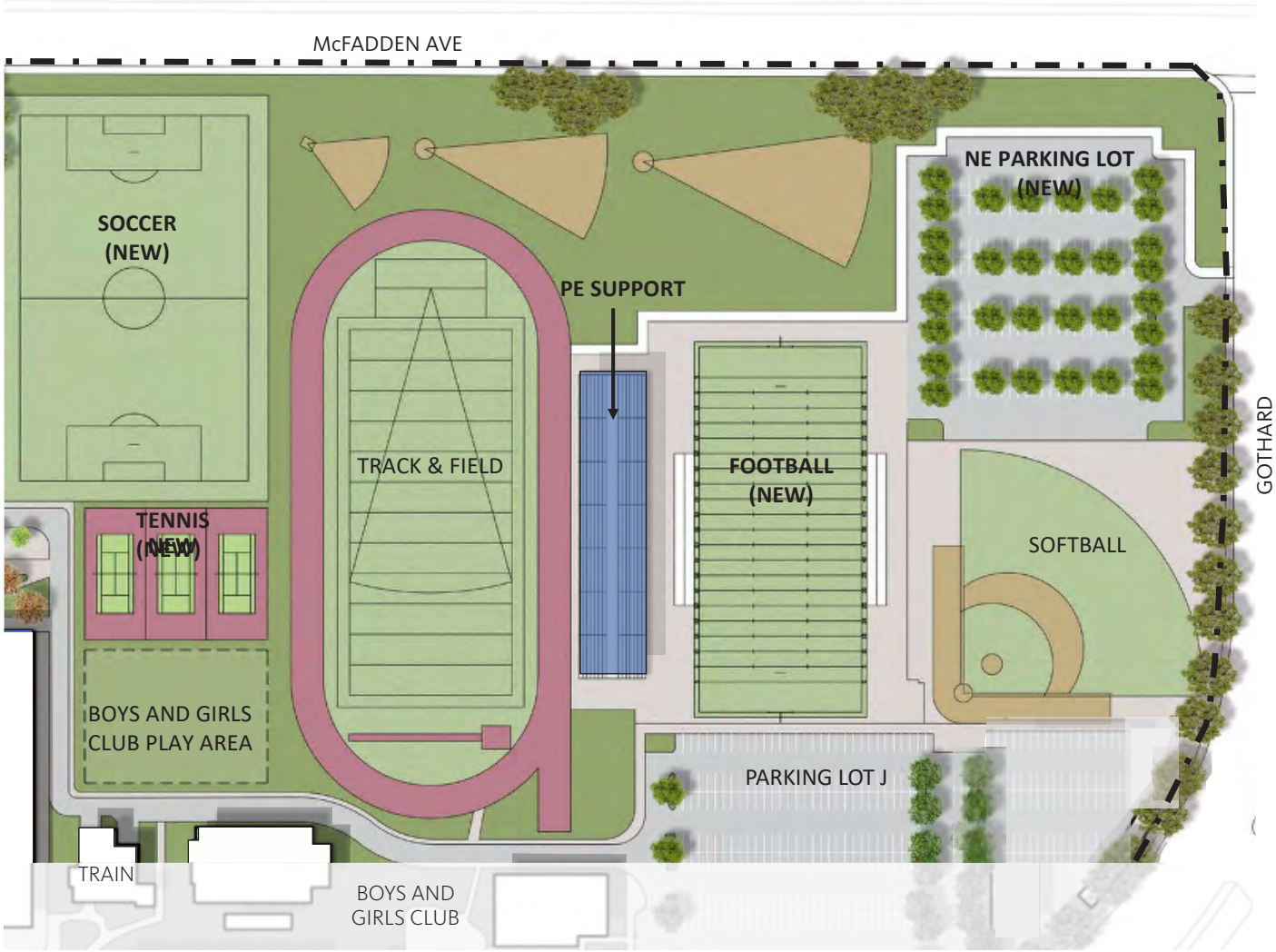
The PE Fields are reconfigured to improve land utilization and support program needs. Proposed improvements include the addition of a Football Field on the east side of the Track & Field and an area for field throwing sports on the north side along McFadden. Consideration for the use of artificial turf will be determined as projects are funded and designed.

PE SUPPORT BUILDING

A new building is proposed to support the multiple activities planned for the northeast zone of the campus. The proposed location is between the Track & Field and new Football Field and will include bleacher seating facing both east and west directions above enclosed PE support spaces such as restrooms, locker rooms, team rooms and equipment storage.

TENNIS COURTS

Tennis courts are planned to be relocated into the improved PE Zone. The proposed shift to this location will leverage use of the land where tennis courts are currently located, improve clarity and zoning of functions, and improve access to nearby support facilities.



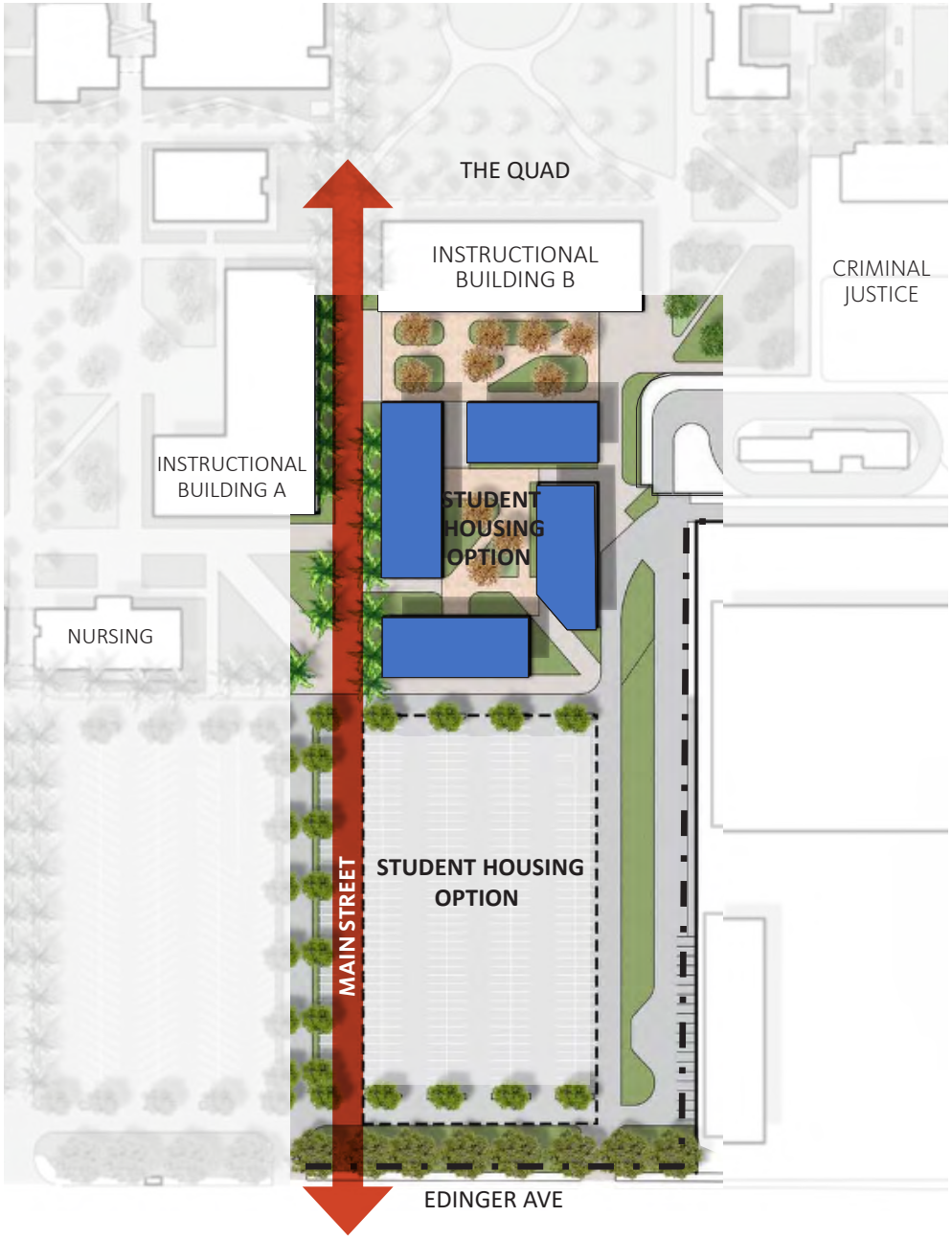
NE PARKING LOT

A portion of the northeast zone of the campus has been identified for a new parking area. The new NE Parking Lot will increase the campus parking capacity and provide convenient expanded parking options for PE activities and events.

NE DEVELOPMENT OPTION

During the planning process, an alternative development option was discussed for NE zone of the campus. Please refer to page 6.20 for a description.

8



STUDENT HOUSING

A proposed location has been identified for the potential development of a student housing complex. Providing on-campus housing for students will support the 'Student First' planning principle, and provide opportunities to 'support the needs of all students', increase access to learning and enhance student success.

Located along Edinger Avenue, the proposed development would integrate with the recent and adjacent housing and mixed use development to the east. This recommendation is for a two-phase development to allow ample time for further study to understand the market demand and explore delivery models.

7 OPTION

POTENTIAL FUTURE DEVELOPMENT

A location of the northeast side of the campus has been identified as a site for potential future development. This provides the opportunity for GWC to explore and expand partnerships and to leverage opportunities as they arise.

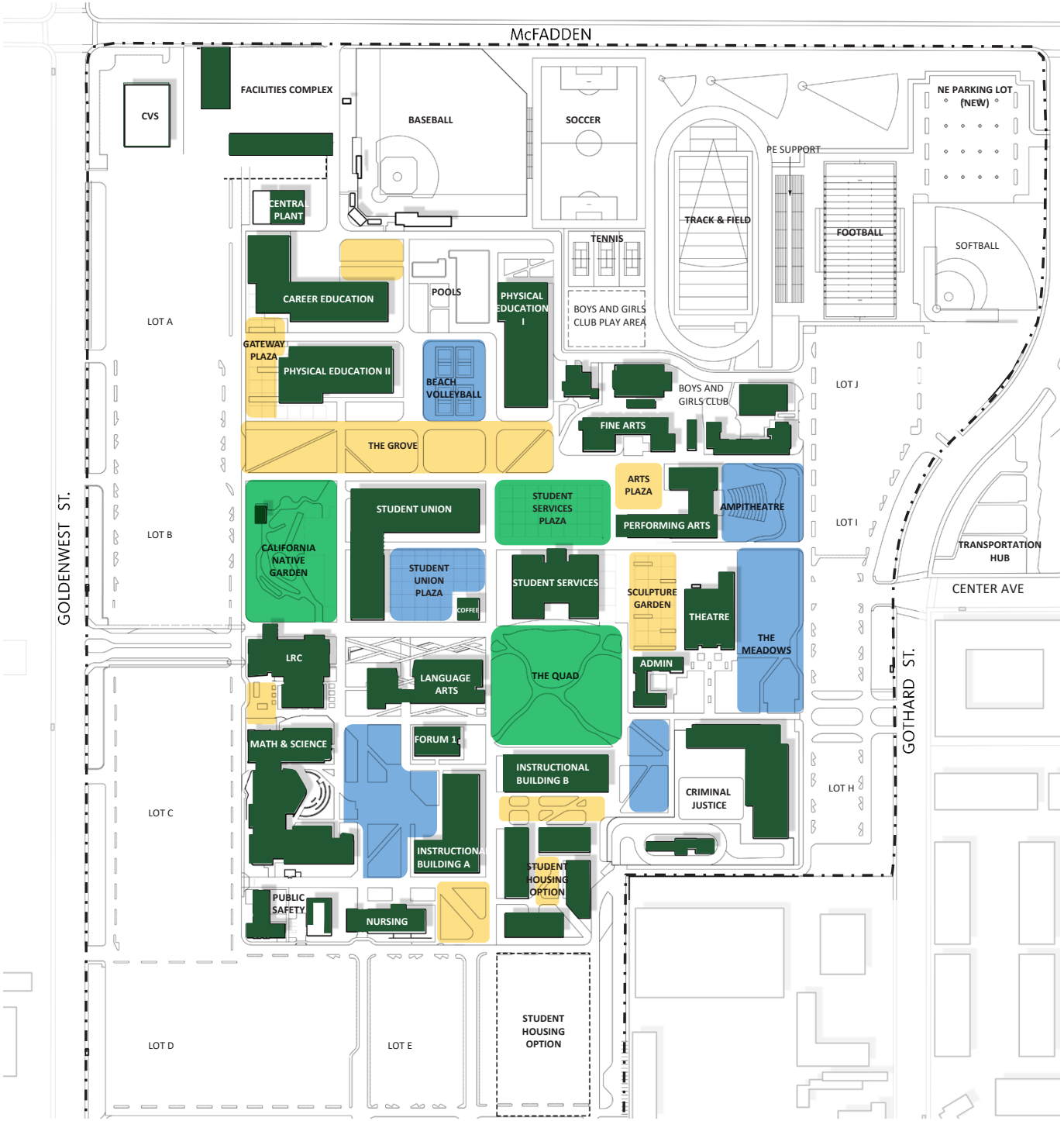
PE SUPPORT OPTION

An alternate location is identified for PE Support on the north side of the Physical Education I Building.



OPEN SPACES

Open spaces are maximized to activate all areas of the campus, encourage student/faculty interaction, keep students on campus and create a safe and comfortable environment.



PRIMARY OPEN SPACE

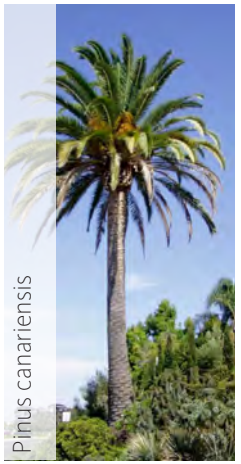
ACTIVE COURTYARD

PASSIVE COURTYARD

CAMPUS PROMENADE

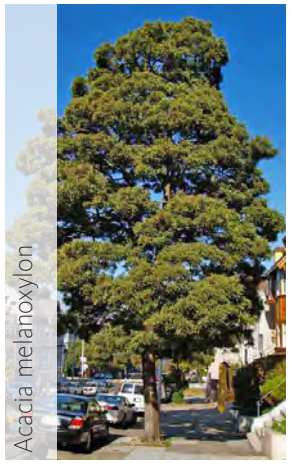








STUDENT BOARDWALK







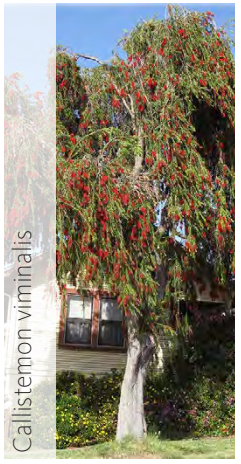


SECONDARY PATHS







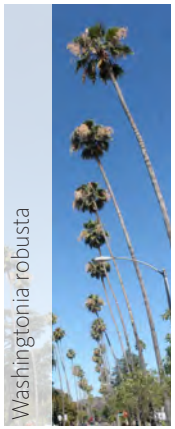


PLANT TYPOLOGY

The plant typologies proposed for site development improvements focus on regional and climate appropriate plantings. An emphasis on low maintenance natural forms is recommended to create a well-managed landscape with native fauna. The campus promenade creates the backbone of the campus structure and incorporate high canopy blooming trees to support visual wayfnding. Student boardwalks create strong edges and shaded walks with columnar tree forms. Secondary paths showcase the natural pathways with oval canopies.

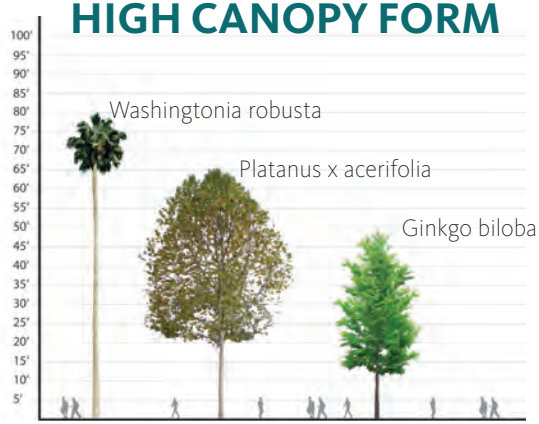

Fraxinus velutina 'Modesto'


Phoenix dactylifera

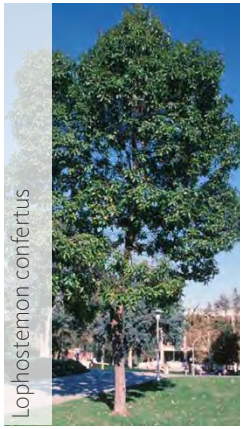

Washingtonia robusta


Platanus x acerifolia

HIGH CANOPY FORM



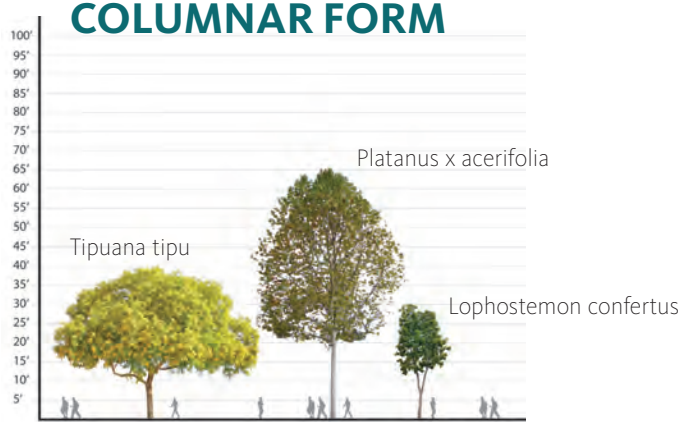

Tipuana tipu


Lophostemon confertus


Pinus radiata


Washintonia filifera

COLUMNAR FORM



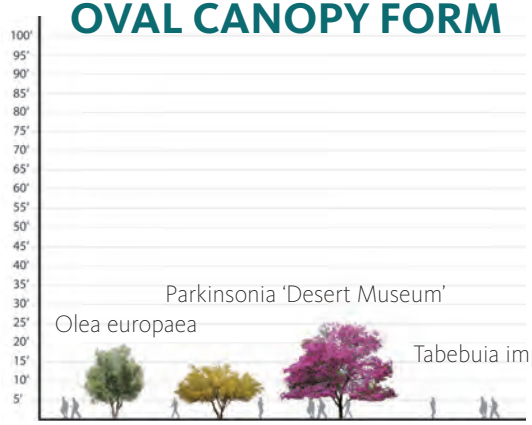

Parkinsonia x 'Desert Museum'


Olea europaea


Erythrina x skyesii


Tabebuia impetiginosa

OVAL CANOPY FORM



APPENDIX I: PROFILE OF THE COLLEGE

Local Conditions
Enrollment Trends
Student Characteristics
Student Success
Campus Voices



LOCAL CONDITIONS

OVERVIEW

This appendix is a data-informed summary of the communities and students served by GWC. These data are the foundation for identifying current and anticipated challenges and opportunities. This Profile of the College includes:

LOCAL CONDITIONS

The current and projected size, age, and race/ethnicity of the population in the College service area, trends in the local economy, and the relationship between education and employment.

ENROLLMENT TRENDS

An analysis of College-wide enrollment by course types, modes of instruction, and instructional disciplines.

STUDENT CHARACTERISTICS

An analysis of the students enrolled at GWC based on age, race/ethnicity, and life circumstances.

STUDENT SUCCESS

An analysis of students' achievements on metrics such as rates of retention, successful course completion, and completion of degrees and certificates.

CAMPUS VOICES

A summary of the aspirations for GWC's future offered by internal and external community members during a variety of opportunities for campus or community engagement.



local conditions

OVERVIEW

Data in this Appendix were drawn from these resources:

- GWC Office of Research, Planning, and Institutional Effectiveness,
- California Community Colleges Chancellor's Office,
- California Community Colleges Chancellor's Office Student Success Metrics, and
- State and federal agencies, such as the Department of Finance and the United States Census.

Each data set identifies the source of the information presented. Data from these sources may differ slightly due to differences in definitions of the data elements and the timing of when in a semester the data were collected.

local conditions

CONTEXT

The three colleges in the Coast Community College District (CCCD) collaboratively serve the residents within its geographic boundaries.



local conditions

SERVICE AREA POPULATION

The District's geographic boundaries encompass seven incorporated cities and several unincorporated communities, such as Midway City, Sunset Beach, and Surfside. Fewer than 10,000 residents live in each of these unincorporated communities: Midway (8,819 in 2017), Sunset Beach (917 in 2010), and Surfside (456 in 2010). Therefore, to identify trends relevant to long-term planning, the College's service area is defined by the seven incorporated cities shown in Data Set 1.

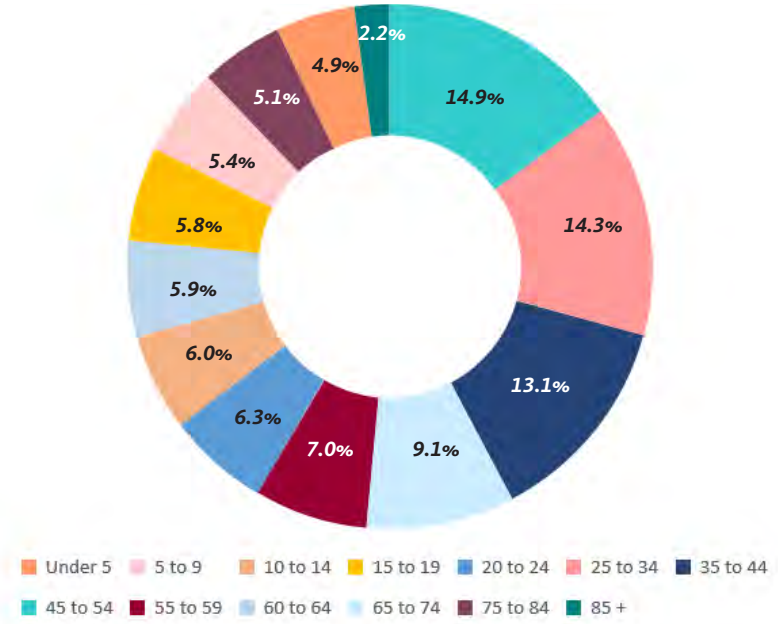
The seven cities in the GWC service area comprise approximately 24 percent of the total population of Orange County. Although the population of each city in GWC's service area is projected to increase by 2035, the cumulative growth rate for the service area (1.8 percent) is lower than the cumulative growth rate for both Orange County as a whole (7.5 percent) and the state (11.4 percent).

The age distribution of the population in GWC's service area is balanced. A little over forty percent are either of college-age (ages 15 to 34) or future college-age (ages 14 and younger), another 40 percent are working-age adults between 35 and 65, and the remaining 16 percent are over the age of 65.

Data Set 1. Population Size: Actual and Projected

City	2018 Population	2019 Population	% Change 2018-19 1 year	% Change 2020-35 15 years
Costa Mesa	114,536	115,830	1.1	2.3
Fountain Valley	56,914	56,652	-0.5	2.8
Garden Grove	174,951	175,155	0.1	1.3
Huntington Beach	202,097	203,761	0.8	1.7
Newport Beach	87,614	87,180	-0.5	3.4
Seal Beach	25,191	25,073	-0.5	0.8
Westminster	93,035	92,610	-0.5	0.7
CCCD	754,338	756,261	0.3	1.8
Orange County	3,216,817	3,236,920	0.6	7.5
California	39,825,181	40,144,770	0.8	11.4

Data Set 2. Population Age: GWC Service Area



Sources: 2018-19 Estimates: California Department of Finance and 2020-35 Projections: Southern California Association of Governments

Source: US Census American Factfinder 2017 American Community Survey

local conditions

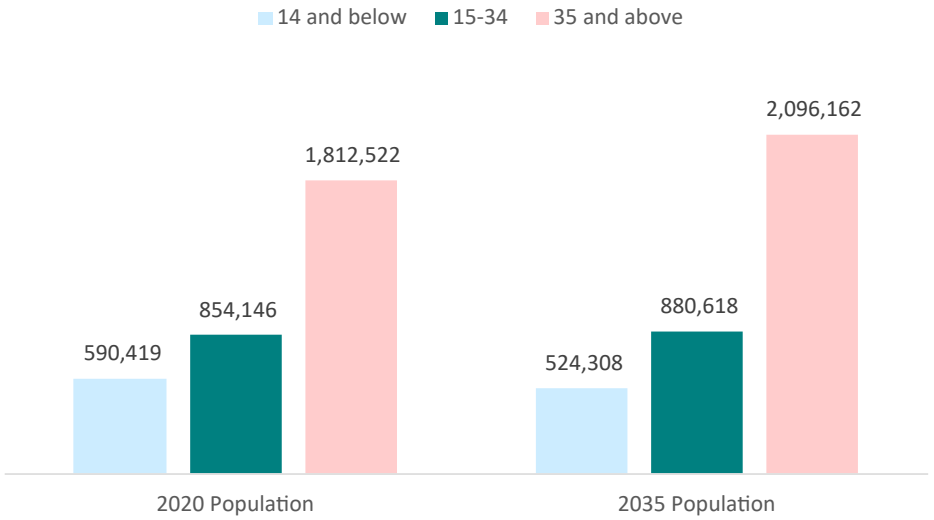
SERVICE AREA POPULATION

The U.S. Census projects changes in population demographics for states and counties, rather than cities. Therefore, this analysis will shift between estimates for the College service area cities and the projections for Orange County as a whole.

The two age cohorts in Orange County's population that are projected to increase between 2020 and 2035 are ages 15 to 34 (3.1 percent increase) and age 35 and older (15.6 percent increase). For long-term planning purposes, the relevant data point is that the number of Orange County residents of typical college-going ages of 15 to 34 is projected to increase by 26,472 residents by 2035.

The number of residents younger than age 14 is likely to decrease by approximately 66,000, reducing the proportion of the County's residents in this age cohort from 18.1 percent to 15.0 percent. This decrease in the number of Orange County families with young children may be attributed to the high cost of housing.

Data Set 3. Population Age Projection: Orange County



Ages	2020 Population	2035 Population	% Change 2020-35		% Total Population in 2020	% Total Population in 2035	Proportion Difference 2020-35
14 and below	590,419	524,308	-11.2%		18.1%	15.0%	-3.1%
15-34	854,146	880,618	3.1%		26.2%	25.2%	-1.0%
35 and above	1,812,522	2,096,162	15.6%		55.6%	59.9%	4.3%

Source: California Department of Finance 2017

local conditions

SERVICE AREA POPULATION

Data Set 4. Population Race/Ethnicity by City

	Costa Mesa	Fountain Valley	Garden Grove	Huntington Beach	Newport Beach	Seal Beach	Westminster
American Indian and Alaska Native	0.2%	0.1%	0.3%	0.4%	0.2%	0.1%	0.4%
Asian	8.6%	32.6%	39.7%	11.7%	7.6%	10.0%	47.7%
Black or African American	1.6%	0.5%	0.9%	1.3%	0.6%	1.4%	0.9%
Hispanic/Latinx	36.5%	16.6%	36.6%	19.3%	8.0%	12.2%	23.7%
Native Hawaiian and Pacific Islander	0.8%	0.2%	0.3%	0.3%	0.1%	0.2%	0.2%
Some other race	0.3%	0.2%	0.1%	0.3%	0.1%	0.2%	0.0%
Two or more races	2.6%	3.2%	1.4%	3.6%	2.2%	3.3%	2.6%
White	49.4%	46.7%	20.7%	63.1%	81.2%	72.5%	24.5%

Source: US Census American Factfinder 2017 American Community Survey

This forecast is reinforced by other data sources that predict a 10 percent reduction in public K12 enrollment in Orange County between 2017-18 and 2027-28 (Source: National Center for Education Statistics) and a 6 percent increase in California's population over the age of 65, from 13 percent in 2014 to 19 percent by 2035. (Source: Public Policy Institute)

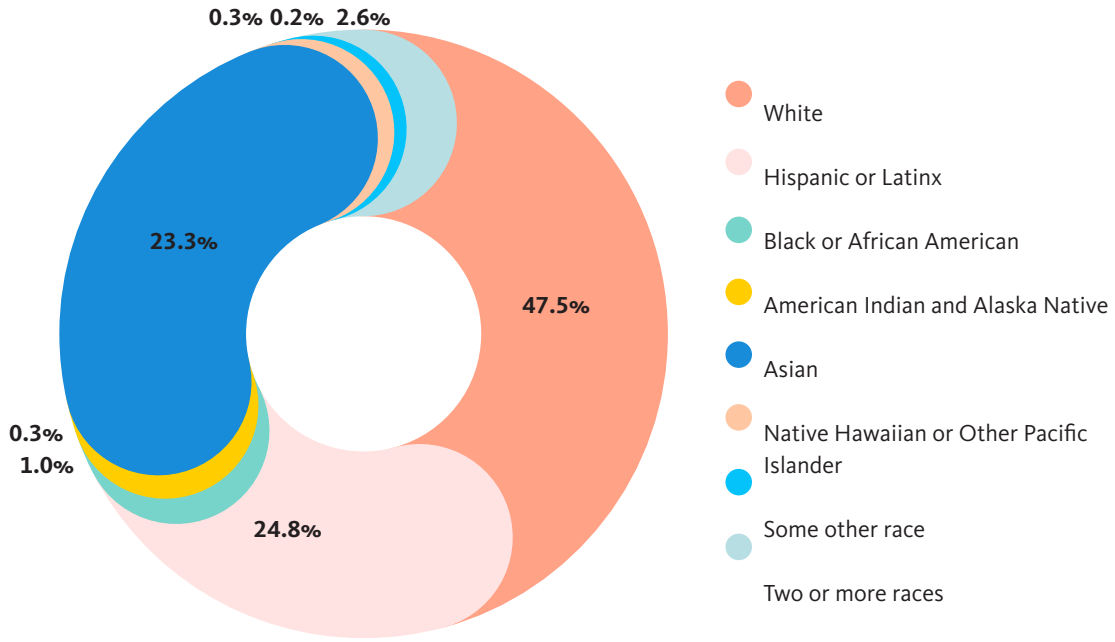
Similar to statewide data, GWC's service area population is diverse in race and ethnicity, with no single majority group. Although the proportions of race/ethnicity cohorts differ from city to city, each city includes residents from each cohort. The common thread among the service area cities in 2017 was that approximately 95 percent of the population identifies as a member of one of these race/ethnicity groups: Asian (23.3 percent), Hispanic/Latinx (24.8 percent), or White (47.5 percent).

local conditions

SERVICE AREA POPULATION

The pattern of racial/ethnic diversity in the Orange County population is projected to shift slightly between 2020 and 2035, with the proportion of White residents likely to decrease 2.3 percent and the proportion of Hispanic/Latinx residents likely to increase 2.1 percent. Continuing the current pattern, the largest race/ethnicity groups in 2035 are projected to be White (39.2 percent), Hispanic/ Latinx (37.6 percent), and Asian (17.8 percent).

Data Set 5. Population Race/Ethnicity: GWC Service Area



Source: US Census American Factfinder 2017 American Community Survey

Source: California Department of Finance 2017

Data Set 6. Population Race/Ethnicity Projection: Orange County

	% of Total County Population 2020	% of Total County Population 2035	Difference 2020 and 2035
American Indian & Alaska Native	0.2	0.2	0
Asian	18.2	17.8	-0.4
Black or African American	1.5	1.7	0.2
Hispanic/Latinx	35.6	37.6	2.0
Native Hawaiian & Pacific Islander	0.3	0.3	0.0
Two or more races	2.6	3.2	0.6
White	41.6	39.2	-2.4

local conditions

REGIONAL ECONOMY

Data Set 7. Economic Trends: GWC Service Area 2018

	Costa Mesa	Fountain Valley	Garden Grove	Huntington Beach	Newport Beach	Seal Beach	Westminster
Average Household Size	2.7	3.0	3.8	2.6	2.2	1.9	3.5
Median Household Income	$75,109	$86,602	$62,675	$88,079	$119,379	$65,401	$57,575
Homeowner Ownership Rate	39.1%	69.5%	53.8%	58.3%	57.0%	75.4%	52.9%
Median Home Sales Price 2018	$815,000	$765,000	$595,000	$775,000	$1,826,000	$952,000	$660,000
% Change from 2017 in Median Home Sales Price	7.2%	5.5%	10.2%	3.3%	-1.3%	8.5%	8.2%
Unemployment Rate 2019	2.4%	2.6%	2.8%	2.6%	2.4%	2.8%	2.8%

Source: Southern California Association of Governments

There are numerous positive economic trends shared by the cities in the College service area, such as recent increases in median home sales prices and low unemployment rates.

However, this comparison of cities also reveals economic trends that correlate with the levels of educational attainment described in the next section. The median household income was lowest in the two cities with the lowest levels of educational attainment – Westminster and Garden Grove – and highest in cities with a greater proportion of residents with a bachelor's degree or higher – Newport Beach, Huntington Beach, Fountain Valley, and Costa Mesa.

local conditions

REGIONAL ECONOMY

In addition to a strong economy in the College service area, the economic strength of the surrounding Orange County was reflected in year-over-year increases in median household income, median property values, rates of homeownership, and jobs as well as a year-over-year decrease in unemployment rates and a relatively low poverty rate. The economic strength of Orange County is also seen in this two county comparison of economic indices.

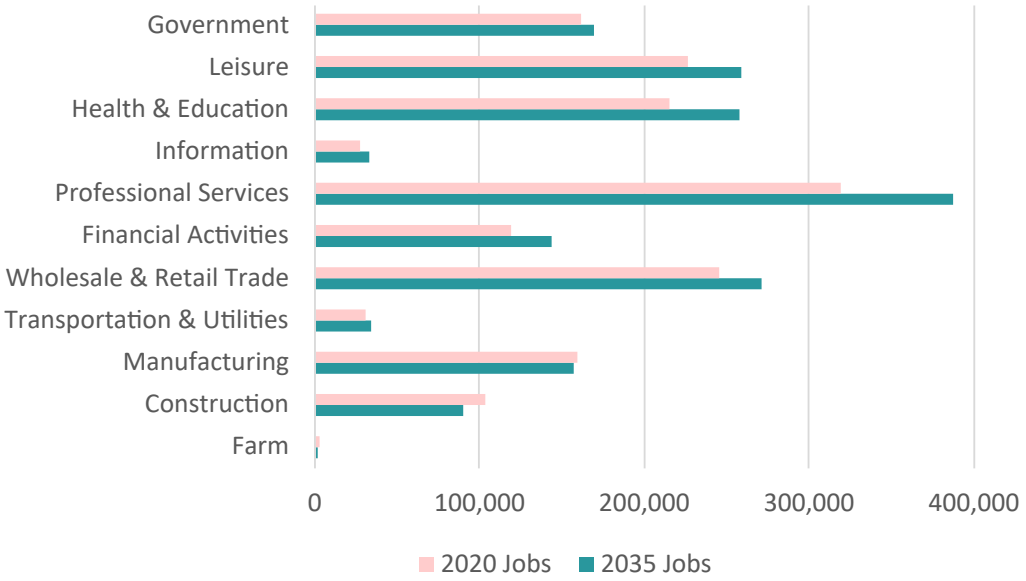
Looking to the future, the industry sectors projected to have more than 100,000 jobs in 2035 are Manufacturing, Wholesale and Retail Trade, Financial Activities, Professional Services, Health and Education, Leisure, and Government. The Professional Services sector, which includes services such as human resources, accounting, and project management, is projected to remain a primary driver of growth in the Orange County labor market, adding 67,500 jobs between 2020 and 2035. Other industries likely to have strong growth are Financial Activities, with 24,400 additional jobs and Health and Education with 43,000 additional jobs.

Data Set 8. Economic Trends for Orange County and Los Angeles County

	Orange County 2017	Los Angeles County 2017
Median Household Income	$86,217 *5.35% growth from 2016*	$65,006 *5.98% growth from 2016*
Median Property Value	$679,400 *5.35% growth from 2016*	$588,700 *9.44% growth from 2016*
Home Ownership	2017: 57.4% 2016: 56.6%	2017: 45.6% 2016: 44.6%
Jobs	April 2019: 1,666,100 jobs *1.1% growth from the prior year*	April 2019: 4,562,400 jobs *1.3% growth from the prior year*
Poverty Rate	12.1%	17.0%
Unemployment	September 2019: 2.4% September 2018: 2.8% September 2017: 3.3%	September 2019: 4.5% September 2018: 4.8% September 2017: 4.7%

Sources: US Census Bureau 2017 American Community Survey and State of California Employment Development Department

Data Set 9. Projected Jobs by Sector: Orange County



Industry Sector	2020 Jobs	2035 Jobs	% Growth 2020-35
Farm	2,580	1,900	-26.4%
Construction	103,400	89,900	-13.1%
Manufacturing	158,900	157,400	-0.9%
Transportation & Utilities	30,500	33,700	10.5%
Wholesale & Retail Trade	245,100	270,600	10.4%
Financial Activities	119,500	143,900	20.4%
Professional Services	319,500	387,100	21.2%
Information	27,800	32,800	18.0%
Health & Education	214,800	257,800	20.0%
Leisure	225,900	259,200	14.7%
Government	161,200	169,500	5.1%

Source: California Department of Transportation 2017

local conditions

REGIONAL ECONOMY

The projected decline in Farming over the next 15 years reflects the continuation of a downward trend that began several decades ago. However, the decline forecast for the Manufacturing and Construction sectors is best viewed as part of the fluctuations in these industries. This forecast for a drop in the number of jobs in these two sectors was preceded by an increase in Manufacturing and Construction jobs in the previous decade. Manufacturing jobs increased 5.9 percent between 2010 and 2019 and Construction jobs increased 49.2 percent in the same period.

The regional economic indices included in this section summarize detailed forecasts available in documents such as the Orange County Community Indicators Report 2019, Orange County Workforce Indicators Report 2019, Economic Forecast and Industry Outlook 2018-19, and Orange County Economic Report 2019.

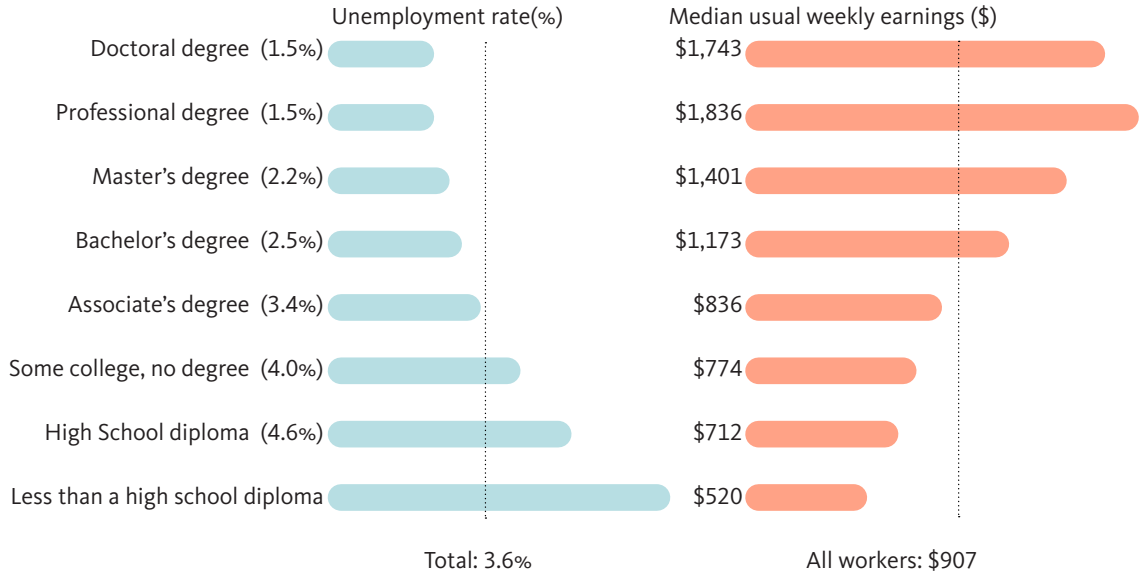
local conditions

EDUCATION AND EMPLOYMENT

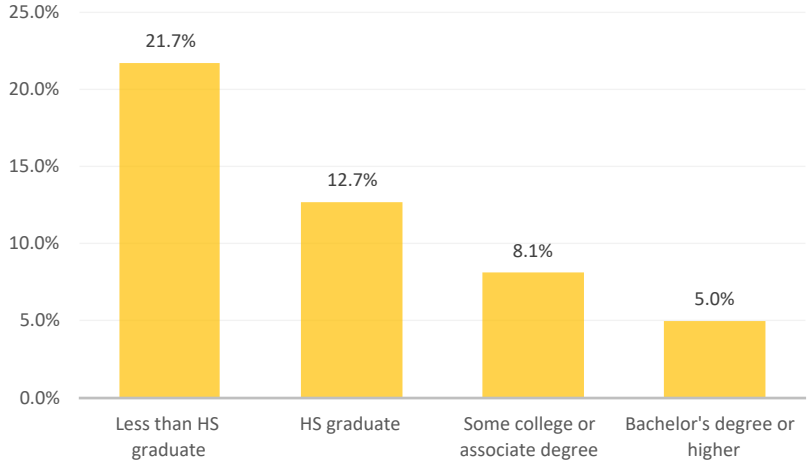
Economic forecasts point to an increased need for trained workers. As a result of changes across industries such as health care and information technology, employment growth is strongest for workers with college degrees. If current trends persist, within the next decade 41 percent of jobs will require at least a bachelor's degree and 36 percent will require some college education short of a bachelor's degree. The supply of California's workforce with this level of educational attainment is likely to fall short of the demand for educated workers. Population and education trends suggest that by 2025 only 35 percent of working-age adults in California will have bachelor's degrees and only 28 percent will have some postsecondary training. (Source: Public Policy Institute)

This is a serious problem for California because the large and well-educated baby boomer generation is reaching retirement age and young adults are not graduating in sufficient numbers to meet the increased demands created by those retirements and the increased demand from today's employers. This gap between the projected needs for an educated workforce and the level of educational attainment in California's adult population has created a sense of urgency and a statewide focus on increasing postsecondary graduation rates.

Data Set 10. National Unemployment Rates and Earnings by Educational Attainment 2017



Data Set 11. Poverty Level by Educational Attainment



Source: Bureau of Labor Statistics, Current Population Survey

Source: US Census Bureau, 2013-17 American Community Survey

local conditions

EDUCATION AND EMPLOYMENT

Data Set 12. Service Area Unemployment Rates

	Costa Mesa	Fountain Valley	Garden Grove	Huntington Beach	Newport Beach	Seal Beach	Westminster
2014	5.6%	5.4%	6.8%	5.3%	4.5%	4.8%	7.5%
2019	2.4%	2.6%	2.8%	2.6%	2.4%	2.8%	2.8%

Source: State of California Employment Development Department 2019

Data Set 13. Educational Attainment of Adults 25+ by City

	Costa Mesa	Fountain Valley	Garden Grove	Huntington Beach	Newport Beach	Seal Beach	Westminster	GWC Service Area
Less than 9th	9.7%	4.1%	14.5%	3.5%	0.5%	2.3%	13.1%	7.7%
9th to 12th	6.0%	5.0%	11.7%	4.1%	1.5%	3.5%	9.2%	6.4%
HS graduate	17.3%	15.4%	24.2%	15.9%	7.5%	13.3%	22.5%	17.6%
Some college	21.1%	23.1%	22.0%	24.4%	17.9%	24.2%	22.0%	22.2%
Associate	7.3%	9.5%	6.8%	9.9%	6.2%	9.1%	8.9%	8.2%
Bachelor's	27.3%	29.2%	15.6%	26.7%	39.2%	29.6%	17.8%	25.1%
Graduate or professional	11.1%	13.4%	5.2%	15.6%	27.1%	18.0%	6.4%	12.9%

Source: US Census Bureau, 2013-17 American Community Survey

This disparity between the demands for educated workers and the supply of workers with postsecondary degrees results in income inequality. As national productivity decrease and wages for educated workers increase, the wage gap between workers with a college education and those without widens. (Source: Georgetown Center on Education and the Workforce) National data demonstrate the connection between adults' levels of educational attainment and their employment in higher-paying jobs.

The link between educational attainment and poverty was demonstrated in Orange County in 2017 in that adults over the age of 25 with higher levels of educational attainment had the lowest levels of poverty.

Similarly, the highest rates of unemployment occur in the cities in the GWC service area with the lowest levels of educational attainment. A higher proportion of adults who lived in Costa Mesa, Fountain Valley, Huntington Beach, Newport Beach, and Seal Beach earned an associate degree or higher. In each of these cities, the unemployment rate was one to two percent lower than in the cities with lower levels of educational attainment.

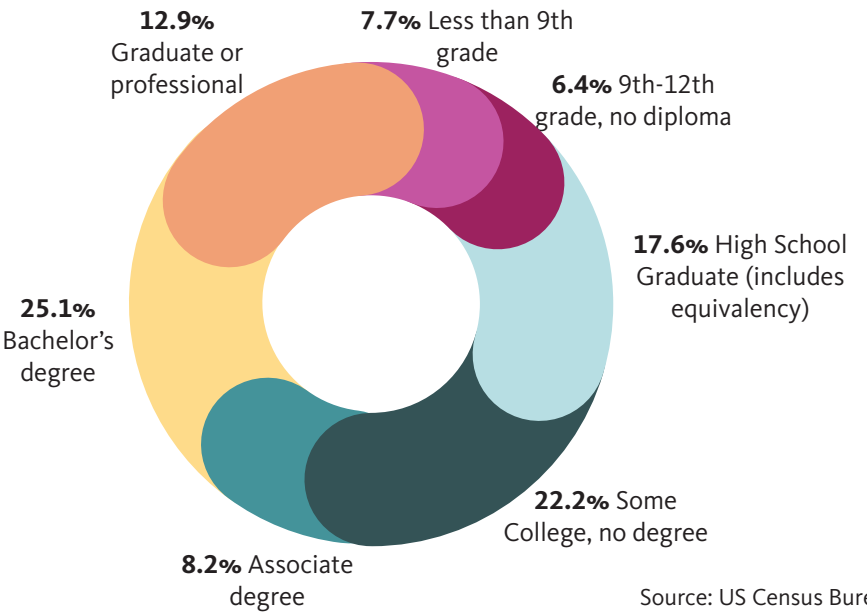
local conditions

EDUCATION AND EMPLOYMENT

There is a significant need for higher education in the College service area where approximately 54 percent of the adults either have not attended college or attended college but did not earn a degree. More than half of the residents in this service area have lower levels of education than employers are likely to require in the next decade.

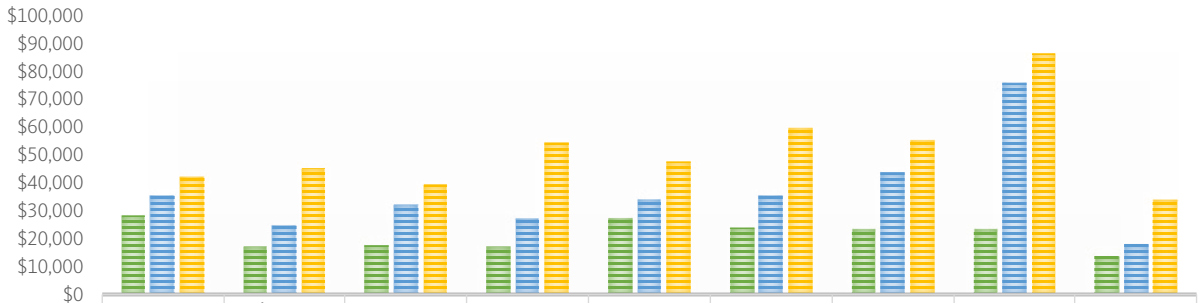
The impact of the levels of education on income was demonstrated in a comparison of salaries earned two years before receiving a community college certificate or degree compared to two years and five years after receipt of the awards. Although there are salary differences by industry sector, salaries for graduates of community college programs increased significantly within two years after graduation and continued to increase five years after graduation. The increases ranged from a low of 33.0 percent to a high of 72.9 percent.

Data Set 14. Educational Attainment of Adults 25+: GWC Service Area



Source: US Census Bureau, 2013-17 American Community Survey

Data Set 15. Salary Increases for Community College Awards Statewide



	Accounting	Architecture and Related Tech	Automotive Tech	Biological Sciences	Business Admin	Computer Science	Drafting Tech	Registered Nursing	Spanish
2 Years Before	$28,448	$17,179	$17,936	$17,137	$27,294	$24,053	$23,610	$23,459	$14,020
2 Years After	$35,862	$24,995	$32,229	$27,479	$34,078	$35,515	$43,769	$75,775	$18,001
5 Years After	$42,448	$45,151	$39,584	$54,494	$47,837	$59,748	$55,462	$86,592	$34,038

Source: Chancellor's Office Salary Surfer 2018

local conditions

EDUCATION AND EMPLOYMENT

Data Set 16. Percentage of Salary Increases for Community College Awards Statewide

	Accounting	Architecture and Related Tech	Automotive Tech	Biological Sciences	Business Admin	Computer Science	Drafting Tech	Registered Nursing	Spanish
2 Years Before	$28,448	$17,179	$17,936	$17,137	$27,294	$24,053	$23,610	$23,459	$14,020
5 Years After	$42,448	$45,151	$39,584	$54,494	$47,837	$59,748	$55,462	$86,592	$34,038
% Increase	33.0%	62.0%	54.7%	68.6%	42.9%	59.7%	57.4%	72.9%	58.8%

Source: Chancellor's Office Salary Surfer 2018

Data Set 17. Wage Gains by Program for GWC Graduates 2004-05 to 2011-12

	Median Wage 3 years After Award	Total Awards
Accounting Certificate	$39,449	41
Admin of Justice AA/AS Degree	$54,046	22
Admin of Justice Certificate	$78,612	285
Business Admin AA/AS Degree	$47,272	18
Cosmetology/ Barbering Certificate	$19,488	238
Floriculture/Floristry Certificate	$27,349	58
Graphic Art & Design Certificate	$31,626	19
Liberal Arts & Sciences AA/AS Degree	$23,873	54
Registered Nursing Certificate	$74,714	371
Registered Nursing AA/AS Degree	$73,884	300
Sign Language Interpreting Certificate	$31,167	43
Social Sciences AA/AS Degree	$38,297	25
Transfer Studies Certificate	$57,827	64

Community college degrees and certificates kept most GWC graduates above the poverty line. The official poverty statistic is that a family of four in California needed to earn about $24,300 annually to meet basic needs in 2016. (Source: Public Policy Institute) Based on the average earnings three years after graduating, a majority of GWC graduates earn a salary above the poverty line.

ENROLLMENT TRENDS

HEADCOUNTS, FTES, AND PRODUCTIVITY

The metrics typically used to depict the size of a college are unduplicated student headcount and full-time equivalent students.

Unduplicated student headcount is the total of unique individuals enrolled in a college in a given period. Each student is counted once; the number of units in which they are enrolled is not relevant to this count. In this document, the term headcount refers to an unduplicated student headcount.

Full-Time Equivalent Student (FTES) is a measurement equal to one student enrolled full-time for one academic year. This metric includes full-time enrollment plus the calculated equivalent of part-time enrollment. One FTES is equal to one student taking a course load of 15 units per semester or 30 units per academic year. The FTES calculation is based on the sum of all hours of instruction for all students divided by the number of hours in a full-time load. The number of hours in a full-time load is 525, which is the product of multiplying the number of hours of instruction in a full-time load (15) by the number of weeks in an academic term (17.5 per semester or 35 per academic year).

GWC's student headcount increased 2.0 percent between 2013-14 and 2018-19, less than the 3.0 percent increase in student headcount statewide in the same period.

Data Set 18. Unduplicated Student Headcount: GWC and Statewide

	GWC Unduplicated Headcount	% Change from Prior Year	% Change 2013-14 to 2018-19		State Unduplicated Headcount	% Change from Prior Year	% Change 2013-14 to 2018-19
2013-14	17,160				2,309,877		
2014-15	16,955	-1.2			2,318,309	0.4	
2015-16	17,030	0.4			2,355,442	1.6	
2016-17	17,325	1.7			2,378,723	1.0	
2017-18	17,524	1.1			2,393,435	0.6	
2018-19	17,502	-0.1	2.0		2,380,066	-0.6	3.0

Source: California Community Colleges Chancellor's Office Data Mart

Note: In an annual unduplicated student count, each student is counted only once even if the student enrolls in more than one term within that year.

enrollment trends

HEADCOUNTS, FTES, AND PRODUCTIVITY

Increases in headcount are generally matched by increases in enrollment and FTES. However, this has not been the case for GWC. Although student headcount grew 2.0 percent between 2013-14 and 2018-19, both enrollment and FTES decreased 7.4 percent during the same period. In contrast, the statewide FTES increased by 0.8 percent during this period.

GWC's pattern of increased unduplicated headcount and decreased FTES indicates that, on average, students enrolled in fewer units. Over the past five years, the GWC's average FTES per student has steadily declined, following the same pattern seen in the average FTES per student statewide. Refer to Data Set 23 for additional student unit load information.

Student load and unemployment rates are linked. Enrollment in community colleges across the nation and state increases when unemployment rates increase because people seek degrees and certificates to qualify them for employment. The reverse happens when unemployment drops, demonstrated in recent years during the economic recovery following the Great Recession that began in 2009. There has been a gradual increase in available jobs over the past eight years and college enrollment nationally has decreased for eight consecutive years. (Source: National Student Clearinghouse Research Center)

Data Set 19. Student Enrollment

	GWC Enrollment	% Change from Prior Year	% Change 2016-17 to 2018-19
2016-17	70.491		
2017-18	69,524	-1.4	
2018-19	68,587	-1.3	-8.9

Source: GWC Office of Research, Planning, and Institutional Effectiveness
Note: Enrollment is the number of registrations. When a student enrolls in (or registers for) multiple courses, each enrollment (or registration) is counted.

Data Set 20. Full-time Equivalent Students (FTES): GWC and Statewide

	GWC Total FTES	% Change from Prior Year	% Change 2016-17 to 2018-19		State Total FTES	% Change from Prior Year	% Change 2016-17 to 2018-19
2016-17	9,355				1,183,127	-0.3	
2017-18	9,404	0.5			1,183,295	0.0	
2018-19	9,171	-2.3	-7.3%		1,175,234	-0.7	0.8

Sources:
- College data: GWC Office of Research, Planning and Institutional Effectiveness
- State data: California Community Colleges Chancellor's Office Data Mart

Data Set 21. Average FTES per Student: GWC and Statewide

	GWC Unduplicated Headcount	GWC Total FTES	Average FTES per Student		State Unduplicated Headcount	State Total FTES	Average FTES per Student
2016-17	17,325	9,355	0.54		2,378,723	1,183,127	0.50
2017-18	17,524	9,404	0.54		2,393,435	1,183,295	0.49
2018-19	17,502	9,171	0.52		2,380,066	1,175,234	0.49

Sources:
- College data: GWC Office of Research, Planning and Institutional Effectiveness
- State data: California Community Colleges Chancellor's Office Data Mart

enrollment trends

HEADCOUNTS, FTES, AND PRODUCTIVITY

Fill rates compare student enrollment in a section with the capacity of that section. A fill rate of 100 percent indicates that the number of enrollments equals the capacity of that section. The capacity of a section is typically established by the size of the classroom or laboratory in which the section will be taught and/or by class size limits set to ensure instructional quality.

FTES/FTEF compares the amount of FTES earned in a section with the faculty load for that section (FTEF). Full-Time Equivalent Student (FTES) is the equivalent of one full-time student enrolled in 15 units per semester or 30 units per academic year. FTEF represents the equivalent of a full-time teaching load for an academic year. The FTES per FTEF ratio is a measure of productivity or efficiency because it shows the number of full-time equivalent students served by each full-time equivalent faculty.

Parallel to the declines in student headcount and FTES, both measures of productivity declined between 2013-14 and 2018-19. GWC fill rates declined from 90.1 percent in 2013-14 to 79.4 percent in 2018-19, a decline of 11.9 percent. Concomitantly, the GWC FTES/FTEF ratio declined from 38.4 in 2013-14 to 32.6 in 2018-19, a decline of 15.2 percent.

Data Set 22. GWC Productivity

	GWC Fill Rate	% Change from Prior Year	% Change 2013-14 to 2018-19		GWC FTES/FTEF	% Change from Prior Year	% Change 2013-14 to 2018-19
2013-14	89.4%				38.4		
2014-15	86.2%	-3.5			37.3	-2.9	
2015-16	78.0%	-9.6			33.0	-11.5	
2016-17	75.5%	-3.2			30.9	-6.4	
2017-18	77.2%	2.3			32.8	6.1	
2018-19	79.3%	2.7	-11.3		32.6	-0.6	-15.2

Source: GWC Office of Research, Planning and Institutional Effectiveness

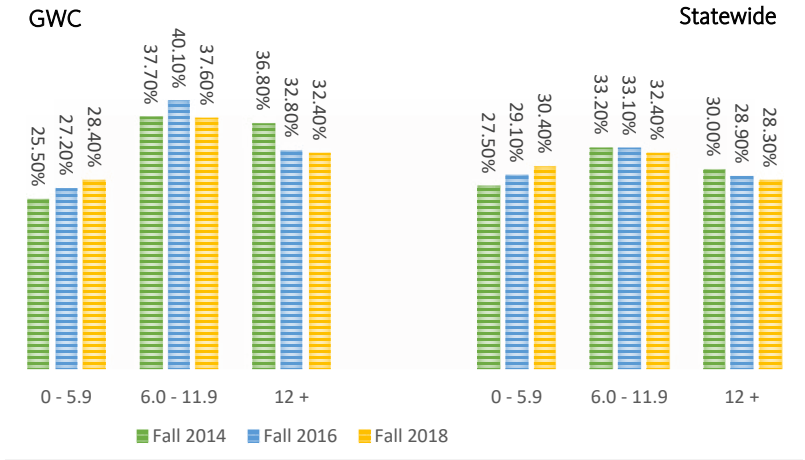
enrollment trends

HEADCOUNTS, FTES, AND PRODUCTIVITY

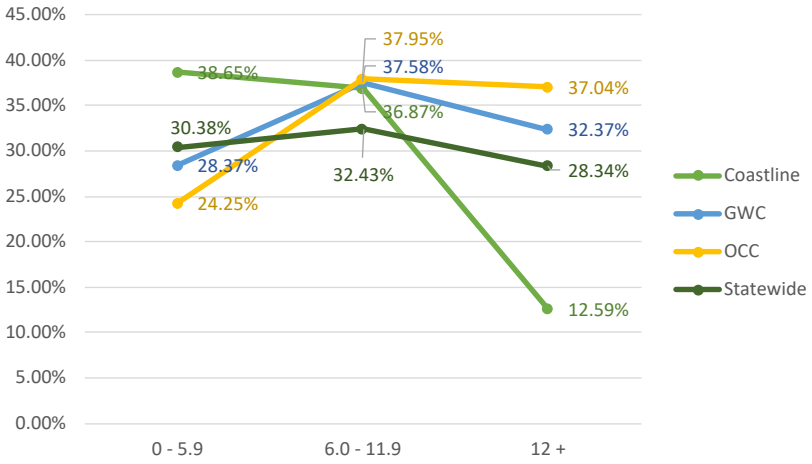
Although GWC has consistently had a higher proportion of full-time students compared to the statewide proportion, the proportion of full-time students at GWC has decreased more than four percent in the last four years, from 36.8 percent full-time students in fall 2014 to 32.4 percent in fall 2018. In this snapshot of three fall semesters at GWC and statewide, the greatest proportions of students were enrolled in 6.0 to 11.9 units while the proportions of students enrolled in fewer than six units steadily increased.

In a comparison of students' unit load in fall 2018, the most common pattern in community colleges statewide, including the three colleges in the Coast Community College District, was a part-time student load of 6.0 to 11.9 units. In fall 2018, the highest proportions of students at GWC, OCC, and statewide were those enrolled in 6.0 to 11.9 units.

Data Set 23. Student Unit Load; GWC and Statewide



Data Set 24. Comparison of Student Unit Load in Fall 2018



Source: California Community Colleges Chancellor's Office Data Mart

enrollment trends

ENROLLMENT BY CITY

A little over 62 percent of the students attending GWC lived within the Coast Community College District's geographic boundaries. This proportion of students who reside inside of the District and outside of the District has been consistent for at least the past five years.

Data Set 25. Unduplicated Student Headcount by District Boundaries

	Fall 2013	% of Total		Fall 2018	% of Total		Difference in % of Total Fall 2013 to Fall 2018
In-District	7,950	62.3%		7,415	62.6%		0.3%
Out-of-District	4,656	36.5%		4,202	35.5%		-1.0%
Unknown	152	1.2%		220	1.9%		0.7%
Total	12,758			11,837			

Source: GWC Office of Research, Planning, and Institutional Effectiveness

enrollment trends

ENROLLMENT BY CITY

Over these years, there was a similar pattern of communities that students call home. A little over 90 percent of GWC students lived in Huntington Beach, Westminster, Garden Grove, and Fountain Valley in both fall 2013 and fall 2017. And in both semesters, almost half of the students who resided outside of the District boundaries lived in one of these four communities: Santa Ana, Anaheim, Long Beach, or Stanton.

In terms of the relative proportion, the greatest changes within the District's boundaries were increases in students from Huntington Beach (2.5 percent) and Westminster (0.5 percent) and a 1.5 percent decrease in students who lived in Garden Grove.

Data Set 26. Unduplicated Student Headcount by Community

In-District Communities	Fall 2013	% of Total		Fall 2018	% of Total		Difference in % of Total Fall 2013 to Fall 2018
Huntington Beach	2,731	34.4%		2,737	36.9%		2.5%
Westminster	1,920	24.2%		1,835	24.7%		0.5%
Garden Grove	1,908	24.0%		1,666	22.5%		-1.5%
Fountain Valley	624	7.8%		564	7.6%		-0.2%
Costa Mesa	321	4.0%		257	3.5%		-0.5%
Midway City	231	2.9%		194	2.6%		-0.3%
Seal Beach	103	1.3%		86	1.2%		-0.1%
Newport Beach	85	1.1%		56	0.8%		-0.3%
Sunset Beach	15	0.2%		9	0.1%		-0.1%
Corona del Mar	6	0.1%		7	0.1%		0.0%
Newport Coast	3	0.0%		2	0.0%		- <0.1%
Balboa Island	0	0.0%		1	0.0%		--
Surfside	3	0.0%		1	0.0%		- <0.1%
In-District Total	7,950			7,415			
Top 10 Out-of-District Cities							
Santa Ana	861	18.5%		743	17.7%		-0.8%
Anaheim	649	13.9%		578	13.8%		-0.1%
Long Beach	561	12.0%		413	9.8%		-2.2%
Stanton	233	5.0%		202	4.8%		-0.2%
Cypress	186	4.0%		176	4.2%		0.2%
Buena Park	154	3.3%		141	3.4%		0.1%
Irvine	173	3.7%		134	3.2%		-0.5%
Orange	129	2.8%		119	2.8%		<0.1%
Los Alamitos	127	2.7%		112	2.7%		-<0.1%
Tustin	71	1.5%		83	2.0%		0.5%
All Out-of-District Cities	4,656			4,202			

Source: GWC Office of Research, Planning, and Institutional Effectiveness

Data Set 27. Student Participation Rate by Community

City	GWC Student Headcount by City	2017 Adults by City Age 18 and Above	Participation Rate
Costa Mesa	254	90,012	3
Fountain Valley	518	45,109	11
Garden Grove	1,704	135,775	13
Huntington Beach	2,691	161,301	17
Newport Beach	58	71,223	1
Seal Beach	97	21,593	4
Westminster	1,763	73,270	24
Census Designated Places			
Balboa Island	0	*Not available*	0
Corona Del Mar	3	*Not available*	--
Midway City	168	6,855	25
Newport Coast	1	*Not available*	--
Surfside	4	*Not available*	--
Sunset Beach*	8	865	9

Sources: US Census Factfinder and GWC Office of Institutional Research, Planning, and Institutional Effectiveness
Note: Population for Sunset Beach is as of the 2010 census.

Data Set 28. Graduates from Feeder High Schools

	2011-12	2016-17	% Change 2011-12 to 2016-17
Garden Grove Unified	3,507	3,216	-8.3%
Huntington Beach Unified	3,683	3,559	-3.4%
Los Alamitos Unified	821	820	-0.1%
Newport Mesa Unified	1,669	1,659	-0.6%

Source: California Department of Education

enrollment trends

ENROLLMENT BY CITY

Another way to understand the College's effectiveness in serving its communities is the participation rate. The student participation rate depicts how many students attend a college as a proportion of the adult population in that city. This rate is calculated by dividing the total number of students who live in a city by the number of residents 18 years old and older who live in that city. The result is multiplied by 1,000. For example, in fall 2017, 254 GWC students lived in Costa Mesa and the adult population in Costa Mesa at that time was 90,012. The calculation is (254/90,012 = .0028) x 1,000) = 2.8. Therefore, the student participation rate for Costa Mesa was 3 in fall 2017, which indicates that 3 of every 1,000 adult residents of this city attended at least one course at the College.

Not surprisingly, the participation rates were highest in communities located close to the College, such as Midway City, Westminster, and Huntington Beach, while the lowest rates were in communities that are required a commute on heavily traveled freeways, such as Newport Beach, Corona Del Mar, and Balboa Island.

enrollment trends

ENROLLMENT BY CITY

There has been a recent decline in the number of high school graduates from the high schools within the College service area. The two largest high school districts experienced the greatest decline, an 8.3 percent drop in the number of graduates from the Garden Grove Unified District and a 3.4 percent decline in the number of Huntington Beach Unified graduates.

The high school capture rate is the percent of graduates from a high school that enrolled in a college within two years after graduation. For GWC, the highest capture rates were for three schools in the Huntington Beach Union High School District: Marina, Ocean View, and Westminster. The lowest capture rates were in three high schools in the Garden Grove Unified District (Lincoln, Marie L. Hare, and Santiago) and one high school in the Huntington Beach Union District (Edison).

Data Set 29. Feeder High Schools Capture Rates

High School Districts and High Schools	Total Graduates 2015-16 + 2016-17	Enroll GWC Fall 2017	HS Capture Rate
Garden Grove Unified	6,398	706	11.0%
Bolsa Grande	858	125	14.6%
Garden Grove	1,169	115	9.8%
La Quinta	1,001	145	14.5%
Lincoln (Continuation)	0	0	0.0%
Los Amigos	742	69	9.3%
Marie L. Hare	166	11	6.6%
Pacifica	767	106	13.8%
Rancho Alamitos	751	104	13.8%
Santiago	944	31	3.3%
Huntington Beach Union	7,112	1,274	17.9%
Coast	156	21	13.5%
Edison	1,068	94	8.8%
Fountain Valley	1,672	238	14.2%
Huntington Beach	1,317	173	13.1%
Marina	1,102	317	28.8%
Ocean View	609	151	24.8%
Valley Vista (Continuation)	157	25	15.9%
Westminster	1,030	255	24.8%
Los Alamitos Unified	1655	97	5.9%
Laurel (Continuation)	0	0	0.0%
Los Alamitos	1,654	97	5.9%
Newport-Mesa Unified	3282	48	1.5%
Back Bay	156	0	0.0%
Corona del Mar	841	5	0.6%
Costa Mesa	496	14	2.8%
Early College	115	0	0.0%
Estancia	503	13	2.6%
Monte Vista	104	1	1.0%
Newport Harbor	1,066	15	1.4%

Source: GWC Office of Research, Planning, and Institutional Effectiveness

enrollment trends

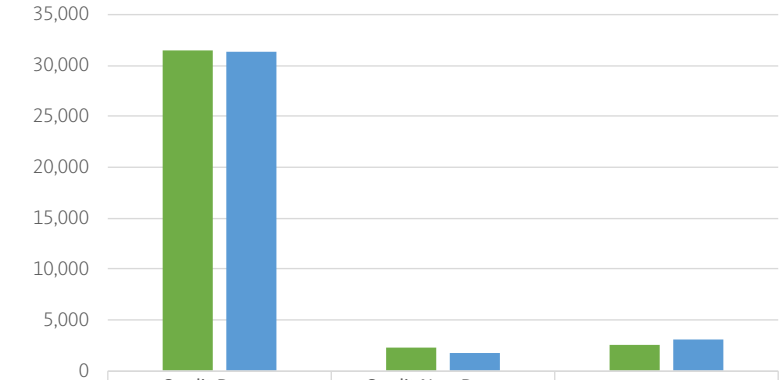
ENROLLMENT BY CITY

Data Set 30. Noncredit FTES: GWC and Statewide

	GWC Noncredit FTES	% Total GWC FTES		Statewide Noncredit FTES	% Total State FTES
2013-14	14.3	0.1%		68,789.54	5.9%
2014-15	11.8	0.1%		67,828.30	5.8%
2015-16	12.4	0.1%		67,842.90	5.7%
2016-17	12.3	0.1%		67,069.97	5.7%
2017-18	36.7	0.3%		68,532.26	5.8%
2018-19	86.1	0.8%		67,774.73	5.8%

Source: California Community Colleges Chancellor's Office Data Mart

Data Set 31. Enrollment by Credit Status



	Credit Degree Applicable	Credit Non-Degree Applicable	Noncredit
Fall 2017	31,504	2,274	2,593
Fall 2018	31,307	1,706	3,031

Source: California Community Colleges Chancellor's Office Data Mart

Note: Enrollment is the number of registrations. When a student enrolls in (or registers for) multiple courses, each enrollment (or registration) is counted.

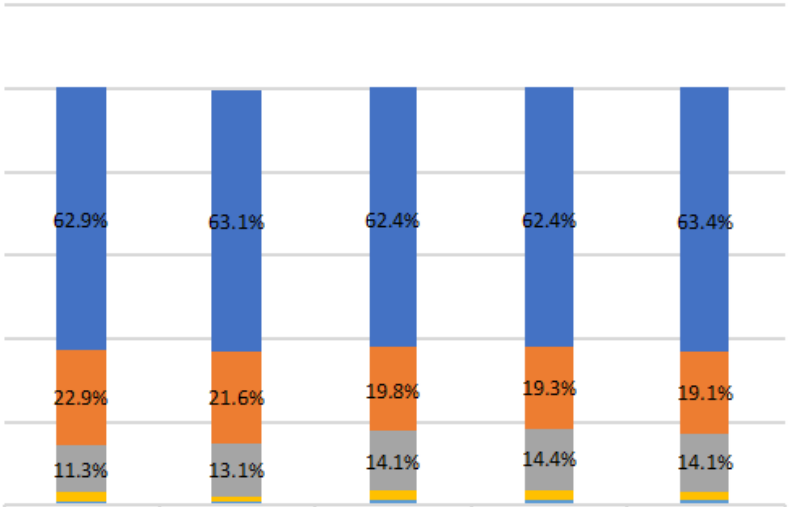
In the past decade, virtually all GWC FTES was earned through credit courses. FTES earned from noncredit offerings has consistently been below one percent of the College's total FTES, in contrast to community colleges statewide that earned close to six percent of the total FTES through noncredit. However, the College recently launched an initiative to expand and recruit students for new noncredit programs, which has already shown results with an increase in noncredit FTES from 36.7 in 2017-18 to 86.1 in 2018-19. Refer to Chapter 1 for more details on this GWC Initiative.

Over the past five years, the modes and times of delivering instruction have been consistent, except for a slight decrease in the percentage of sections offered during the evening and a parallel increase in the percentage of online courses.

enrollment trends

NONCREDIT, DISTANCE EDUCATION, AND DUAL ENROLLMENT

Data Set 32. Distribution of Sections by Session Type



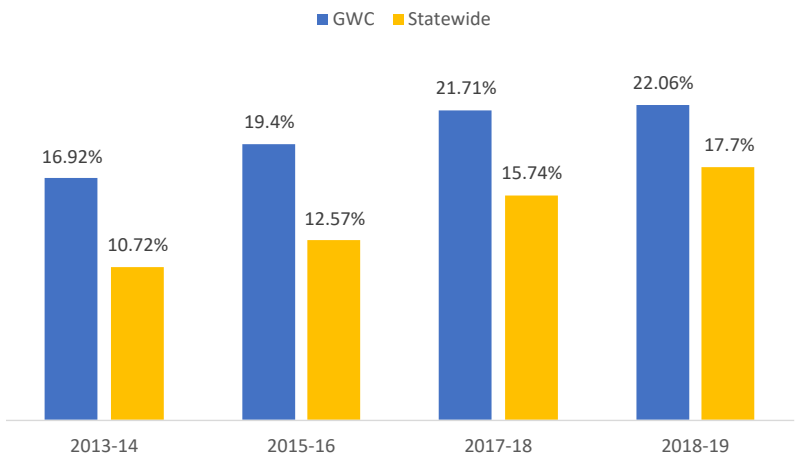
	2013-14	2014-15	2015-16	2016-17	2017-18
Day	62.9%	63.1%	62.4%	62.4%	63.4%
Evening	22.9%	21.6%	19.8%	19.3%	19.1%
Online	11.3%	13.1%	14.1%	14.4%	14.1%
Hybrid	2.1%	1.3%	2.3%	2.4%	2.2%
Other	0.8%	0.8%	1.4%	1.5%	1.2%

Source: GWC Office of Research, Planning and Institutional Effectiveness

enrollment trends

NONCREDIT, DISTANCE EDUCATION, AND DUAL ENROLLMENT

Data Set 33. Distance Education FTES: GWC and Statewide



Source: California Community Colleges Chancellor's Office Data Mart

The increase in online courses follows the statewide trend for a greater proportion of FTES earned through distance education. The proportion of the total FTES earned in distance education has increased a little over five percent at GWC, from 16.9 percent in 2013-14 to 22.1 percent in 2018-19 and seven percent statewide, from 10.7 percent to 17.7 percent.

enrollment trends

NONCREDIT, DISTANCE EDUCATION, AND DUAL ENROLLMENT

In recent years, the College initiated dual enrollment agreements with local K-12 districts. As described in Chapter 1, these partnerships provide students with opportunities to take courses for credit at community colleges while they are still enrolled in high school.

The success of these partnerships is evident in high school students' positive response to these offerings. GWC dramatically increased the number of dual enrollment sections from 9 sections in 2018-19 to 62 sections in 2019-20. Concomitantly, enrollment and FTES also dramatically increased, from 181 enrollments in 2018-19 to 1,479 enrollments in 2019-20 and from 17.3 FTES in 2018-19 to a projected 150.7 FTES in 2019-20. Clearly, this new program met a need in the GWC community that was previously unmet.

Data Set 34. Sections, Enrollment, and FTES in Dual Enrollment Program

	Sections	Enrollment	FTES
Summer 2017	3	61	5.6
Fall 2017	0	0	--
Spring 2018	2	67	5.2
2017-18 Total	5	128	10.7
Summer 2018	3	75	7.6
Fall 2018	3	56	5.2
Spring 2019	3	50	4.5
2018-19 Total	9	181	17.3
Summer 2019	8	237	24.4
Fall 2019	28	652	65.6
Spring 2020 *Projected*	26	590	60.7
2019-20 Total *Projected*	62	1,479	150.7

Source: GWC Office of Guided Pathways and Dual Enrollment

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TRENDS IN INSTRUCTIONAL DISCIPLINES

The metrics commonly used to assess a college are also effective assessments of individual instructional disciplines: enrollment, FTES, fill rate, and productivity.

Enrollment is the number of registrations. In this metric, when a student enrolls in multiple courses, each registration is counted. This is a duplicated student count. For example, if a student enrolls in five courses, the unduplicated student headcount would be one and the enrollment (or duplicated student count) would be five.

Although College-wide student enrollment decreased over the past five years, the pattern of decline was not consistent across the instructional disciplines. The following tables sort the disciplines into three tiers based on the change in enrollment between 2013-14 and 2018-19.

As shown in Data Sets 35 - 38, during this period of College-wide enrollment decline, 13 instructional disciplines experienced a growth in enrollment, 11 experienced enrollment decline less than 10 percent, and the remaining 24 disciplines experienced enrollment decline greater than 10 percent.

Data Set 35. Disciplines with Enrollment Growth

	2013-14	2018-19	% Change 2013-14 to 2018-19			2013-14	2018-19	% Change 2013-14 to 2018-19
Art	1,987	2,417	21.6%		Geography	1,030	1,327	28.8%
Biology	4,121	4,626	12.3%		Geology	291	371	27.5%
Chemistry	1,320	1,510	14.4%		Nursing	580	781	34.7%
Comm Studies	3,040	3,411	12.2%		Photography	111	160	44.1%
Drafting	151	166	9.9%		Political Science	2,579	2,659	3.1%
Economics	1,004	1,199	19.4%		Theater Arts	771	788	2.2%
ESL	1,523	1,748	14.8%					

Data Set 36. Disciplines with Enrollment Decline Below 10%

	2013-14	2018-19	% Change 2013-14 to 2018-19			2013-14	2018-19	% Change 2013-14 to 2018-19
Anthropology	1,393	1,393	0%		Mathematics	6,717	6,590	-1.9%
Criminal Justice	2,229	2,179	-2.2%		Physical Sci	56	51	-8.9%
Education	186	168	-9.7%		SIGN/Inter	1,027	1013	-1.4%
English	6,168	6,071	-1.6%		Sociology	2,447	2,247	-8.2%
Library	114	104	-8.8%		Spanish	825	746	-9.6%
Marketing	154	139	-9.7%					

enrollment trends

TRENDS IN INSTRUCTIONAL DISCIPLINES

Data Set 37. Disciplines with Enrollment Decline Between 10% and 25%

	2013-14	2018-19	% Change 2013-14 to 2018-19			2013-14	2018-19	% Change 2013-14 to 2018-19
Business	1,630	1,223	-25.0%		Digital Media	423	344	-18.7%
College Success	828	685	-17.3%		Floral Design	251	218	-13.1%
Computer Sci	1,286	1,155	-10.2%		History	4.058	3,579	-11.8%
Cosmetology	664	532	-19.9%		Kinesiology	749	648	-13.5%
Counseling	919	720	-21.7%		Music	1,558	1,278	-18.0%
Dance	310	268	-13.5%		Psychology	5,683	4,366	-23.2%

Data Set 38. Disciplines with Enrollment Decline Greater than 25%

	2013-14	2018-19	% Change 2013-14 to 2018-19			2013-14	2018-19	% Change 2013-14 to 2018-19
Accounting	1,608	1,137	-29.3%		Management	424	274	-35.4%
Astronomy	611	410	-32.9%		Peace Studies	222	77	-65.3%
Auto Tech	885	644	-27.2%		Philosophy	2.038	1,386	-32.0%
Design	216	40	-81.5%		Physics	484	333	-31.2%
Digital Arts	969	532	-45.1%		Physical Ed	2,610	1,906	-27.0%
Health Ed	1,652	1,140	-31.0%		Vietnamese	277	200	-27.8%

Source: GWC Office of Research, Planning, and Institutional Effectiveness

enrollment trends

TRENDS IN INSTRUCTIONAL DISCIPLINES

Data Set 39. Highest and Lowest FTES by Discipline

Discipline	Highest FTES 2018-19		Discipline	Lowest FTES 2018-19
Mathematics	1,022.4		Floral Design	28.5
Biology	937.0		Dance	26.7
English	799.2		Management	24.9
Chemistry	465.8		Drafting	24.8
Psychology	431.0		Education	15.8
Criminal Justice	370.5		Marketing	11.9
Comm Studies	355.3		Physical Science	10.7
History	352.3		Peace Studies	8.0
Cosmetology	345.3		Design	6.9
Art	327.7		Library	3.2

Source: GWC Office of Research, Planning, and Institutional Effectiveness

While FTES is a valid metric for assessing colleges, FTES has limited usefulness in the assessment of individual instructional disciplines because the amount of FTES earned by a discipline is a product of many factors, the most salient of which are the number of sections offered in the discipline, the number of hours courses meet per week, the range of courses offered, and the number of students enrolled. Consequently, the average FTES earned between 2013-14 and 2017-18 was earned by disciplines that include courses required for completion of degrees, certificates, or transfer, courses that require a higher amount of time in class or laboratories per week, and/or courses taught in larger classrooms. Conversely, disciplines that appeal to a narrower range of student interests and goals generally earn less FTES.

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TRENDS IN INSTRUCTIONAL DISCIPLINES

Fill rate compares enrollment in a section with the capacity of that section. The capacity of each section is variable and depends on a number of factors, such as curricular and facility limitations. The percentages in Data Set 40 represent the number of enrollments with the unique capacity of that section.

The College-wide fill rate dropped from 90.1 percent in 2013-14 to 79.4 percent in 2018-19. About half of the College's instructional disciplines had fill rates at 80 percent or higher while fifteen disciplines had fill rates below 70 percent.

Data Set 40. Productivity - Fill Rates by Discipline

Fill Rates 2018-19				
80% and Above			Below 80%	
Floral Design	100.9%		Kinesiology	79.8%
Drafting	93.8%		Physical Science	79.7%
Counseling	93.5%		Psychology	77.8%
English	92.4%		Physics	75.9%
Chemistry	92.0%		Vietnamese	75.8%
Nursing	91.1%		Library	74.3%
Comm Studies	89.1%		Anthropology	73.3%
Biology	89.0%		Spanish	72.7%
SIGN/Inter	87.3%		College Success	71.4%
Mathematics	87.3%		Digital Arts	70.9%
Peace Studies	87.1%		Criminal Justice	70.5%
Auto Tech	86.2%		ESL	70.3%
Geology	85.7%		Physical Ed	69.9%
Political Science	84.8%		Cosmetology	68.9%
Economics	84.7%		Business	68.8%
Health Ed	83.4%		Philosophy	67.3%
Sociology	83.3%		Accounting	67.0%
History	82.3%		Dance	67.0%
Art	81.9%		Music	66.9%
Geography	81.7%		Design	66.7%
Computer Science	80.5%		Digital Media	66.4%
Education	80.0%		Astronomy	66.1%
			Photography	63.6%
			Management	52.9%
			Theater Arts	52.0%
			Marketing	44.1%

Source: GWC Office of Research, Planning, and Institutional Effectiveness

Data Set 41. Productivity - FTES/FTEF by Discipline

FTES/FTEF 2018-19				
35 and Above			Below 35	
Political Science	54.4		Geology	34.6
Education	48.3		Chemistry	34.1
Sociology	47.7		Counseling	33.8
History	46.4		SIGN/Inter	33.7
Psychology	44.5		Physics	33.5
Anthropology	44.0		Kinesiology	32.0
Geography	43.8		Comm Studies	29.5
Dance	42.5		Accounting	28.9
Art	42.4		Physical Science	28.9
Health Ed	42.3		Business	28.7
Economics	41.9		Vietnamese	28.7
Criminal Justice	41.0		Digital Arts	28.5
Peace Studies	40.2		English	28.5
Biology	39.8		Spanish	27.7
Philosophy	39.2		Floral Design	27.4
Mathematics	39.1		Drafting	27.1
Astronomy	38.7		Auto Tech	26.7
Computer Science	37.3		Theater Arts	26.1
Music	35.9		College Success	25.3
			Digital Media	25.1
			Library	24.1
			Photography	23.2
			ESL	23.0
			Design	22.9
			Cosmetology	22.7
			Management	19.2
			Physical Ed	18.8
			Marketing	16.9
			Nursing	12.7

Source: GWC Office of Research, Planning, and Institutional Effectiveness

enrollment trends

The measure FTES/FTEF represents the number of full-time equivalent students served by each full-time equivalent faculty. GWC's FTES/FTEF benchmark is 35, and due to variations in curricular and facility limitations on class sizes, each discipline is not expected to reach this benchmark.

The College-wide FTES/FTEF was 38.4 in 2013-14, which exceeded the benchmark of 35. However, with the decline in student enrollment, College-wide FTES/FTEF dropped to 32.6 in 2018-19.

Only 19 of the 46 instructional disciplines reached the FTES/FTEF benchmark of 35 in 2018-19. Generally speaking, FTES/FTEF was higher for disciplines taught in a lecture format amenable to larger class sizes and lower for disciplines with class size limitations.

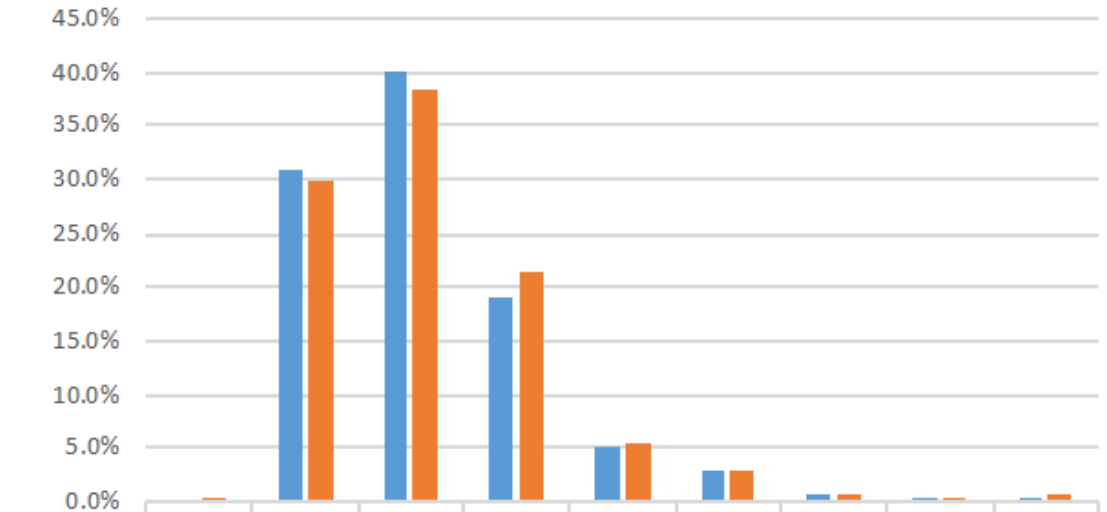
Refer to Appendix II for further details on each instructional discipline including a Program Plan 2020-30 that describes how the disciplines plan to maintain success and address areas of concern.

STUDENT CHARACTERISTICS

The distribution of age cohorts represented in the GWC student population has been consistent over the past five years and highlights the youthfulness of the College's students. In fall 2013 and 2018, 90 percent of all GWC students were 34 years old or younger. The minor decrease in the percentage of students between 15 and 24 was offset by a parallel increase in the percentage of students between 25 and 34.

In fall 2018, GWC's student population was proportionately young compared to that of community colleges statewide: 68.2 percent of GWC students were age 24 or younger compared to 59.5 percent statewide. Although the proportions of students between the ages of 25 to 34 were comparable (21.3 percent at GWC compared to 20.7 percent statewide), the proportion of students who were 35 years old and older statewide was almost double the proportion at GWC.

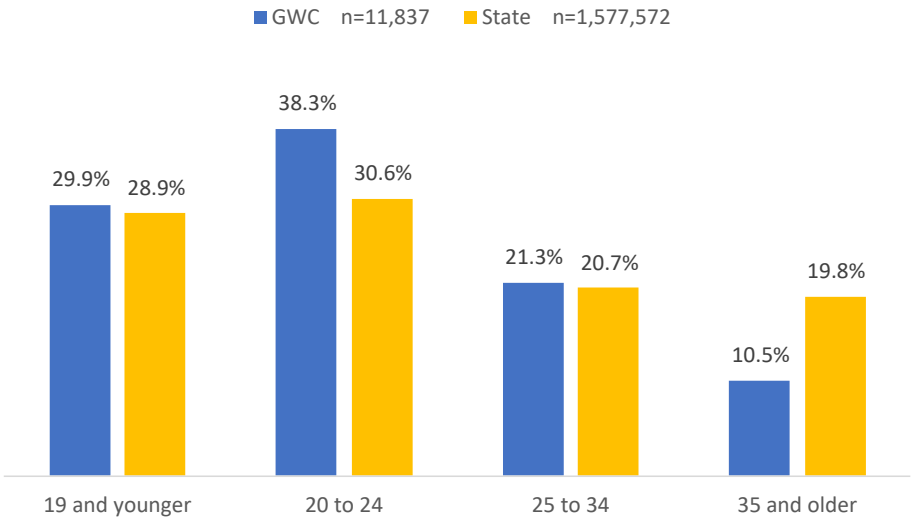
Data Set 42. Age Distribution: GWC Fall 2013 and 2018



	14 and younger	15 to 19	20 to 24	25 to 34	35 to 44	45 to 54	55 to 59	60 to 64	65 and older
Fall 2013	0.0%	30.9%	40.0%	19.2%	5.3%	3.0%	0.8%	0.4%	0.4%
Fall 2018	0.1%	29.9%	38.3%	21.3%	5.5%	3.0%	0.8%	0.5%	0.6%

Source: GWC Office of Research, Planning, and Institutional Effectiveness

Data Set43. Age Distribution: GWC and Statewide 2018



Source: GWC Office of Research, Planning, and Institutional Effectiveness and California Community College Chancellor's Office Data Mart

Data Set 44. Race/Ethnicity: GWC

	2013-14	2014-15	2015-16	2016-17	2017-18	Change from 2013-14 to 2017-18
American Indian and Alaska Native	0.3%	0.3%	0.4%	0.3%	0.2%	-0.1%
Asian	28.9%	29.1%	29.0%	28.7%	28.4%	-0.5%
Black or African American	2.3%	2.4%	2.3%	2.3%	2.5%	0.2%
Hispanic/Latinx	28.1%	29.3%	29.7%	30.4%	32.2%	4.1%
Native Hawaiian and Pacific Islander	0.5%	0.5%	0.6%	0.5%	0.5%	0.0%
Two or more races	5.4%	5.4%	5.6%	5.6%	5.5%	0.1%
Unknown	1.7%	1.3%	1.0%	1.0%	1.4%	-0.3%
White	32.8%	31.8%	31.5%	31.1%	29.3%	-3.5%

Source: GWC Office of Research, Planning, and Institutional Effectiveness

student characteristics

The proportions of race/ethnicity cohorts in GWC's student population are similar to those in the service area. Both populations are diverse in terms of race/ethnicity. Like the surrounding cities, 90 percent of the College's students belong to one of these racial/ethnic groups: Asian, Hispanic/Latinx, or White.

The proportion of each race/ethnicity cohort has been consistent in the GWC student population over the past five years. The greatest change has been a 4.1 percent increase in Hispanic/Latinx students and a 3.5 percent decrease in White students. All other demographic changes between 2013-14 and 2017-18 were less than 1 percent.

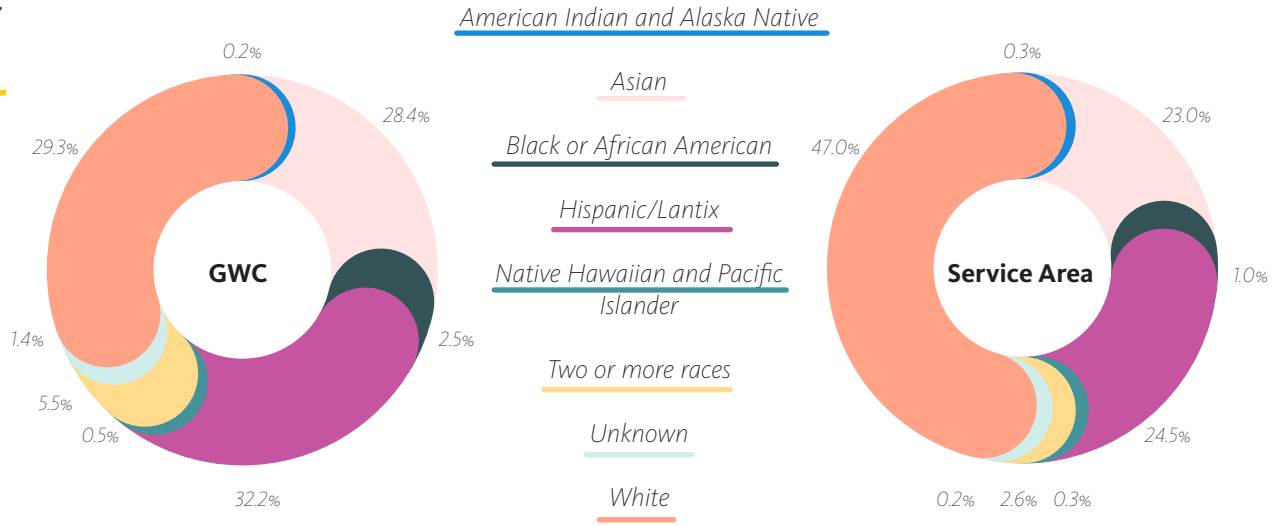
student characteristics

Compared to the College service area, GWC's student population includes a higher proportion of Asian, Hispanic/Latinx, Black or African American, and people of two or more races and a lower proportion of White people.

GWC student population is a rich mosaic of unique populations. In addition to diversity in age and race/ethnicity, the College's students are also diverse in their life circumstances, some of which create unique challenges to academic success.

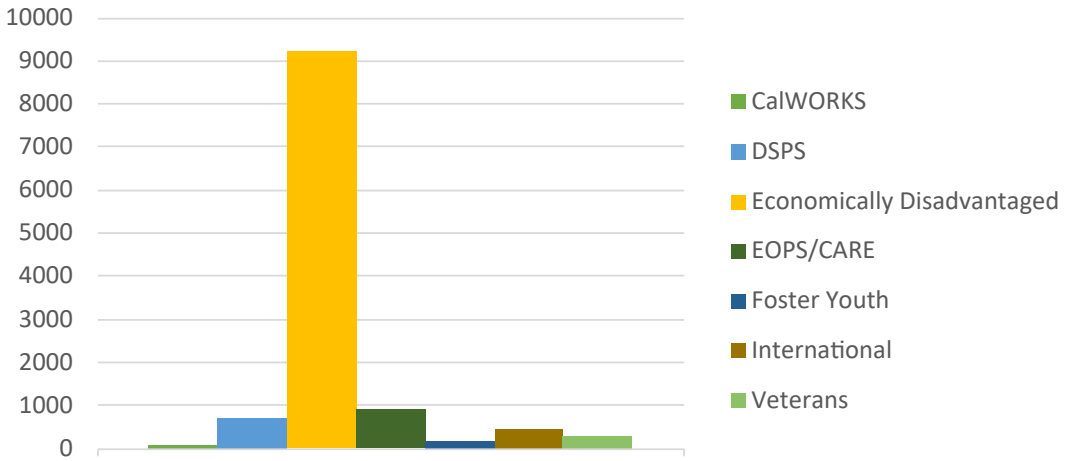
Funding is a major issue for most students. Approximately half of the 18,219 students who attended GWC in 2017-18 were considered economically disadvantaged, which is defined as students who qualified for and received funding from one of these sources: a Board of Governors Waiver, California College Promise, CalWORKs, or Pell Grant.

Data Set 45.Race/Ethnicity: GWC and Service Area



Sources: Student Data: GWC Office of Research, Planning, and Institutional Effectiveness; Community Data: U.S. Census American Factfinder 2017 American Community Survey

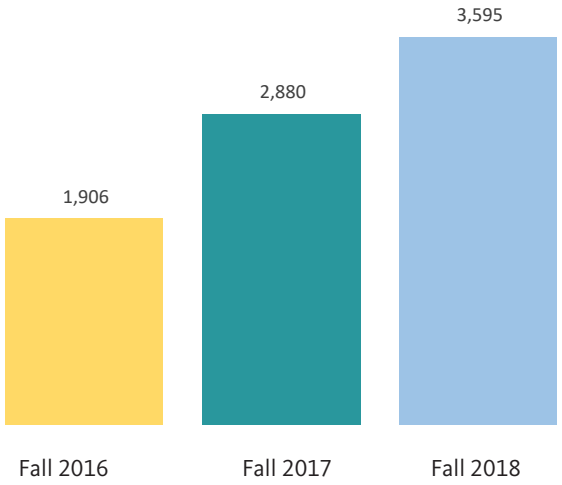
Data Set 46. Special Populations 2017-18



Source: GWC Office of Research, Planning, and Institutional Effectiveness

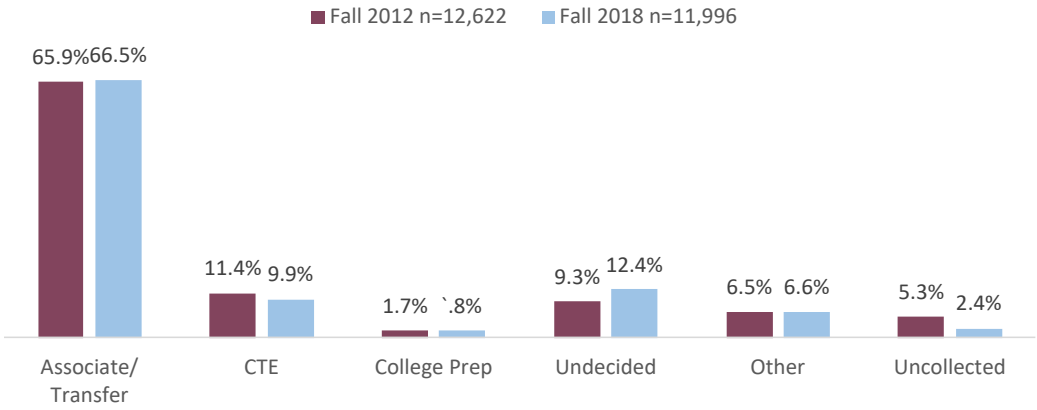
Note: The category of Economically Disadvantaged students includes all students who receive a fee waiver

Data Set 47. First-Generation Students Unduplicated Headcount



Source: California Community Colleges Chancellor's Office Data Mart

Data Set 48. Students' Educational Goals: GWC



Source: GWC Office of Research, Planning, and Institutional Effectiveness

student characteristics

Another large cohort within the College's student population is students who were the first in their families to attend college. This group increased from 1,906 students in fall 2016 to 3,595 students in fall 2018, which was 30.4 percent of the total College population that semester. The amount of FTES accounted for by this student cohort doubled between fall 2016 and fall 2018, from 715.4 FTES to 1,502.2 FTES.

To address some of the other unique needs, the College offers several programs tailored to specific groups of students, such as International Students, Veterans, and Foster Youth. These programs are described in Appendix II of this document.

GWC students identify their educational goals during the application processes and their choices were approximately the same in fall 2012 and fall 2018. The majority of incoming GWC students (65.9 percent in fall 2012 and 66.5 percent in fall 2018) stated that their educational goal was to earn an associate degree and/or transfer. In both semesters, about 10 percent of the students were focused on earning vocational degrees or certificates or on career advancement or exploration. About 2 percent attended the College to develop college-readiness skills. The proportion of incoming students who were undecided was slightly higher in fall 2018 compared to fall 2012.

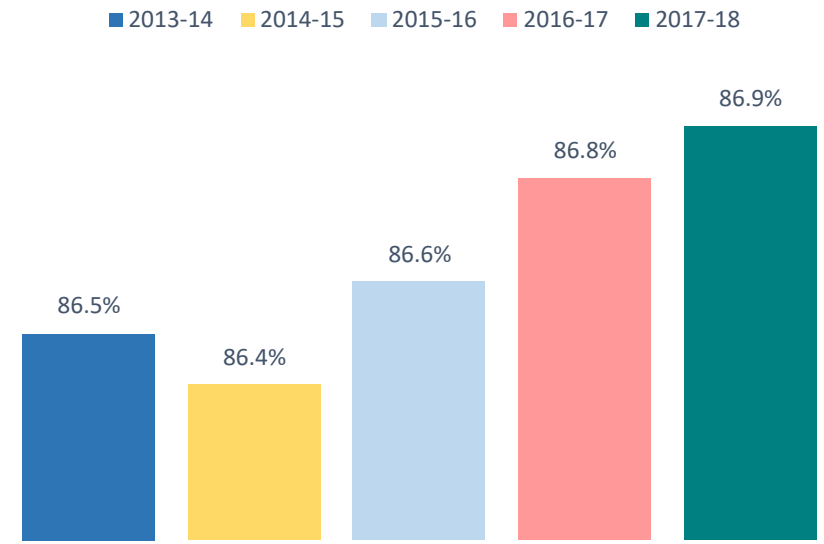
STUDENT SUCCESS

RETENTION

Retention rates compare the number of students enrolled in a course at census with the number of students who completed the course with any grade. Across the five years from 2013-14 through 2017-18, the College's retention rates remained consistently strong for all types of courses, with a low of 86.4 percent in 2014-15 and a high of 86.9 percent in 2017-18.

The lowest retention rates in fall 2013 and fall 2017 were in basic skills courses and the highest were in career education courses. In fall 2018, the College's overall retention rate was higher than the statewide rate in basic skills, credit, and degree-applicable courses, was comparable to the statewide rate for transferrable courses, and was below the statewide rate in career education courses.

Data Set 49. Retention Rates 2013-14 through 2017-18



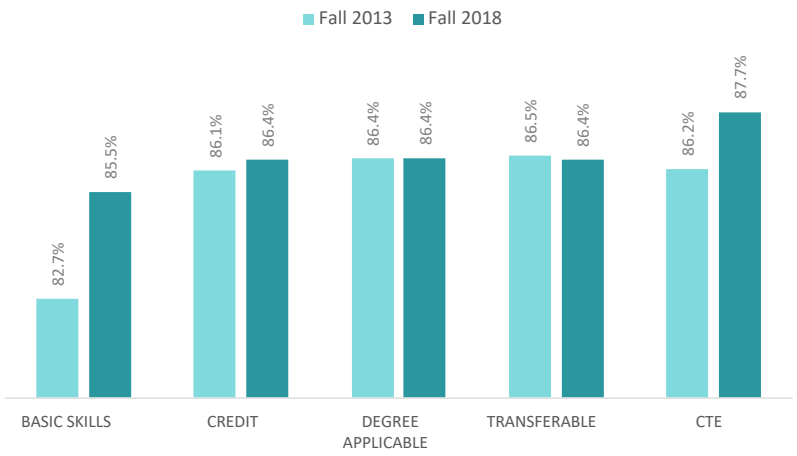
Source: GWC Office of Research, Planning, and Institutional Effectiveness

Note: Retention compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

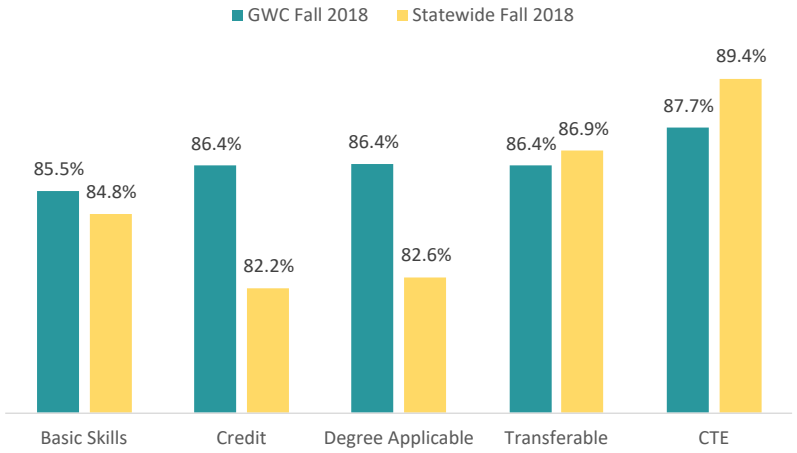
student success

RETENTION

Data Set 50. Retention Rates by Course Type: GWC 2013 and 2018



Data Set 51. Retention Rates by Course Type: GWC and Statewide



Source: California Community Colleges Chancellor's Office Data Mart

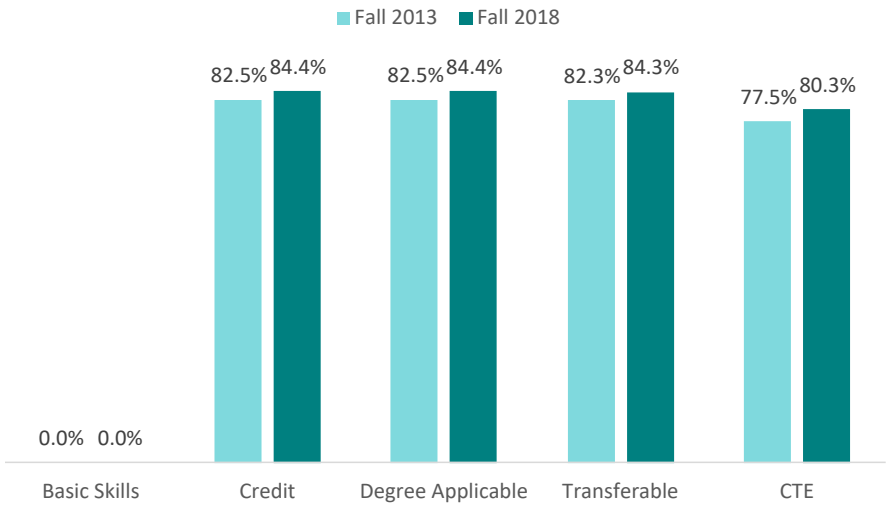
Note: Retention compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

student success

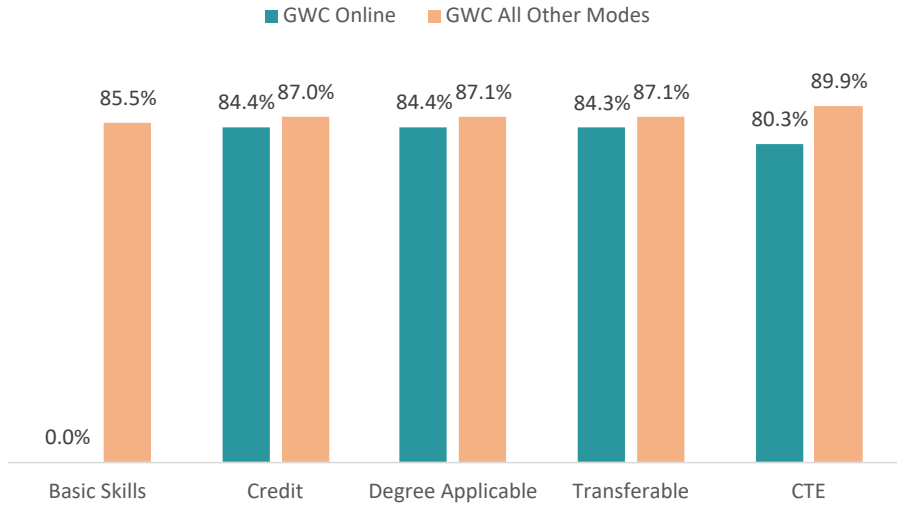
RETENTION

Student retention rates in distance learning courses were lower than the College-wide retention rates for all other modes of delivering instruction. Although retention rates improved for distance learning courses between fall 2013 and fall 2018 for each course type, student retention rates at GWC were lower for each course type taught via distance learning compared to courses taught by all other modalities. This difference was most significant in career education courses, where the retention rate was 89.9 percent for all other modes of delivering instruction but dropped to 80.3 percent retention for career education courses taught online.

Data Set 52. Retention Rates in Online Courses by Course Type



Data Set 53. Retention Rates in Online Courses Compared to Other Modes of Instruction



Source: California Community Colleges Chancellor's Office Data Mart

Note: Retention compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

student success

RETENTION

Data Set 54. Retention Rates by Student Race/Ethnicity

	2013-14	2017-18	Difference 2013-14 to 2017-18	# Students in Cohort in 2017-18	% Total GWC Students in 2017-18
American Indian/ Alaska Native	86.0%	81.8%	-4.2%	43	0.2%
Asian	87.7%	88.8%	1.1%	5,183	28.4%
Black/African American	82.3%	85.4%	3.1%	459	2.5%
Hispanic/Latinx	85.1%	84.6%	-0.5%	5,870	32.2%
Native Hawaiian/ Pacific Islander	83.5%	86.4%	2.9%	87	0.5%
Two or more races	84.7%	86.2%	1.5%	996	5.5%
Unknown	88.0%	93.1%	5.0%	246	1.4%
White	87.4%	87.5%	0.1%	5,335	29.3%

Source: GWC Office of Research, Planning, and Institutional Effectiveness

Note: Retention compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Student retention rates were in the 80 percent range for all race/ethnicity cohorts in these two academic years and those rates improved between 2013-14 and 2017-18 for all but two of the student cohorts: American Indian/Alaska Native and Hispanic/Latinx. However, comparisons of the three cohorts with the largest number of students reveal a pattern that calls for institutional attention: Hispanic/Latinx students had lower retention rates than Asian and White students in both 2013-14 and 2017-18.

student success

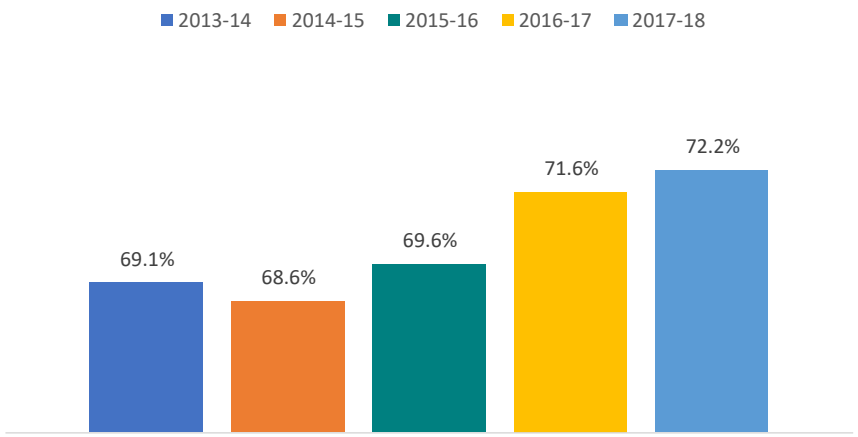
SUCCESSFUL COURSE COMPLETION

Successful course completion rates compare the number of students enrolled in a course at census with the number of students who completed the course with a grade of C or better.

Students' successful course completion rates at GWC have increased steadily since 2015-16, reaching 72.2 percent in 2017-18. In a comparison of successful course completion rates in fall 2013 and fall 2018, the rates improved in all course types. The greatest improvement was seen in basic skills and career education courses, both of which increased 5.4 percent.

In fall 2018, the College's successful course completion rates were comparable to the statewide rates in all course types except basic skills, which was higher at GWC (62.4 percent) compared to statewide (61.4 percent), and career education, which was higher statewide (77.2 percent) compared to GWC (74.4 percent).

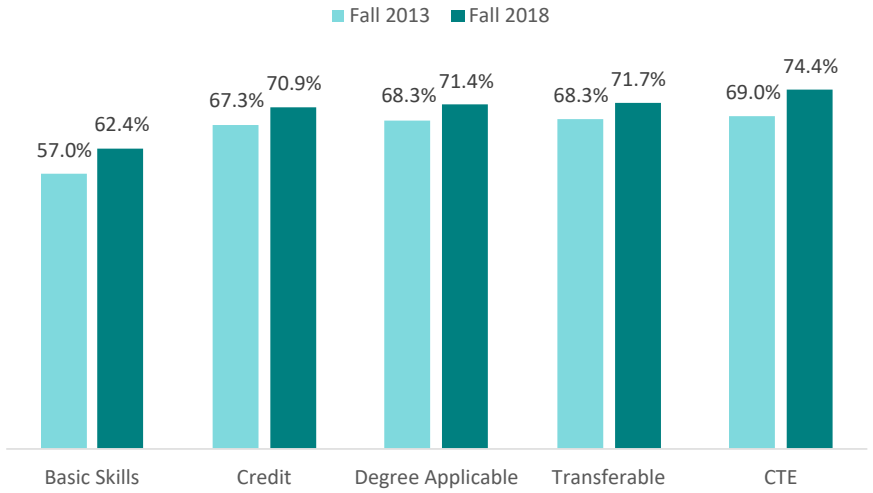
Data Set 55. Successful Course Completion 2013-14 through 2017-18



Source: GWC Office of Research, Planning, and Institutional Effectiveness

Note: Successful Course Completion compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or

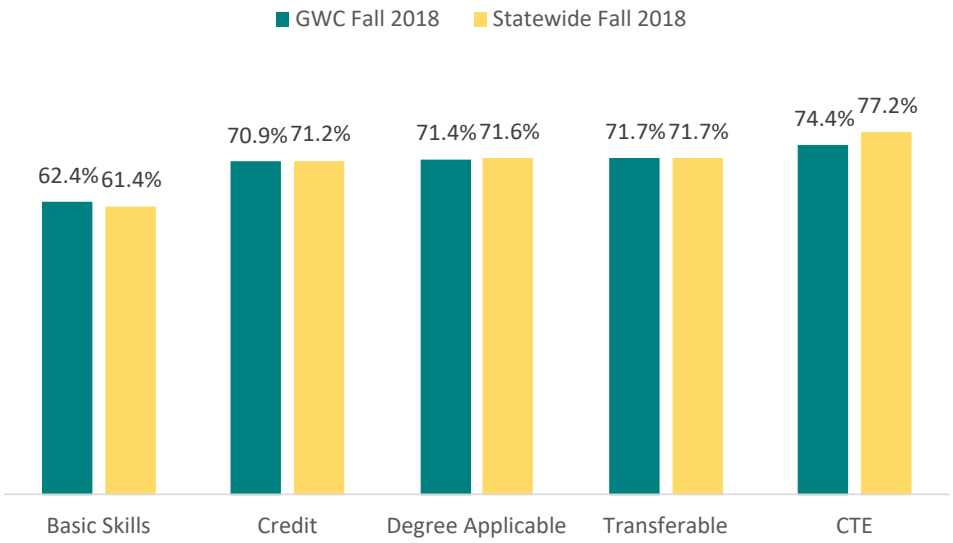
Data Set 56. Successful Course Completion by Course Type: GWC 2013 and 2018



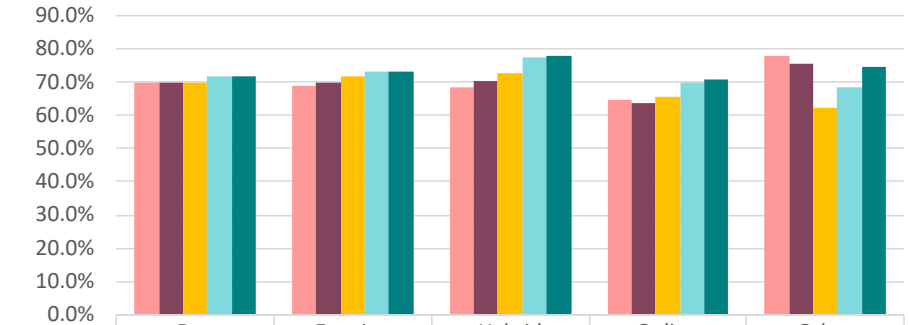
Source: California Community Colleges Chancellor's Office Data Mart

Note: Successful Course Completion compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or

Data Set 57. Successful Course Completion by Course Type: GWC and Statewide



Data Set 58. Successful Course Completion by Mode of Instruction



	Day	Evening	Hybrid	Online	Other
2013-14	70.0%	69.0%	68.4%	64.9%	78.0%
2014-15	70.0%	70.0%	70.4%	63.9%	75.4%
2015-16	70.0%	72.0%	72.9%	65.8%	62.3%
2016-17	72.0%	73.0%	77.6%	69.8%	68.6%
2017-18	72.0%	73.0%	77.9%	70.9%	74.8%

Source: GWC Office of Research, Planning, and Institutional Effectiveness

Note: Successful Course Completion compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or

student success

SUCCESSFUL COURSE COMPLETION

Students' successful course completion rates vary by the mode of instruction. The successful course completion rates for face-to-face courses during the day and evening have been consistent and have improved across the past five years. The success rates for students in hybrid and online courses showed the greatest improvement between 2013-14 and 2017-18. By 2017-18, success rates in hybrid courses surpassed the success rates in all other modes of instruction. However, the success rates in online courses remained lower than all modes of instruction.

student success

SUCCESSFUL COURSE COMPLETION

Another benchmark of students' progress toward completion of degrees, certificates, and transfer requirements is students' movement from courses that are below college-level into college-level courses. A little over 50 percent of the first-time students who enrolled in English courses below transfer-level in 2011-12 completed a college-level course in English by the end of 2016-17. The rate for Mathematics was 35.8 percent and for ESL was 28.5 percent. These rates were an improvement compared to the remedial progress rates for first-time students who began at GWC in 2009-10 for English and Mathematics and were comparable to the ESL remedial progress rates. GWC remedial progress rates were higher than the statewide rates in English, comparable to the statewide rates in Mathematics and lower than the statewide rates in ESL.

Data such as these documenting students' lack of progress toward completion when following a path from remedial courses into transfer-level courses provided the impetus for the passage of Assembly Bill 705 in 2018. This legislation requires a community college district or college to establish processes and policies that:

•Maximize the probability that a student will complete transfer-level coursework in English and Mathematics within one-year and

•Forego the use of standardized tests and place students into English and Mathematics courses by using one or more of the following: high school coursework, high school grades, and high school grade point average.

Refer to Appendix II for the long-term plans in English, Mathematics, and Counseling to implement this legislation.

Data Set 59. Remedial Progress Rate: GWC and Statewide

	English	Mathematics	ESL
GWC			
2009-10 through 2013-14	49.9%	30.8%	29.1%
2011-12 through 2016-17	53.1%	35.8%	28.5%
Statewide			
2009-10 through 2013-14	45.5%	32.6%	28.6%
2011-12 through 2016-17	48.7%	36.5%	33.4%

Source: California Community Colleges Chancellor's Office Scorecard
Note: Remedial progress rate is the percentage of credit students who first attempted courses below transfer level and completed a college-level course in the same discipline within six years.

Data Set 60. Successful Course Completion Rates by Student Race/Ethnicity

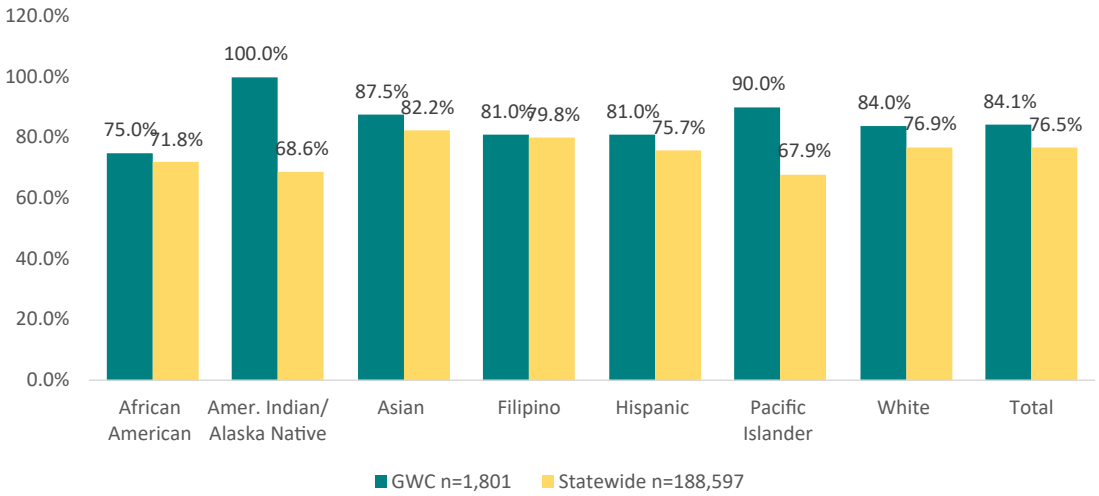
	2013-14	2017-18	Difference 2013-14 to 2017-18	# Students in Cohort in 2017-18	% Total GWC Students in 2017-18
American Indian/ Alaska Native	64.3%	63.6%	-0.7%	43	0.2%
Asian	72.7%	77.7%	5.0%	5,183	28.4%
Black/African American	56.8%	62.8%	6.0%	459	2.5%
Hispanic/Latinx	64.2%	66.0%	1.8%	5,870	32.2%
Native Hawaiian/ Pacific Islander	53.0%	67.8%	14.8%	87	0.5%
Two or more races	65.6%	69.7%	4.1%	996	5.5%
Unknown	71.0%	75.7%	4.7%	246	1.4%
White	72.0%	75.6%	3.6%	5,335	29.3%

Source: California Community Colleges Chancellor's Office Data Mart

student success

SUCCESSFUL COURSE COMPLETION

Data Set 61. Persistence College-wide and by Student Race/Ethnicity



Source: California Community Colleges Chancellor's Office Student Success Scorecard

Notes: Persistence is the percentage of degree, certificate, and/or transfer-seeking students starting the first time in 2011-12 and tracked for six year through 2016-17 who enrolled in the first three consecutive terms.

There were fewer than 30 students in these race/ethnicity cohorts: African-American, American

Student successful course completion rates improved between 2013-14 and 2017-18 for all but one of the student race/ethnicity cohorts: American Indian/ Alaska Native. Students in the following race/ ethnicity cohorts made the greatest improvements in these success rates: Native Hawaiian/Pacific Islander, Black/African American, and Asian.

However, as with retention rates, comparisons of the successful course completion rates for the three cohorts with the largest number of students reveal a pattern that calls for institutional attention: considering the three race/ethnicity cohorts that constitute the majority of GWC students, Asian and White students had higher success rates than Hispanic/Latinx students in both 2013-14 and 2017-18.

Another benchmark toward completion of degrees and certificates is student persistence in continuing their matriculation across semesters. In the sample of students tracked in the Student Success Scorecard, persistence rates for GWC students were higher than the statewide rate in each race/ethnicity student cohort. However, as with other measures of student success, comparisons of the persistence rates for the three cohorts with the largest number of students reveal a now-familiar pattern: Asian and White students at GWC had higher persistence rates than Hispanic/Latinx students.

student success

STUDENT OUTCOMES

There has been a 396.2 percent increase in the number of degrees and certificates awarded over the past six years. This extraordinary increase can be attributed to the College's Auto-awards Project, which is described in the first chapter of this document.

Data Set 62. Degrees and Certificates

	2013-14	2017-18	2018-19	% Change 2013-14 to 2018-19
Associate in Science for Transfer	66	214	309	368.2
Associate in Arts for Transfer	142	328	499	251.4
Associate of Science	0	81	87	--
Associate of Arts	755	776	6,075	704.6
All associate degrees	963	1,399	6,970	623.8
Certificate requiring 30 to <60 units	892	1,060	2,494	179.6
Certificate requiring 18 to <30 units	188	183	200	6.4
Certificate requiring 12 to <18 units	0	1	5	--
Certificate requiring 6 to <18 units	37	41	651	1,659.5
All certificates	1,117	1,285	3,350	199.9
Total Awards	2,080	2,686	10,320	396.2

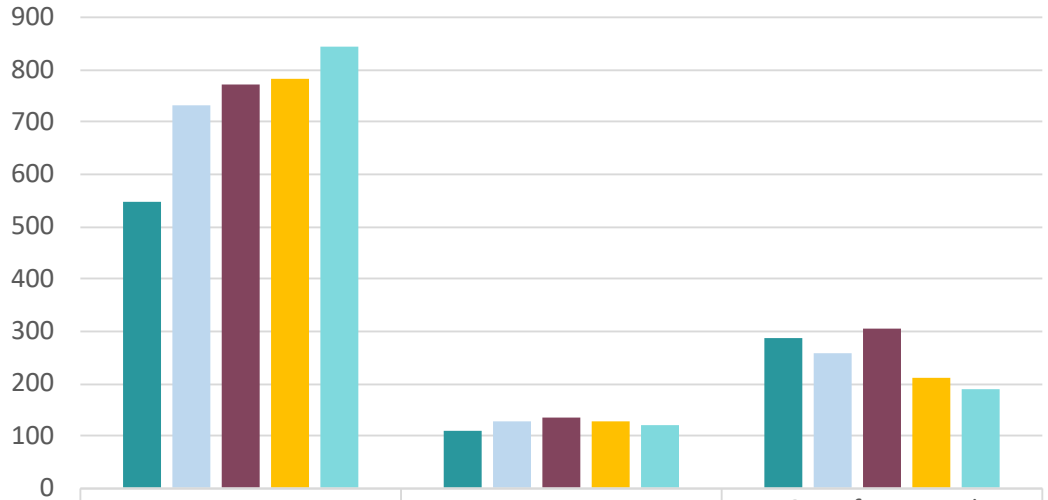
Source: California Community Colleges Chancellor's Office Data Mart

Note: Certificates requiring 6 to >18 units are locally approved and do not require approval by the California Community Colleges Chancellor's Office.

student success

STUDENT OUTCOMES

Data Set 63. Transfers to Four-Year Institutions



	CSU	UC	Out-of-state and Private In-state
2012-13	549	111	287
2013-14	732	127	260
2014-15	771	137	305
2015-16	783	128	213
2016-17	843	120	189

Source: GWC Office of Research, Planning, and Institutional Effectiveness

The number of GWC students who transferred to a CSU, UC, or private four-year institution peaked in 2014–15 and declined in the following two academic years. The number of students transferring to private four-year institutions or out-of-state institutions steadily decreased over the past five years, from 287 in 2012-13 to 189 in 2016-17 while the number of students transferring to a UC increased slightly, from 111 in 2012-13 to 120 in 2016-17. However, the number of students who transferred to a CSU increased steadily across the past five years, from 549 in 2012-13 to 843 in 2016-17.

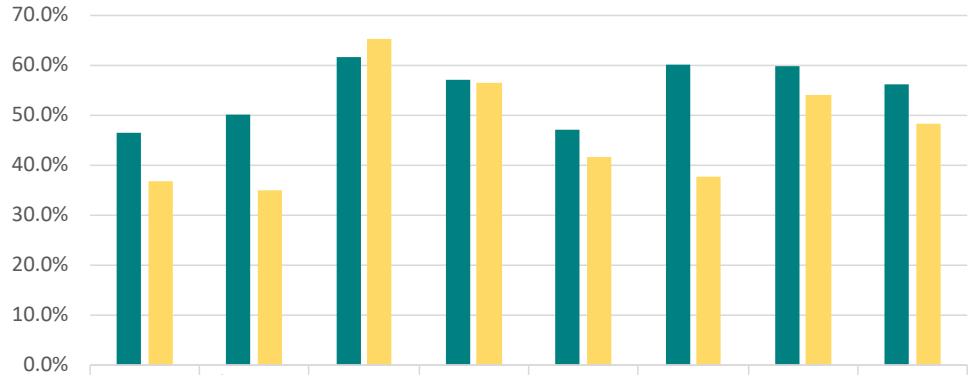
student success

STUDENT OUTCOMES

A majority of the students who entered GWC for the first time in 2011-12, declared their educational goal to be completing a degree, certificate or transfer. However, only 56 percent of them achieved that goal within six years.

Completion rates for GWC students were higher than statewide completion rates for all race/ethnicity cohorts except Asian. However, completion rates were not equitable across GWC's student race/ethnicity cohorts. In this sample, completion rates at GWC were lowest for African American, American Indian/Alaska Native, and Hispanic students and highest for Asian, Pacific Islander, and White students.

Data Set 64. Completion College-wide and by Student Race/Ethnicity



	African American	Amer. Indian/ Alaska Native	Asian	Filipino	Hispanic	Pacific Islander	White	Total
GWC n=1,801	46.4%	50.0%	61.7%	57.1%	47.2%	60.0%	59.8%	56.0%
Statewide n=188,597	36.9%	35.1%	65.2%	56.5%	41.6%	37.7%	53.9%	48.2%

Source: Chancellor's Office Student Success Scorecard

Notes: Completion is the percentage of degree-, certificate-, or transfer-seeking starting from the first time in 2011-12 who completed a degree, certificate, apprenticeship, or transfer-related outcome by 2016-17.

There were fewer than 30 students in these race/ethnicity cohorts: African American, American



CAMPUS VOICES

The VISION 2030 Task Force established several criteria to measure the success of the College's long-term plan, including:

- "Tells a story"
- "Sounds like us"
- "Inspiring"

Therefore, it was essential to create multiple and varied opportunities to invite participation by the College's students, faculty, and staff. In addition to monthly GWC VISION 2030 Task Force Meetings, these campus engagement activities included meetings, presentations, workshops, and extemporaneous on-campus events.

The results of this broad campus participation summarized on the following pages have been integrated into this plan to broaden the plan's perspective and College-wide ownership of the recommendations.

campus voices

DEPARTMENT AND PROGRAM INTERVIEWS

Representatives of each Instructional Discipline, Student Service, and Administrative Service were invited to discuss their programs and services, their ideas for improvements, and their vision of GWC in 2030. Approximately 70 faculty, staff, and administrators participated in 21 interviews.

STUDENT SUPPORT

- Integrate Instruction and Student Services
- Schedule from students' perspectives
- Provide inescapable counseling
- Keep students on campus
- Encourage faculty engagement with students outside of class
- Increase student life and engagement
- Identify resources for changing needs and demographics of students
- Develop wellness spaces

BRAND + IDENTITY

- Establish a GWC brand
- Increase enrollment
- Send consistent messages about College and programs

COMMIT TO SUSTAINABILITY

- Infuse in both practices and curriculum
- Include total cost of ownership

TECHNOLOGY

- Equipment and capacity
- Benefit to instructional and administrative processes
- Professional development
- Online courses
- Flexible learning spaces

ADDRESS OUTDATED FACILITIES

- Improve functionality and image
- Enhance pride
- Create inviting entrances
- Improve street views
- Maintain balance of building with green spaces
- Design with flexibility in mind

THE COMMUNITIES

- Bring communities to campus
- Bring the College into the communities
- Revive work experience

campus voices

PLANNING FOR SUCCESS

After reviewing the six factors identified in Student Support (Re)Defined (rpgroup.org/Student-Support), the VISION 2030 Task Force shared their responses to a question from three different perspectives.

The question was:

What do you need to be successful at GWC?

STUDENTS NEED

- Support
- Direction
- Guidance
- Classes
- Safety

FACULTY, STAFF, ADMINSTRATORS NEED:

- Support
- Funding
- Community
- Purpose
- Resources

COMMUNITIES NEED:

- Access
- Programs
- Activities
- Engagement
- Jobs

campus voices

CAMPUS FORUM

At the start of the planning process, the Golden West College community was invited to participate in a Campus Forum. Students, faculty, staff, and administrators engaged with the planning team through a series of interactive boards and conversations. Information was collected, analyzed, and used to inform facilities planning processes.

Approximately 100 people participated; about 65 percent were students and 35 percent were faculty or staff.

Campus Forum participants' patterns of commuting, favorite places to study and socialize, and paths of travel on campus are included in the Experience Maps section of Chapter 2. See the following three pages for the themes in participants' ideas for improving the campus and their one-word descriptions of GWC.









campus voices

CAMPUS EXPERIENCE SURVEY

An online survey was sent to all students, faculty, and staff in spring 2019. The questions focused on participants' experiences on campus, such as:

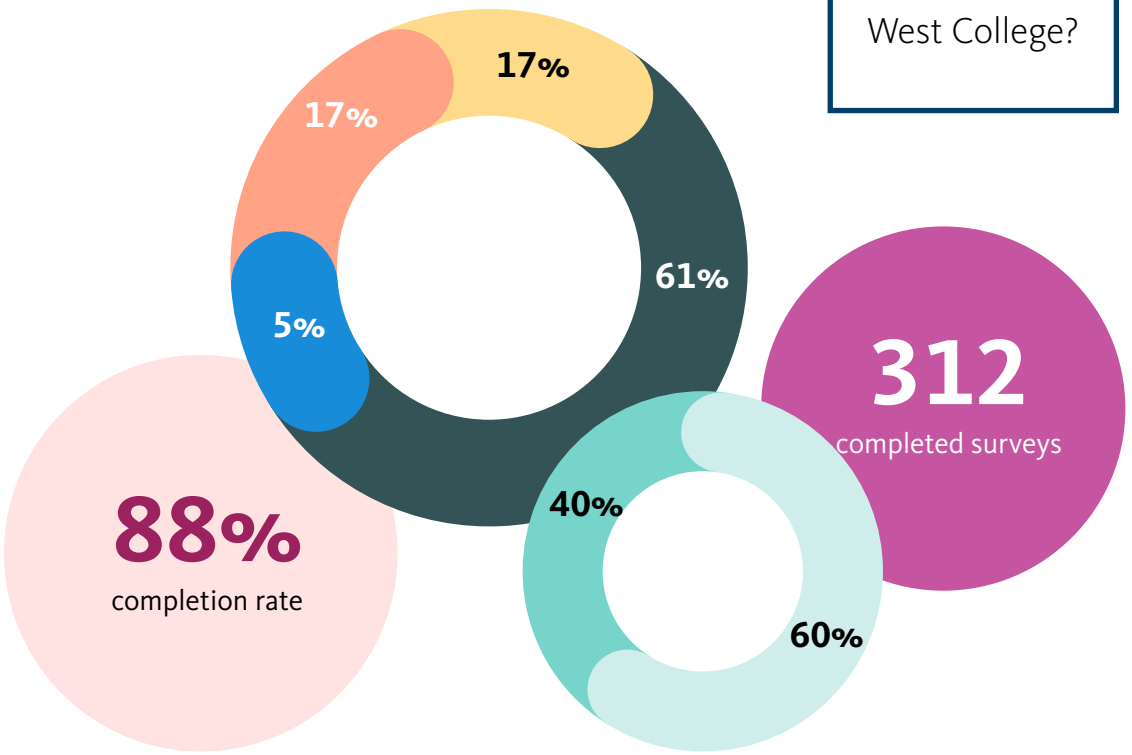
- When you're not in a class, how do you spend your time on campus?
- Where is your favorite place to study?
- ...To socialize or connect?
- ... To relax or recharge?
- On average, how long is your commute time to campus?
- On average, how long does it take you to find parking on campus?
- What do you feel might be the greatest opportunity to improve the student experience on campus?

Over 300 surveys were completed; about 61 percent were students and 39 percent were faculty or staff.

campus voices

CAMPUS EXPERIENCE SURVEY

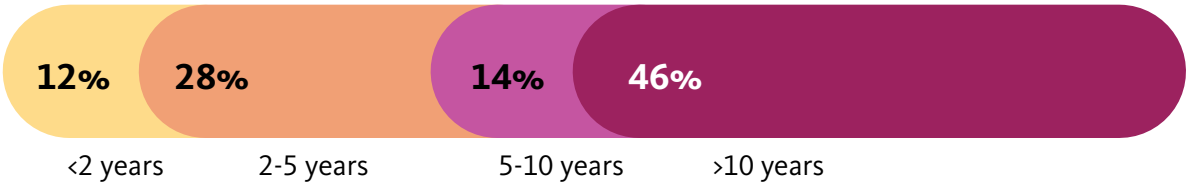
What best describes your role at Golden West College?



campus voices

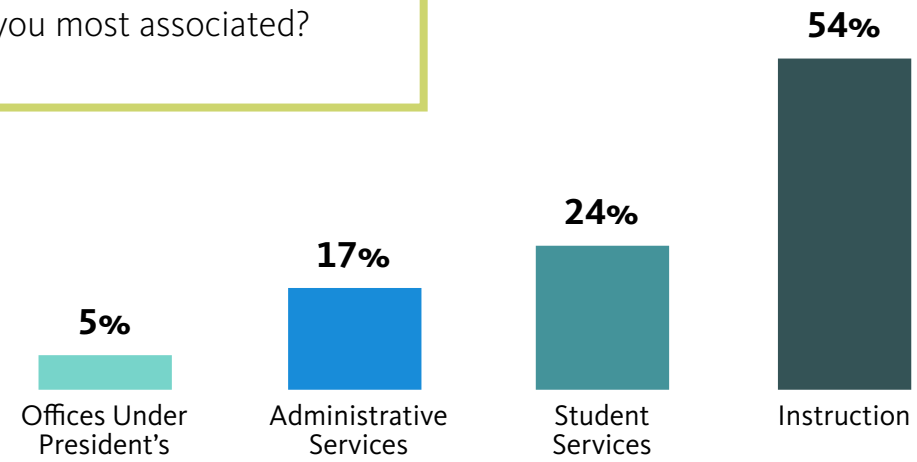
CAMPUS EXPERIENCE SURVEY

How long have you worked at Golden West College?



46% of respondents who self-identified as Administration, Faculty, and Staff have worked at Golden West College for over 10 years.

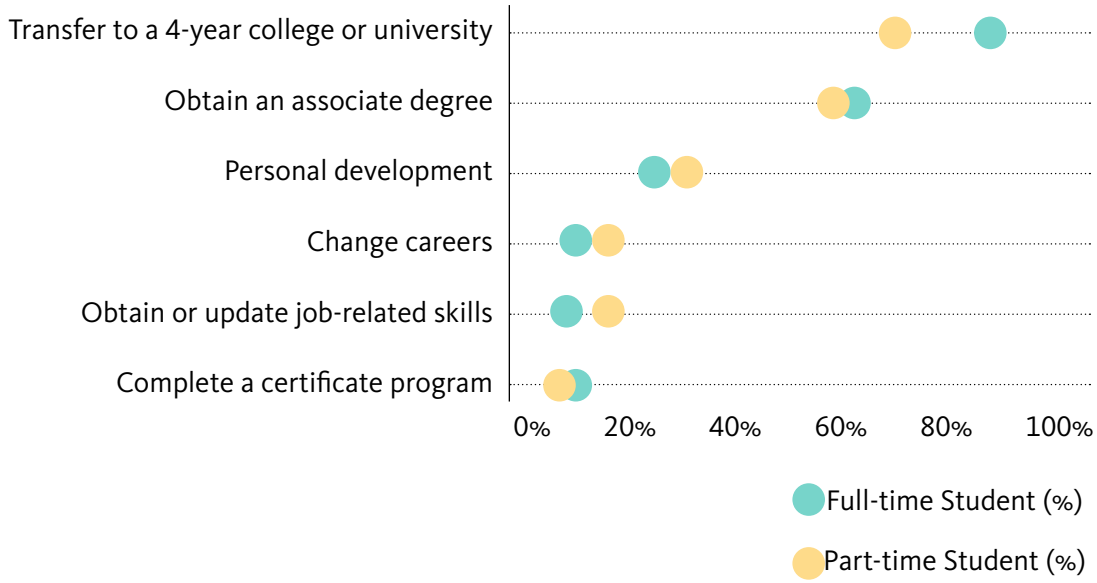
With which department are you most associated?



54% of respondents in Administration, Faculty, and Staff self-identified as Instruction.

campus voices

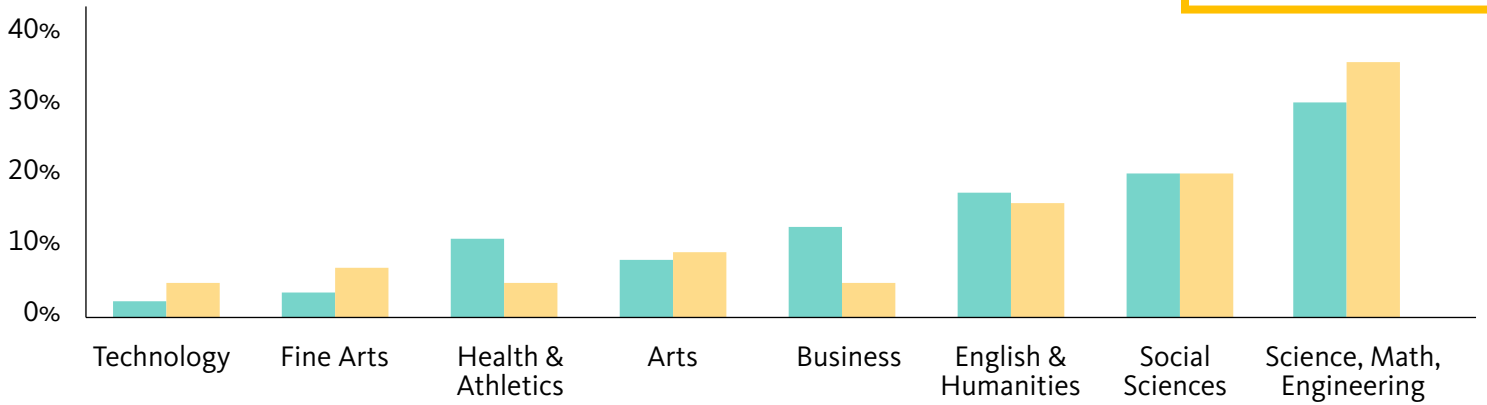
CAMPUS EXPERIENCE SURVEY



Which of the following best describes why you are at Golden West College?

80% of all students intend to transfer to a 4-year college or university

In which department do you take the most classes?

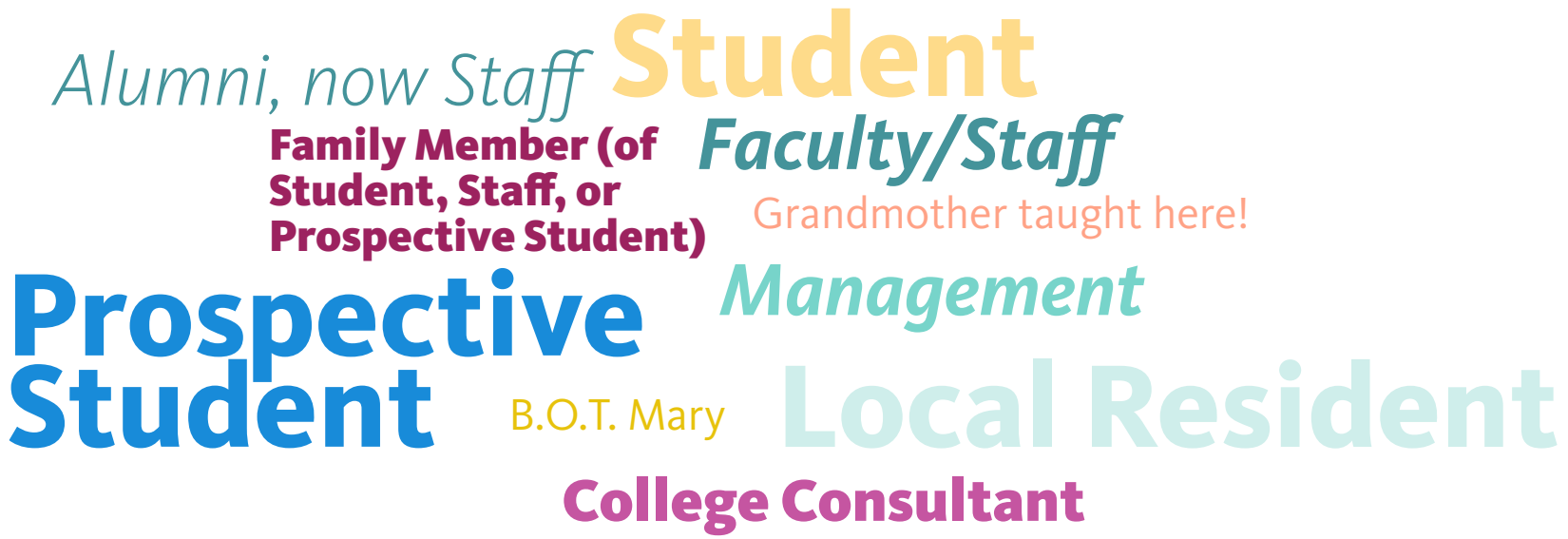


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CAMPUS EXPERIENCE SURVEY

Which of the following best describes why you are at Golden West College?

(Choose all that apply)



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CAMPUS EXPERIENCE SURVEY

What is one word to describe Golden West College?



HOME & COMMUNITY
- Safe
- Helpful
- Family-oriented

WELCOMING & FRIENDLY
- Kind
- Nice

EDUCATION & OPPORTUNITY
- Accomplish
- Educational



RANDOM
- Beach
- Sports
- Swimming Pool



GREAT
- Extraordinary
- Incredible
- Unforgettable



GREEN & RELAXING
- Serene
- Quiet
- Chill



DIVERSE & INCLUSIVE
- Accesibility

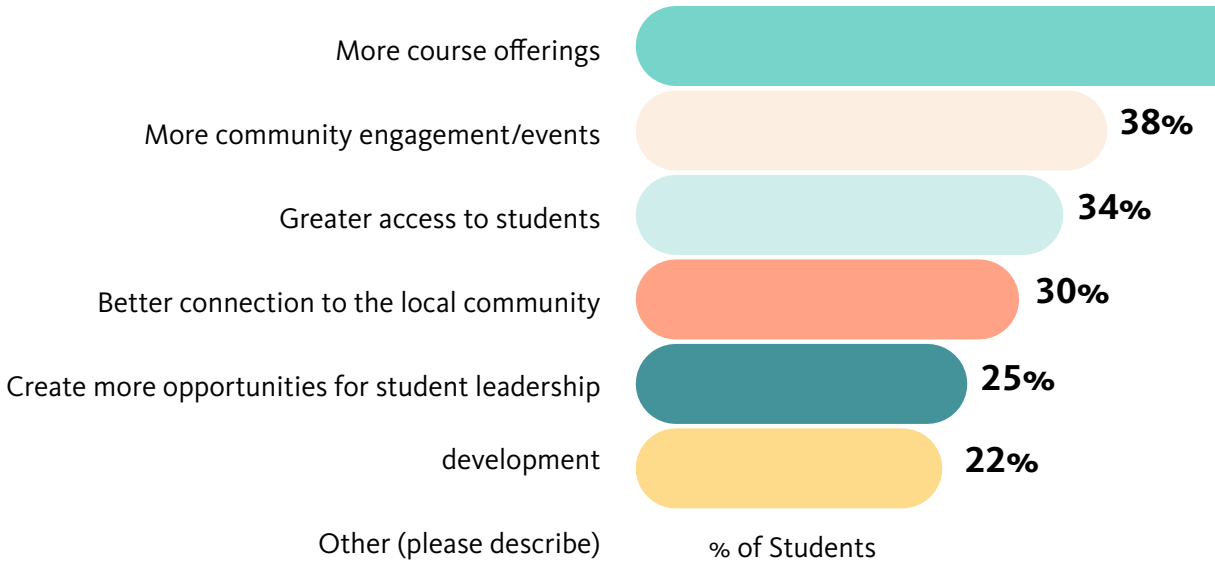


NEGATIVE
- Stressful
- Disconnected
- Old

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CAMPUS EXPERIENCE SURVEY

In your opinion, what do you feel might be the greatest opportunity to improve your experience on campus? *(Choose all that apply)*



1 in 2

feel that **more course offerings** would improve the experience on campus

campus voices

CAMPUS EXPERIENCE SURVEY

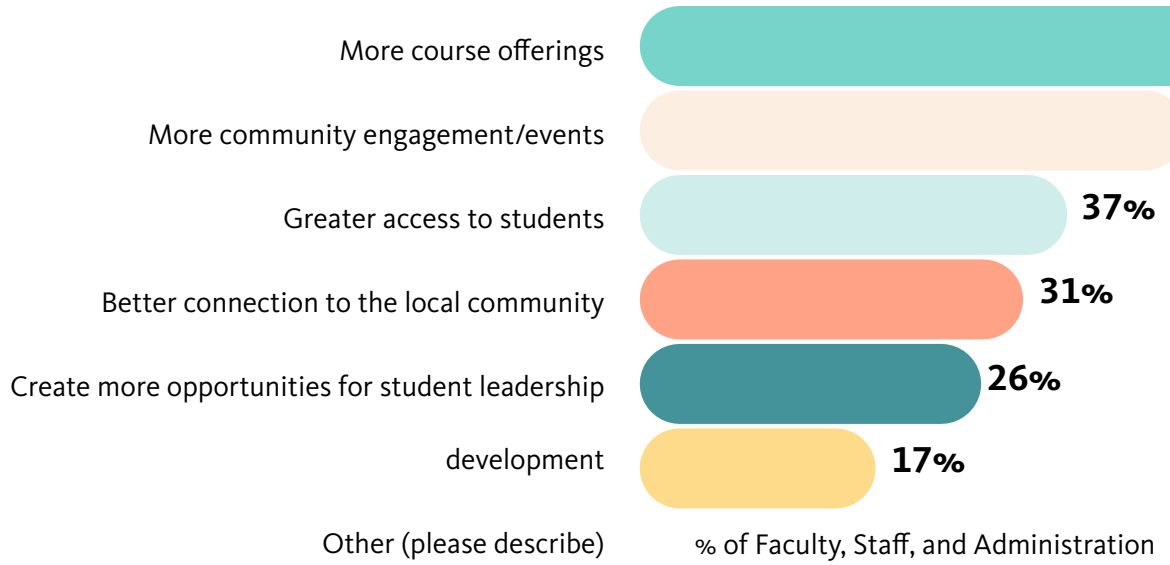
Other *(please describe):*



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CAMPUS EXPERIENCE SURVEY

In your opinion, what do you feel might be the greatest opportunity to improve your experience on campus? *(Choose all that apply)*



1 in 2

feel that **more course offerings** and **more community engagement/events** would improve the experience on campus

campus voices

CAMPUS EXPERIENCE SURVEY

Other *(please describe):*

More areas for students to congregate and relax; add Starbucks.

Active learning classrooms like at UCI, study areas like at Loyola.

Huge improvements in food and beverage choices

More spaces to hang out and congregate with better Wi-Fi.

It would be nice if the LRC building was open 7 days a week.

Campus Safety should use golf carts exclusively. It absolutely destroys the feeling of the campus to have to dodge full-size SUVs on the SIDEWALKS.

Better course offerings

More student pride activities like football games.

Create more spaces for students to stay on-campus (e.g. study rooms, hangout spaces, small grup work spaces).

I think that places to gather are important. Whoever is putting hammocks and therapy dogs and blankets out in the quad has this idea. When the STEM center opens, with all its places to study, that will be good. Campus cultural events may sometimes have small attendance, but they're important. Cohort programs like Puente and leadership programs like AGS and student government are important. I wish the cafeteria was a bit more cozy, but it's fine.

Better tasting/less expensive food options, i.e. 99 cent tacos, food trucks/ carts (student feedback - not my opinion), better course offerings/ certificates - tied to interships and jobs, upgraded facilities campus-wide

More student activities during the day.

What programs would you be interested in at Golden West College?

campus voices

CAMPUS EXPERIENCE SURVEY



campus voices

CAMPUS EXPERIENCE SURVEY

100 ideas to make the GWC Campus a better place?

BUILDINGS

- New buildings
- Modern facilities
- Foundations are sinking



IN-BETWEEN SPACES

- Another garden
- More open areas
- Collaboration space

STUDENT ENGAGEMENT

- Places to connect
- Club meeting space
- Open gym



PARKING & MOBILITY

- Better parking
- More drop-off spots
- Bike & skateboard lanes



INSTRUCTION & STUDENT SUPPORT

- Offer a BA
- Weekend tutoring
- More library resources



COMMUNICATION

- Better signage
- Communication about programs on campus



HOUSING

- Student housing
- Affordable housing for homeless students

FOOD

- Better food optoins
- Community kitchen
- Starbucks

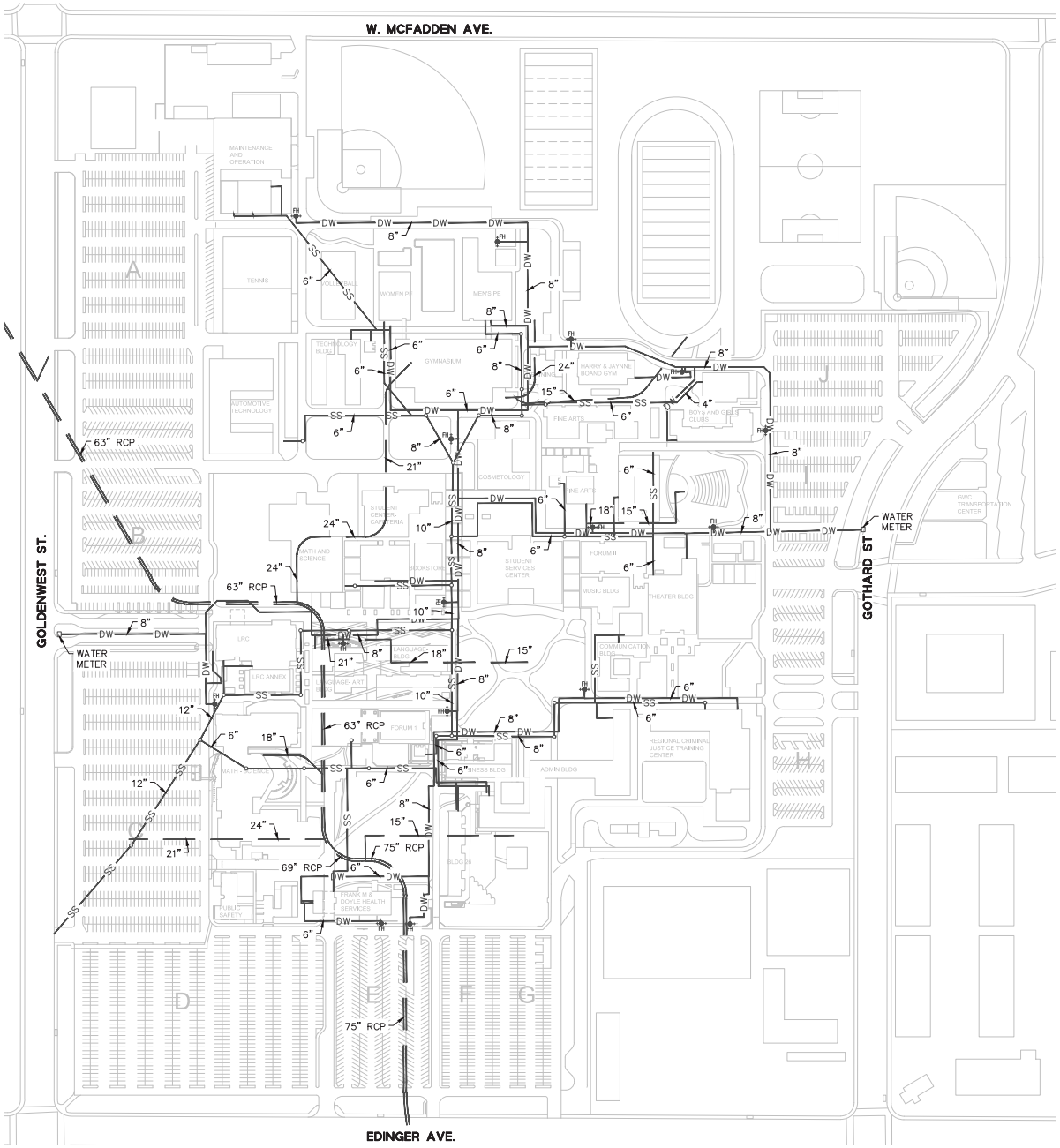
SUSTAINABILITY

- Water dispenser
- Native plants
- Solar panels

TECHNOLOGY

- Better finance system
- Free printing access
- Website navigation

CIVIL UTILITIES



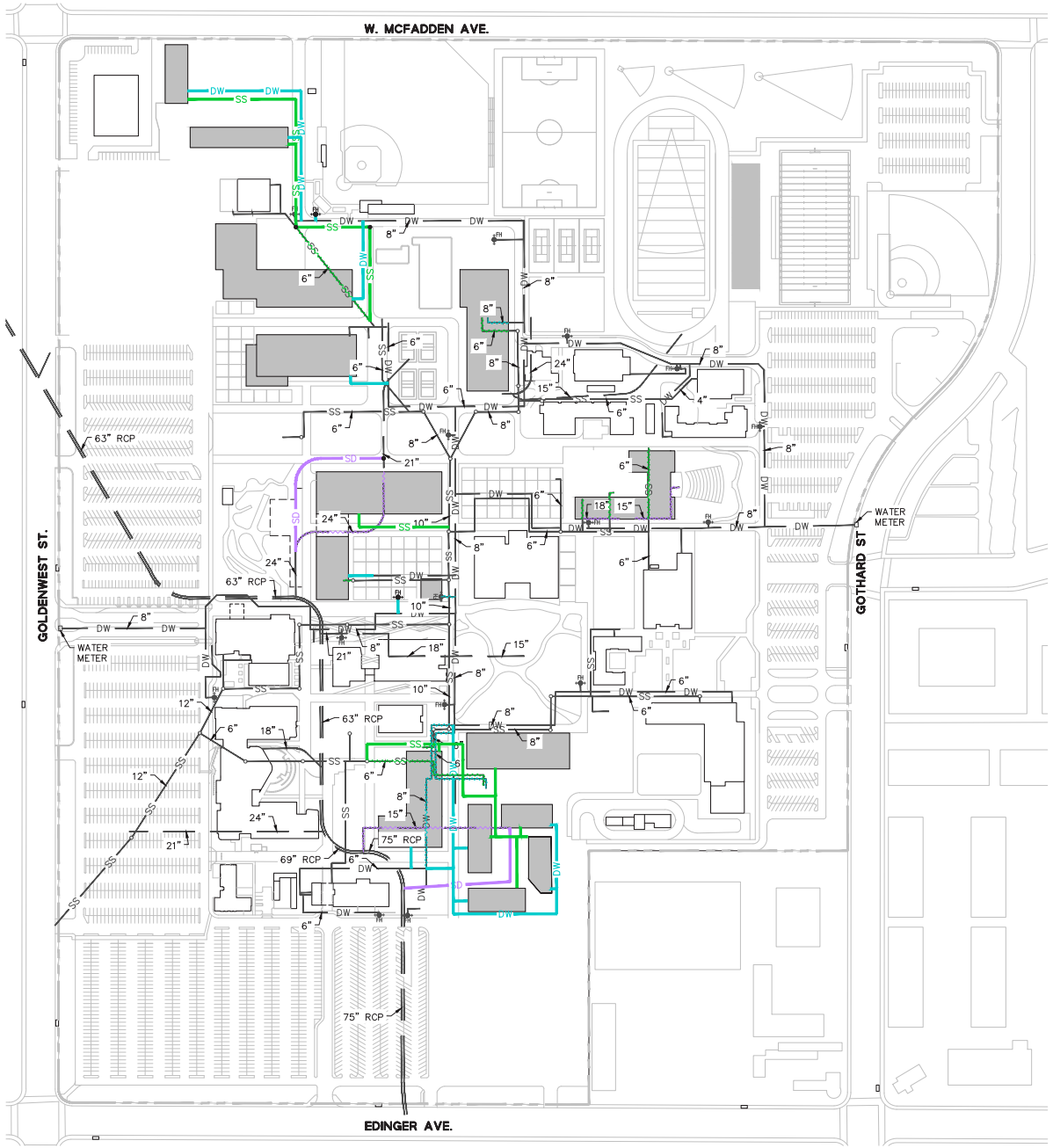
EXISTING UTILITY LEGEND

- SS — SANITARY SEWER (SIZE PER PLAN)
- DW — WATER (SIZE PER PLAN)
- STORM DRAIN (SIZE PER PLAN)
- STORM DRAIN (SIZE PER PLAN)
- MANHOLE
- FIRE HYDRANT
- WATER METER

GRAPHIC SCALE

(IN FEET)
1 inch = 100 ft.

CIVIL UTILITIES



EXISTING UTILITY LEGEND

- SS — SANITARY SEWER (SIZE PER PLAN)
- WATER (SIZE PER PLAN)
- STORM DRAIN (SIZE PER PLAN)
- STORM DRAIN (SIZE PER PLAN)
- MANHOLE
- FIRE HYDRANT
- WATER METER

PROPOSED UTILITY LEGEND

- SS — SANITARY SEWER
- DW — WATER
- SD — STORM DRAIN
- REMOVE EXISTING SANITARY SEWER
- REMOVE EXISTING WATER
- REMOVE EXISTING STORM DRAIN
- PROPOSED MANHOLE
- PROPOSED FIRE HYDRANT
- PROPOSED BUILDING

GRAPHIC SCALE

(IN FEET)
1 inch = 100 ft.

UTILITIES

INTRODUCTION

Golden West College is currently expanding its facilities and buildings throughout campus. Gensler will be preparing an overall facilities master plan for the College. As part of the facilities plan, an analysis of the existing mechanical, plumbing, and electrical utilities is required. This analysis is to determine if the existing utility systems have the capacity to accommodate the proposed facilities plan.

ELECTRICAL SYSTEM ANALYSIS

EXISTING SYSTEM

The existing main distribution system on the campus is serviced by Southern California Edison. It receives an underground service that operates at 12 (KV). The existing main distribution is located outdoor on the north side of the campus.

The existing main distribution consists of a main breaker rated at 1200A, three (3) branch circuit breakers, and three (3) 15 KV feeders. Feeder 1 and 2 serves several load centers with a selector switch. Feeder 3 serves a transformer rated at 2000 KVA at 12 KV-4160/2400 V. The 2000KVA transformer feeds a load center with a 5 KV switch and distributed to several load centers.

The existing electrical power distribution is shown on Figure 1. This is based on the as-built drawings provided by facility.

ANALYSIS

The campus had a peak demand of 1,732 KW (2,166 KVA) in 2019. Table 1 [Appendix 1] provides an electrical load analysis of buildings on campus. It includes existing buildings to remain, existing buildings to be demolished, new facilities currently in design, and new facilities planned.

Based on the analysis in Table 1, it appears that the existing electrical system has adequate capacity to accommodate new facilities proposed in the master plan. New transformers and feeders will be provided to proposed new buildings. New feeders will be connected to the nearest existing manhole. New manholes will also be provided. See Figure 2 for proposed new electrical utility distribution.

As the College continues to grow, new projects will change the landscape of the campus. The electrical system must be set up to accommodate planned changes and growth. In anticipation of this, this study recommends electrical system improvement and additions that will set a clear path for connecting future projects to the electrical infrastructure.

ADDITIONAL RECOMMENDATIONS

1. The existing main outdoor electrical power distribution system is beyond its expected life. Age and condition of existing cables and duct banks cannot be determined. It is recommended to replace and upgrade the main outdoor electrical power distribution to accommodate future growth and new facilities in the master plan.

2. It is recommended that the electrical load analysis (Table 1 [Appendix 1]) be updated as new facilities are completed. This helps ensure the existing electrical power distribution system will not be overloaded.

3. The District is incorporating sustainability as a strategy in the Facilities Master Plan. To achieve this goal, renewable energy sources such as photovoltaic systems are recommended. The goal would be to achieve grid neutrality for the campus. Another measure to assist in grid neutrality is to install accurate energy monitoring throughout the campus. Accurate energy monitoring will be a major component in ongoing utility systems operation and maintenance.

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MECHANICAL SYSTEM ANALYSIS

ANALYSIS

The scope of analysis on the mechanical system is to determine if the overall existing central plant capacity for chilled and hot water is adequate to accommodate the future planning and expansion on this campus. A mechanical Load Summary spreadsheet (Table 2 [Appendix 1]) is provided listing the estimated HVAC cooling and heating loads for each individual building, existing buildings to be demolished and proposed future buildings. The HVAC load for each building breaks down into the chilled water load in tons of cooling, and heating loads in KBTUH. The overall and subtotals of different categories are also provided for comparison.

For most of the buildings, there are no design documents or as-built drawings available, therefore the estimate for total campus cooling and heating capacity for the central plant was based on square footage analysis.

According to campus maintenance personnel, the central plant capacity was recently upgraded to 1600 tons of cooling. This capacity is adequate to accommodate all existing and planned future expansion, an estimated total of 1,450 tons of cooling.

Chilled water is produced and pumped from the Central Plant and distributed below grade with chilled water and hot water piping to each building. Chilled and hot water lines will be extended to the future buildings from the main campus piping distribution network.

The new facilities master plan will impact the existing underground chilled/hot water site distribution piping loop in some areas where future buildings are shown. In these areas part of the loop will need to be demolished and rebuilt around the buildings. Refer to Figure 3 that shows the proposed existing chilled & hot water site piping demolition plan, and Figure 4 that shows the new proposed chilled & hot water site piping distribution plan to accommodate the future expansion.

The existing central heating plant on campus produces enough space heating hot water for all existing and planned future buildings, which is an estimated total of approximately 27 million BTUH of boiler input load.

The current facilities master plan indicates ten (10) new buildings are planned to be added to the campus while nineteen (19) existing buildings will be demolished to accommodate the proposed new construction. It appears that both the quantity of the buildings and the gross square footage will be reduced. As a result, we believe the capacity of the existing infrastructure is adequate to handle the demand for the proposed new buildings. With more accurate design and as-built information becoming available, more precise analysis and evaluation can be performed.

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PLUMBING SYSTEM ANALYSIS

EXISTING SYSTEM

The scope of analysis on plumbing system is to determine if the overall existing plumbing site utility infrastructure can accommodate the future planning and expansion campus wide. A spreadsheet is provided to evaluate the plumbing load for each individual building, existing buildings to be demolished and proposed future buildings (Table 3 [Appendix 1]). The plumbing load for each building breaks down into water, sanitary, storm, gas, and fire. The overall and subtotals of different categories are also provided for comparison.

For most of the buildings, there are no design documents or as-built drawings available, therefore the estimate is largely based on the square footage except a few of them with drawings from which the plumbing load is taken. The square footage method is as follow:

Use 2016 CPC chapter 4 table A-occupant load factor to determine the maximum occupancy load for each type of building; Use 2016 CPC chapter 4 table 422.1 – minimum plumbing facilities to determine the minimum number of plumbing fixtures required and add 30% more to this number. With the quantity of plumbing fixtures, the water and sanitary load can be calculated in terms of fixture units or gallons per minute (GPM). Storm water (roof drainage) is evaluated based on square footage and converted to gallons per minute with corresponding rainfall rate. The gas load is evaluated based on 40 btu/ square foot for space heating (except buildings served by heat pumps) plus the domestic water heating. The fire water demand is assumed 500 GPM for small building, 750 GPM for medium building and 1000 GPM for large building.

ANALYSIS

The current Facilities Master Plan indicates that 10 new buildings are planned to be added to the campus while 19 existing buildings will be demolished to accommodate the proposed new constructions. It appears that both the quantity of the buildings and the gross square footage will be reduced. The total water, gas, sewer, and storm loads campus wide are expected to decrease about 10-20%.

We believe the capacity of the existing infrastructure is adequate to handle the existing demand and the proposed new buildings.

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EXISTING POWER DISTRIBUTION SYSTEM

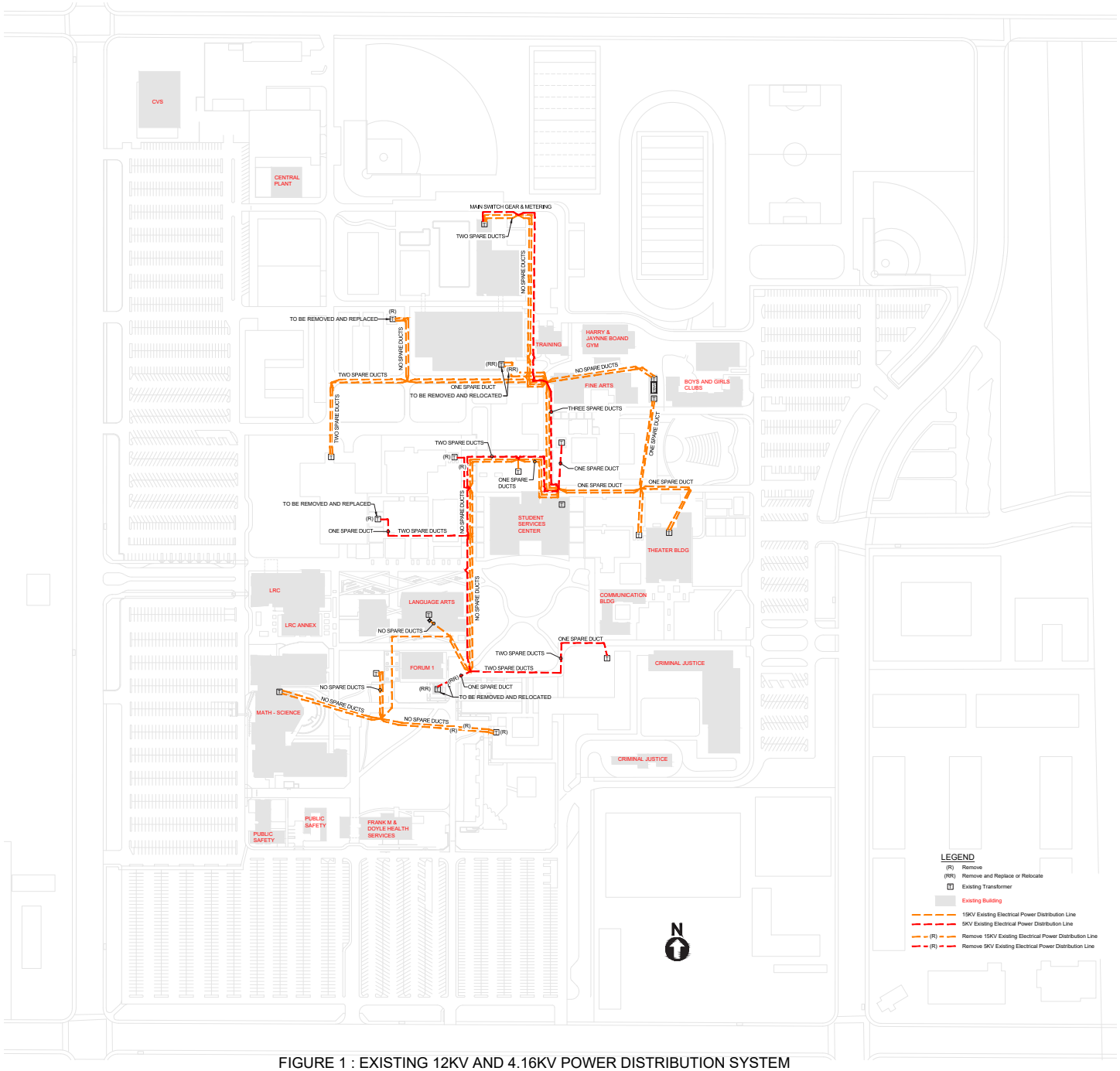


FIGURE 1 : EXISTING 12KV AND 4.16KV POWER DISTRIBUTION SYSTEM

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PROPOSED POWER DISTRIBUTION SYSTEM



FIGURE 2 : PROPOSED 12KV AND 4.16KV POWER DISTRIBUTION SYSTEM

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EXISTING CHILLED/ HOT WATER DISTRIBUTION PIPING



FIGURE 3 : EXISTING CHILLED/HOT WATER DISTRIBUTION PIPING (PROPOSED DEMOLITION PLAN)

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PROPOSED CHILLED/ HOT WATER DISTRIBUTION PIPING



FIGURE 4 : PROPOSED CHILLED/HOT WATER DISTRIBUTION PIPING

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ELECTRICAL SYSTEM ANALYSIS

CAMPUS UTILITY LOAD SUMMARY					
Bldg #	BUILDING NAME	EXISTING GSF	EXISTING ASF	YEAR BUILT	KVA
EXISTING BUILDINGS					
4	Administration	32,604	29,544	1966	65
14	Auto Technology	31,720	29,432	1967	63
91	Bookstore	8,251	7,175	1966	17
39	Boys/Girls Club Child Dev	8,750	7,657	2011	18
3	Business	15,687	12,511	1966	31
35	Central Plant	8,850	5,194	2007	62
5	Communication	8,103	6,510	1966	16
20	Community Theater	27,419	22,301	1971	55
13	Corp Yard - Maintenance	14,403	13,838	1969	29
16	Cosmotology	12,243	10,816	1969	24
33	Criminal Justice Annex	2,150	1,826	2001	4
8	Fine+App Arts	40,472	33,426	1966	81
17	Forum 2	7,300	4,998	1971	15
2	Forum One	11,398	8,364	1966	23
15	Health Science	18,590	15,472	1969	37
21	Humanities	39,944	27,534	1973	80
94	Kaplan International	6,240	5,066	2016	12
38	Library/LRC	55,251	40,505	2011	221
37	Math & Science	122,747	76,577	2019	491
1	Math Science	44,144	36,927	1966	88
10	Mens Phys Ed	16,180	12,897	1966	32
6	Music	11,911	10,896	1966	24
95	New Criminal Justice Center	43,636	30,132	2018	87
36	Nursing & Health Serv	25,815	17,223	2008	52
26	Old Criminal Justice Center-TRN	11,583	8,941	1981	23
18	PE-Rec	44,796	41,895	1971	90
93	Pub Safety/Community Ed	5,950	3,717	2016	12
97	Scenario Drill Build A	2,645	1,895	2018	5
98	Scenario Drill Build B	1,650	1,108	2018	3
99	Scenario Drill Build C	1,546	1,209	2018	4
96	Student Services Center	48,894	29,680	2018	147
92	Student Union	15,225	14,791	1966	30
22	Swing Space (KOCE)	11,755	8,051	1976	24
19	Technology	31,570	27,176	1971	174
25	Wellness Center	4,418	4,331	1979	9
11	Womens Phys Ed	8,720	6,469	1966	17
	Sub-Total	**802,560**	**616,084**		**2,166**
EXISTING BUILDINGS TO BE DEMOLISHED					
4	Administration	32,604	29,544	1966	65
14	Auto Technology	31,720	29,432	1967	63
91	Bookstore	8,251	7,175	1966	17
3	Business	15,687	12,511	1966	31
13	Corp Yard - Maintenance	14,403	13,838	1969	29
16	Cosmotology	12,243	10,816	1969	24
17	Forum 2	7,300	4,998	1971	15
15	Health Science	18,590	15,472	1969	37
21	Humanities	39,944	27,534	1973	80

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ELECTRICAL SYSTEM ANALYSIS

CAMPUS UTILITY LOAD SUMMARY

Bldg #	BUILDING NAME	EXISTING GSF	EXISTING ASF	YEAR BUILT	KVA
94	Kaplan International	6,240	5,066	2016	12
1	Math Science	44,144	36,927	1966	132
10	Mens Phys Ed	16,180	12,897	1966	32
6	Music	11,911	10,896	1966	24
26	Old Criminal Justice Center-TRN	11,583	8,941	1981	23
18	PE-Rec	44,796	41,895	1971	90
92	Student Union	15,225	14,791	1966	30
22	Swing Space (KOCE)	11,755	8,051	1976	24
19	Technology	31,570	27,176	1971	174
11	Womens Phys Ed	8,720	6,469	1966	17
	Sub-Total	**382,866**	**324,429**		**920**
	PROPOSED PROJECTS				
X	Administration	32,604		X	65
X	Career Education	13,540		X	27
X	Fine Arts	40,472		X	81
X	Gallery Music Forum	11,911		X	24
X	Instruction	6,240		X	12
X	Ms	44,144		X	88
X	Recreation Ed	44,796		X	90
X	Studen Housing	11,825		X	83
X	Student Union & Bookstore	23,476		X	47
X	Volleyball	16,180		X	32
	Sub-Total	**245,188**			**550**
	TOTAL FUTURE ELECTRICAL LOAD SUMMARY				
	Existing Building Area	**802,560**		**2,166**	**KVA**
	Demolished Building Area	**382,866**		**-920**	**KVA**
	Proposed Projects	**245,188**		**550**	**KVA**
	Total Future Campus Area/Load	**1,430,614**		**1,795**	**KVA**
	Total Future Campus Area (Amps)			**86**	**A**
	Existing Main Breaker			**1,200**	**A**

HVAC LOAD SUMMARY

Bldg #	BUILDING NAME	BUILDING AREA		COOLING LOAD			HEATING LOAD				LOAD ASSUMPTIONS	
		GSF	ASF	CHW TONS	Delta T (°F)	FLOW (GPM)	BOILER OUTPUT LOAD (MBH)	INPUT (KBTUH)	Delta T (°F)	FLOW (GPM)	ASF / TON	BTUH / ASF
EXISTING BUILDINGS												
4	Administration	32,604	29,544	80	(42-54)	160	1,182	1,477	(180-140)	59	370	40
14	Auto Technology	31,720	29,432	80	(42-54)	159	1,177	1,472	(180-140)	59	370	40
91	Bookstore	8,251	7,175	19	(42-54)	39	287	359	(180-140)	14	370	40
39	Boys/Girls Club Child Dev	8,750	7,657	21	(42-54)	41	306	383	(180-140)	15	370	40
3	Business	15,687	12,511	34	(42-54)	68	500	626	(180-140)	25	370	40
35	Central Plant	8,850	5,194	14	(42-54)	28	208	260	(180-140)	10	370	40
5	Communication	8,103	6,510	18	(42-54)	35	260	326	(180-140)	13	370	40
20	Community Theater	27,419	22,301	60	(42-54)	121	892	1,115	(180-140)	45	370	40
13	Corp Yard - Maintenance	14,403	13,838	37	(42-54)	75	554	692	(180-140)	28	370	40
16	Cosmetology	12,243	10,816	29	(42-54)	58	433	541	(180-140)	22	370	40
33	Criminal Justice Annex	2,150	1,826	5	(42-54)	10	73	91	(180-140)	4	370	40
8	Fine+App Arts	40,472	33,426	90	(42-54)	181	1,337	1,671	(180-140)	67	370	40
17	Forum 2	7,300	4,998	14	(42-54)	27	200	250	(180-140)	10	370	40
2	Forum One	11,398	8,364	23	(42-54)	45	335	418	(180-140)	17	370	40
15	Health Science	18,590	15,472	42	(42-54)	84	619	774	(180-140)	31	370	40
21	Humanities	39,944	27,534	74	(42-54)	149	1,101	1,377	(180-140)	55	370	40
94	Kaplan International	6,240	5,066	14	(42-54)	27	203	253	(180-140)	10	370	40
38	Library/LRC	55,251	40,505	109	(42-54)	219	1,620	2,025	(180-140)	81	370	40
37	Math & Science	122,747	76,577	207	(42-54)	414	3,063	3,829	(180-140)	153	370	40
1	Math Science	44,144	36,927	100	(42-54)	200	1,477	1,846	(180-140)	74	370	40
10	Mens Phys Ed	16,180	12,897	35	(42-54)	70	516	645	(180-140)	26	370	40
6	Music	11,911	10,896	29	(42-54)	59	436	545	(180-140)	22	370	40
95	New Criminal Justice Center	43,636	30,132	81	(42-54)	163	1,205	1,507	(180-140)	60	370	40
36	Nursing & Health Serv	25,815	17,223	47	(42-54)	93	689	861	(180-140)	34	370	40
26	Old Criminal Justice Center-TRN	11,583	8,941	24	(42-54)	48	358	447	(180-140)	18	370	40
18	PE-Rec	44,796	41,895	113	(42-54)	226	1,676	2,095	(180-140)	84	370	40
93	Pub Safety/Community Ed	5,950	3,717	10	(42-54)	20	149	186	(180-140)	7	370	40
97	Scenario Drill Build A	2,645	1,895	5	(42-54)	10	76	95	(180-140)	4	370	40
98	Scenario Drill Build B	1,650	1,108	3	(42-54)	6	44	55	(180-140)	2	370	40
99	Scenario Drill Build C	1,546	1,209	3	(42-54)	7	48	60	(180-140)	2	370	40
96	Student Services Center	48,894	29,680	80	(42-54)	160	1,187	1,484	(180-140)	59	370	40
92	Student Union	15,225	14,791	40	(42-54)	80	592	740	(180-140)	30	370	40
22	Swing Space (KOCE)	11,755	8,051	22	(42-54)	44	322	403	(180-140)	16	370	40
19	Technology	31,570	27,176	73	(42-54)	147	1,087	1,359	(180-140)	54	370	40
25	Wellness Center	4,418	4,331	12	(42-54)	23	173	217	(180-140)	9	370	40
11	Womens Phys Ed	8,720	6,469	17	(42-54)	35	259	323	(180-140)	13	370	40
	Sub-Total	**802,560**	**616,084**	**1,665**		**3,330**		**30,804**		**1,232**		
EXISTING BUILDINGS TO BE DEMOLISHED												
4	Administration	32,604	29,544	80	(42-54)	160	1,182	1,477	(180-140)	59	370	40
14	Auto Technology	31,720	29,432	80	(42-54)	159	1,177	1,472	(180-140)	59	370	40
91	Bookstore	8,251	7,175	19	(42-54)	39	287	359	(180-140)	14	370	40
3	Business	15,687	12,511	34	(42-54)	68	500	626	(180-140)	25	370	40
13	Corp Yard - Maintenance	14,403	13,838	37	(42-54)	75	554	692	(180-140)	28	370	40

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ELECTRICAL SYSTEM ANALYSIS

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HVAC SYSTEM ANALYSIS

HVAC LOAD SUMMARY

Bldg #	BUILDING NAME	BUILDING AREA		COOLING LOAD			HEATING LOAD				LOAD ASSUMPTIONS	
		GSF	ASF	CHW TONS	Delta T (°F)	FLOW (GPM)	BOILER OUTPUT LOAD (MBH)	INPUT (KBTUH)	Delta T (°F)	FLOW (GPM)	ASF / TON	BTUH / ASF
16	Cosmetology	12,243	10,816	29	(42-54)	58	433	541	(180-140)	22	370	40
17	Forum 2	7,300	4,998	14	(42-54)	27	200	250	(180-140)	10	370	40
15	Health Science	18,590	15,472	42	(42-54)	84	619	774	(180-140)	31	370	40
21	Humanities	39,944	27,534	74	(42-54)	149	1,101	1,377	(180-140)	55	370	40
94	Kaplan International	6,240	5,066	14	(42-54)	27	203	253	(180-140)	10	370	40
1	Math Science	44,144	36,927	100	(42-54)	200	1,477	1,846	(180-140)	74	370	40
10	Mens Phys Ed	16,180	12,897	35	(42-54)	70	516	645	(180-140)	26	370	40
6	Music	11,911	10,896	29	(42-54)	59	436	545	(180-140)	22	370	40
26	Old Criminal Justice Center-TRN	11,583	8,941	24	(42-54)	48	358	447	(180-140)	18	370	40
18	PE-Rec	44,796	41,895	113	(42-54)	226	1,676	2,095	(180-140)	84	370	40
92	Student Union	15,225	14,791	40	(42-54)	80	592	740	(180-140)	30	370	40
22	Swing Space (KOCE)	11,755	8,051	22	(42-54)	44	322	403	(180-140)	16	370	40
19	Technology	31,570	27,176	73	(42-54)	147	1,087	1,359	(180-140)	54	370	40
11	Womens Phys Ed	8,720	6,469	17	(42-54)	35	259	323	(180-140)	13	370	40
	Sub-Total	**382,866**	**324,429**	**877**		**1,754**	**12,977**	**16,221**		**649**		
	FUTURE BUILDINGS											
X	Administration	X	32,604	88	(42-54)	176	1,304	1,630	(180-140)	65	370	40
X	Career Education	X	13,540	37	(42-54)	73	542	677	(180-140)	27	370	40
X	Fine Arts	X	40,472	109	(42-54)	219	1,619	2,024	(180-140)	81	370	40
X	Gallery Music Forum	X	11,911	32	(42-54)	64	476	596	(180-140)	24	370	40
X	Instruction	X	6,240	17	(42-54)	34	250	312	(180-140)	12	370	40
X	M & O	X	44,144	119	(42-54)	239	1,766	2,207	(180-140)	88	370	40
X	Recreation Ed	X	44,796	121	(42-54)	242	1,792	2,240	(180-140)	90	370	40
X	Studen Housing	X	11,825	32	(42-54)	64	473	591	(180-140)	24	370	40
X	Student Union & Bookstore	X	23,476	63	(42-54)	127	939	1,174	(180-140)	47	370	40
X	Volleyball	X	16,180	44	(42-54)	87	647	809	(180-140)	32	370	40
	Sub-Total		**245,188**	**663**		**1,325**	**9,808**	**12,259**		**490**		
	HVAC LOAD CALCULATION											
	Existing Building Loads			**1,665**		**3,330**	**287**	**30,804**		**1,232**		
	Demolished Building Loads			**877**	**0**	**1,754**	**12,977**	**16,221**		**649**		
	Future Building Loads			**663**	**0**	**1,325**	**9,808**	**12,259**		**490**		
	Total Future Campus Loads			**1,451**	**0**	**2,902**	**-2,883**	**26,842**		**1,074**		

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PLUMBING SYSTEM ANALYSIS

PLUMBING LOAD SUMMARY

Bldg #	BUILDING NAME	AREA		NO. OF FLOORS	YEAR BUILT	DOMESTIC WATER			FIRE WATER		NATURAL GAS			STORM		SANITARY	
		GSF	ASF			FIXTURE UNITS	WATER DEMAND (GPM)	WATER PRESSURE REQUIRED (PSI)	DEMAND (GPM)	WATER PRESSURE REQUIRED (PSI)	HVAC DEMAND (MBH)	PLUMBING DEMAND (MBH)	TOTAL NATURAL GAS DEMAND (MBH)	ROOF AREA (SF)	FLOW RATE (GPM)	FIXTURE UNITS	MAIN PIPE SIZE (INCH)
EXISTING BUILDINGS																	
4	Administration	32,604	29,544	2	1966	150	80	55	1,000	110	1,477	100	1,577	32,604	1,043	121	4
14	Auto Technology	31,720	29,432	2	1967	169	84	55	1,000	110	1,472	100	1,572	35,313	1,130	99	4
91	Bookstore	8,251	7,175	1	1966	26	39	50	750	70	359	100	459	8,251	264	21	4
39	Boys/Girls Club Child Dev	8,750	7,657	1	2011	178	86	50	750	70	383	100	483	9,535	305	146	4
3	Business	15,687	12,511	2	1966	80	61	55	750	110	626	100	726	9,160	293	64	4
35	Central Plant	8,850	5,194	1	2007	26	39	50	750	70	260	100	360	9,374	300	21	4
5	Communication	8,103	6,510	1	1966	49	50	50	750	70	326	100	426	8,103	259	39	4
20	Community Theater	27,419	22,301	2	1971	147	80	55	1,000	110	1,115	100	1,215	17,306	554	115	4
13	Corp Yard - Maintenance	14,403	13,838	1	1969	26	39	50	750	70	692	100	792	14,403	461	21	4
16	Cosmetology	12,243	10,816	2	1969	71	58	55	750	110	541	100	641	14,838	475	56	4
33	Criminal Justice Annex	2,150	1,826	1	2001	26	39	50	500	70	91	40	131	2,504	80	21	4
8	Fine+App Arts	40,472	33,426	2	1966	360	119	55	1,000	110	1,671	100	1,771	19,731	631	347	6
17	Forum 2	7,300	4,998	1	1971	52	52	50	750	70	250	100	350	7,300	234	43	4
2	Forum One	11,398	8,364	2	1966	80	61	55	750	110	418	100	518	11,398	365	64	4
15	Health Science	18,590	15,472	2	1969	94	94	55	750	110	774	100	874	18,590	595	76	4
21	Humanities	39,944	27,534	2	1973	147	80	55	1,000	110	1,377	100	1,477	16,845	539	119	4
94	Kaplan International	6,240	5,066	1	2016	42	47	50	750	70	253	100	353	6,240	200	34	4
38	Library/LRC	55,251	40,505	2	2011	147	80	55	1,000	110	2,025	100	2,125	23,557	754	115	4
37	Math & Science	122,747	76,577	3	2019	385	123	60	1,000	120	3,829	100	3,929	49,761	1,592	310	6
1	Math Science	44,144	36,927	2	1966	194	90	55	1,000	110	1,846	100	1,946	28,399	909	156	4
10	Mens Phys Ed	16,180	12,897	2	1966	89	64	55	750	110	645	100	745	16,180	518	69	4
6	Music	11,911	10,896	2	1966	55	53	55	750	110	545	100	645	11,911	381	45	4
95	New Criminal Justice Center	43,636	30,132	2	2018	162	83	55	1,000	110	1,507	100	1,607	30,335	971	129	4
36	Nursing & Health Serv	25,815	17,223	2	2008	110	70	55	1,000	110	861	100	961	10,568	338	94	4
26	Old Criminal Justice Center-TRN	11,583	8,941	1	1981	52	52	50	750	70	447	100	547	11,583	371	43	4
18	PE-Rec	44,796	41,895	2	1971	304	111	55	1,000	110	2,095	200	2,295	38,566	1,234	263	4
93	Pub Safety/Community Ed	5,950	3,717	1	2016	26	39	50	750	70	186	40	226	5,950	190	21	4
97	Scenario Drill Build A	2,645	1,895	1	2018	26	39	50	500	70	95	40	135	2,645	85	21	4
98	Scenario Drill Build B	1,650	1,108	1	2018	26	39	50	500	70	55	40	95	1,650	53	21	4
99	Scenario Drill Build C	1,546	1,209	1	2018	26	39	50	500	70	60	40	100	1,546	49	21	4
96	Student Services Center	48,894	29,680	2	2018	253	102	55	1,000	110	1,484	100	1,584	27,911	893	283	6
92	Student Union	15,225	14,791	2	1966	89	64	55	750	110	740	100	840	15,225	487	69	4
22	Swing Space (KOCE)	11,755	8,051	1	1976	52	52	50	750	70	403	100	503	11,755	376	43	4
19	Technology	31,570	27,176	2	1971	147	80	55	1,000	110	1,359	100	1,459	12,842	411	119	4
25	Wellness Center	4,418	4,331	1	1979	40	46	50	500	70	217	40	257	4,418	141	41	4
11	Womens Phys Ed	8,720	6,469	1	1966	64	56	50	750	70	323	100	423	8,720	279	51	4
	Sub-Total	**802,560**	**616,084**			**3,970**	**2,390**		**29,000**		**30,804**	**3,340**	**34,144**	**555,017**	**17,761**	**3,321**	
EXISTING BUILDINGS TO BE DEMOLISHED																	
4	Administration	32,604	29,544	2	1966	150	80	55	1,000	110	1,477	100	1,577	32,604	1,043	121	4
14	Auto Technology	31,720	29,432	2	1967	169	84	55	1,000	110	1,472	100	1,572	35,313	1,130	99	4
91	Bookstore	8,251	7,175	1	1966	26	39	50	750	70	359	100	459	8,251	264	21	4
3	Business	15,687	12,511	2	1966	80	61	55	750	110	626	100	726	9,160	293	64	4
13	Corp Yard - Maintenance	14,403	13,838	1	1969	26	39	50	750	70	692	100	792	14,403	461	21	4
16	Cosmetology	12,243	10,816	2	1969	71	58	55	750	110	541	100	641	14,838	475	56	4

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PLUMBING SYSTEM ANALYSIS

PLUMBING LOAD SUMMARY

Bldg #	BUILDING NAME	AREA		NO. OF FLOORS	YEAR BUILT	DOMESTIC WATER			FIRE WATER		NATURAL GAS			STORM		SANITARY	
		GSF	ASF			FIXTURE UNITS	WATER DEMAND (GPM)	WATER PRESSURE REQUIRED (PSI)	DEMAND (GPM)	WATER PRESSURE REQUIRED (PSI)	HVAC DEMAND (MBH)	PLUMBING DEMAND (MBH)	TOTAL NATURAL GAS DEMAND (MBH)	ROOF AREA (SF)	FLOW RATE (GPM)	FIXTURE UNITS	MAIN PIPE SIZE (INCH)
17	Forum 2	7,300	4,998	1	1971	52	52	50	750	70	250	100	350	7,300	234	43	4
15	Health Science	18,590	15,472	2	1969	94	94	55	750	110	774	100	874	18,590	595	76	4
21	Humanities	39,944	27,534	2	1973	147	80	55	1,000	110	1,377	100	1,477	16,845	539	119	4
94	Kaplan International	6,240	5,066	1	2016	42	47	50	750	70	253	100	353	6,240	200	34	4
1	Math Science	44,144	36,927	2	1966	194	90	55	1,000	110	1,846	100	1,946	28,399	909	156	4
10	Mens Phys Ed	16,180	12,897	2	1966	89	64	55	750	110	645	100	745	16,180	518	69	4
6	Music	11,911	10,896	2	1966	55	53	55	750	110	545	100	645	11,911	381	45	4
26	Old Criminal Justice Center-TRN	11,583	8,941	1	1981	52	52	50	750	70	447	100	547	11,583	371	43	4
18	PE-Rec	44,796	41,895	2	1971	304	111	55	1,000	110	2,095	100	2,195	44746	1,432	263	6
92	Student Union	15,225	14,791	2	1966	89	64	55	750	110	740	100	840	15225	487	69	4
22	Swing Space (KOCE)	11,755	8,051	1	1976	52	52	50	750	70	403	100	503	11755	376	43	4
19	Technology	31,570	27,176	2	1971	147	80	55	1,000	110	1,359	100	1,459	16927	542	119	4
11	Womens Phys Ed	8,720	6,469	1	1966	64	56	50	750	70	323	100	423	8720	279	51	4
	Sub-Total	**382,866**	**324,429**			**1,903**	**1,256**		**15,750**		**16,221**	**1,900**	**18,121**	**328,990**	**10,528**	**1,512**	
	FUTURE BUILDINGS																
X	Administration	X	32,604	2	X	172	85.0	55	1,000	110	1,630	100	1,730	16,302	522	138	4
X	Career Education	X	13,540	2	X	80	61.0	55	750	110	677	100	777	6,752	216	64	4
X	Fine Arts	X	40,472	2	X	147	80.0	55	1,000	110	2,024	100	2,124	20,236	648	115	4
X	Gallery Music Forum	X	11,911	2	X	62	56.0	55	750	110	596	100	696	5,956	191	49	4
X	Instruction	X	6,240	1	X	49	50.0	50	750	70	312	100	412	6,240	200	39	4
X	MS	X	44,144	2	X	225	96.0	55	1,000	110	2,207	100	2,307	22,072	706	181	4
X	Recreation Ed	X	44,796	2	X	143	79.0	55	1,000	110	2,240	200	2,440	22,398	717	111	4
X	Student Housing	X	11,825	2	X	256	76.0	55	750	110	591	200	791	5,913	189	220	6
X	Student Union & Bookstore	X	23,476	2	X	125	74.0	55	1,000	110	1,174	100	1,274	11,738	376	101	4
X	Volleyball	X	16,180	2	X	90	65.0	55	1,000	110	809	100	909	8,090	259	71	4
	Sub-Total		**245,188**			**1,349**	**722**		**9,000**		**12,259**	**1,200**	**13,459**	**125,697**	**4,022**	**1,089**	
	PLUMBING LOADS CALCULATION																
	Existing Building Loads					**3,970**	**2,390**		**29,000**		**30,804**	**3,340**	**34,144**	**555,017**	**17,761**	**3,321**	
	Demolished Building Loads					**1,903**	**743**		**15,750**		**16,221**	**1,900**	**18,121**	**328,990**	**10,528**	**1,512**	
	Future Building Loads					**1,349**	**722**		**9,000**		**12,259**	**1,200**	**13,459**	**125,697**	**4,022**	**1,089**	
	Total Future Campus Loads					**3,416**	**2,369**		**22,250**		**26,842**	**2,640**	**29,482**	**351,724**	**11,255**	**2,898**	


COLLEGE
HUNTINGTON BEACH

APPENDIX II: PROGRAMS & SERVICES

Instructional Programs
Student Services
Administrative Services



INSTRUCTIONAL PROGRAMS

Academic Success Centers
Anthropology
Art
Astronomy
Automotive Technology
Biology
Business Administration (Accounting, Business, Management, Marketing)
Chemistry
College Success
Communication Studies
Computer Science
Cosmetology
Counseling Instruction
Criminal Justice
Dance
Digital Arts/Digital Media
Drafting/Design
Economics
Education
English
English as a Second Language
Floral Design
Geography
Geology
Health Education
History
Kinesiology
Library
Mathematics
Music
Nursing
Peace Studies
Philosophy
Photography
Physical Education
Physical Science
Physics
Political Science
Psychology
Sign/Interpreting
Sociology
Theater Arts
World Languages (Spanish, Vietnamese)

STUDENT SERVICES

Admissions and Records
Athletics
CalWORKs
Campus Life
Career Center
Center for Global and Cultural Programs
Counseling Services
DSPS
EOPS/CARE and NextUp/Guardian Scholars
Financial Aid
Transfer Center
Veterans Resource Center

ADMINISTRATIVE SERVICES

Fiscal Services
Maintenance and Operations
Public Safety
Student Health Center

INSTRUCTIONAL PROGRAMS

OVERVIEW

Instructional Programs include credit and noncredit instruction as well as the Library and other academic support services.

Credit programs provide general education and career education degrees and certificates that prepare students for immediate employment and/or transfer to four-year institutions. Students may use units earned in credit courses to qualify for one of 46 associate degrees, 25 associate degrees for transfer, and/or 45 certificates. Although focused almost exclusively on credit instruction throughout its history, GWC intends to expand noncredit offerings in career development ad college preparation by 2030.

Academic support services available to all students include the Library, the STEM Center, and the Academic Success Center, which includes the Tutoring Center, the Writing and Reading Center, the Student Computer Center, and Embedded Tutoring.

The following descriptions of the College's Instructional Programs include:

- A list of degrees and certificates offered.
- An analysis of each discipline on the following benchmarks:
- **Enrollment** as measured by the number of enrollments, the number of sections offered, and the average enrollment per section.
- **Productivity** as measured by the fill rate at census and the ratio of full-time equivalent students (FTES) to the full-time equivalent faculty (FTEF).
- **Student outcomes** as measured retention, the number of degrees and certificates awarded, and a comparison of GWC's rate of successful course completion to the statewide rate of successful course completion for the same instructional discipline in the same semester.
- Each discipline's Program Plan 2020-30, which describes how that discipline plans to contribute to the achievement of the College Goals in the coming decade.

ACADEMIC SUPPORT

ACADEMIC SUCCESS CENTERS

The Academic Success Center partners with various departments on campus to provide comprehensive instructional support, including the STEM Center, the Student-Athlete Success Center, and the Equity Center, and houses the services:

•Tutoring Center

All students have access to free tutoring through individual appointments, drop-in sessions, the Math Study Lab, the International Conversation Lab, and online tutoring provided by an external vendor.

•Writing and Reading Center

Students receive individual assistance from tutors and English faculty through short courses that help them understand college-level texts, write essays and research papers, and improve vocabulary and grammar skills.

•Student Computer Lab

Students have access to all software that is used in various program-specific labs in this centralized lab.

•Embedded Tutoring Program

Tutors are assigned to specific classes to help students reach higher levels of academic competency and become independent learners. Refer to the first chapter of this document for more details on this initiative.

Program Plan 2020-30

College Goal on Equity and Success

-Tailor tutoring services to match the needs of specific student cohorts.

-Revise the curriculum to strengthen the scope and effectiveness of tutoring.

-Collaborate with faculty to determine unique discipline-specific student needs.

-Expand embedded tutoring.

DESCRIPTION

GWC offers multiple resources to support student learning.

ANTHROPOLOGY

DEGREES & CERTIFICATES OFFERED

- *Anthropology: Associate Degree for Transfer*

DATA

	ANTHROPOLOGY (ANTH)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	679	465	-32%	-18%
Number of Sections	5	10	100%	14%
Enrollment Per Section	135.8	46.5	-66%	-36%
Productivity				
Fill Rate at Census	97.0%	52.7%	-46%	-28%
Student Outcomes				
Retention	90%	88%	-2.8%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	2	0	0	
Associate Degree for Transfer	N/A	4	8	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.

Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Anthropology Ratio of FTES/FTEF	71	42	44	38%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC Anthropology	Statewide Anthropology
Successful Course Completion Rate Fall 2017	66.3%	71.0%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

anthropology

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

Enrollment in Anthropology courses needs attention because of an overall decline in enrollment, from 679 in fall 2012 to 465 in fall 2017. Anthropology added five sections in fall 2017, in part to support the College-wide effort to increase enrollment and in part to provide student access to new courses, including laboratory classes, required for the Anthropology Associate Degree for Transfer. The net effect of these combined changes – a decline in overall enrollment and an increase in the number of sections -- had the impact of dispersing a smaller number of students across a larger number of sections and enrollment per section dropped 66 percent, from 135.8 in fall 2012 to 46.5 in fall 2017.

PRODUCTIVITY

With the decrease in enrollment and the increase in the number of sections, both measures of productivity declined. The fill rate at census dropped from 97.0 percent in fall 2012 to 52.7 percent in fall 2017 and FTES/FTEF declined from 71 in fall 2012 to 43 in fall 2017. Although FTES/FTEF declined in fall 2017 compared to fall 2012, the FTES/FTEF ratio for Anthropology was higher than the College-wide ratio in both recent semesters.

STUDENT OUTCOMES

Two of the three student outcome measures for Anthropology are positive. Student retention rates were approximately 90 percent in fall 2012 and fall 2017. There has been a steady increase in the award of the Anthropology Associate Degree for Transfer. First offered in 2013-14, four Anthropology Associate Degrees for Transfer were awarded in 2017-18 and eight in 2018-19. However, the successful course completion rate for GWC students was lower than the successful course completion rate in Anthropology courses statewide in fall 2017.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Offer courses through dual enrollment and online.
- Develop and promote a Guided Pathways map for transfer to four-year institutions in collaboration with the Counseling Department.
- Increase the use of technology to strengthen and diversify classroom presentations.

College Goal on Equity and Success

- Incorporate opportunities for tutoring in online courses.
- Increase the use of embedded tutors to develop course content skills, build study skills, and provide encouragement, support, and peer role models.
- Establish an Anthropology laboratory.

College Goal on Completion

- Assess course offerings in Anthropology to ensure that students are able to complete degree requirements in a timely manner.
- Establish routine classroom and departmental communication with the Counseling Department to maintain student and faculty understanding of associate degree for transfer and Guided Pathways requirements.

ART

DEGREES & CERTIFICATES OFFERED

- *Art: Associate Degree*
- *Art History: Associate Degree for Transfer*
- *Studio Arts: Associate Degree for Transfer*

DATA

	ART			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	940	981	4%	-18%
Number of Sections	18	24	34%	14%
Enrollment Per Section	52.3	40.9	-22%	-36%
Productivity				
Fill Rate at Census	114.9%	76.8%	-33%	-28%
Student Outcomes				
Retention	91.1%	89.3%	-2.0%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	11	4	66	
Associate Degree for Transfer	1	22	33	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., if students enrolled in two courses in this discipline, they were counted twice.

Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity: FTES/FTEF				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Art Ratio of FTES/FTEF	46	40	42	-9%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC Art	Statewide Art
Successful Course Completion Rate Fall 2017	75.7%	76.9%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

art

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

Enrollment increased 4 percent when the number of sections increased in fall 2017 compared to fall 2012. However, in fall 2017, students did not enroll at the same rate as they did in fall 2012, and as a result, the enrollment per section declined.

PRODUCTIVITY

Both measures of productivity declined in fall 2017 compared to fall 2012. The fill rate dropped 33 percent in this comparison of fall 2012 and fall 2017 and FTES/FTEF decreased from 46 in 2012-13 to 40 in 2017-18 and 42 in 2018-19.

STUDENT OUTCOMES

The measures of student outcomes in Art are strong. Approximately 90 percent of those students enrolled in Art courses at census received a grade in both fall 2012 and fall 2017 and there has been a consistent increase in the number of Associate Degrees awarded in Art over the past six years. Students' successful course completion rates were comparable to the statewide rates for Art courses.

PROGRAM PLAN 2020-30

College Goal on Comunication

- Display posters that identify future career options for majors.
- Increase the visibility of Art on campus through strategies such as bringing professional artists to campus, featuring the accomplishments of current and former students, distributing branded merchandise to Art majors, and developing a public art acquisition program to strengthen the artistic reputation of the Fine Arts Department.
- Expand social media postings to provide students with notices of events and scholarship opportunities.
- Request that adjunct faculty encourage students to transfer so there is a consistent departmental message about the importance of transferring and pursuing an associate degree for transfer in Art History or Studio Art.
- Schedule pedagogical professional development on campus and online to maximize faculty participation.
- Develop an alumni database for various outreach and mentoring activities.
- Collaborate with the City of Huntington Beach's Public Art program to increase awareness of the City's art program onto campus and vice versa.

College Goal on Equity and Success

- Expand student access to supplies for developing portfolios and participating in the annual Student Art Show.
- Partner with student support services to identify and implement strategies to increase student success.
- Schedule student support services training on campus and online to maximize faculty participation.

College Goal on Enrollment

- Increase outreach and recruitment efforts in high schools and middle schools.
- Add courses that have been approved for a C-ID designation, such as Color theory, Fiber Arts, and Art of Africa, Oceania, and Indigenous North America.
- Add courses, such as Metals and Jewelry and new Art History courses.
- Expand course offerings to maximize student access, such as additional evening, late start, and online options.
- Collaborate with Digital Arts faculty to increase visibility to students, such as cross-listing courses.

College Goal on Completion

- Provide students with information about completion of degrees, certificates, and transfer by asking counselors to present information during classes and inviting a counselor to be stationed in the Fine Arts Building periodically to provide students with easily accessible mini-advising sessions.
- Host an annual alumni panel discussion to inform students about undergraduate transfer options, graduate school options, and the distinctions between/among undergraduate and graduate degrees in fine arts.
- Expand project-based learning opportunities.

ASTRONOMY

DEGREES & CERTIFICATES OFFERED

Astronomy does not offer associate degrees or certificates.

DATA

	ANTHROPOLOGY (ANTH)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	679	465	-32%	-18%
Number of Sections	5	10	100%	14%
Enrollment Per Section	135.8	46.5	-66%	-36%
Productivity				
Fill Rate at Census	97.0%	52.7%	-46%	-28%
Student Outcomes				
Retention	90%	88%	-2.8%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	2	0	0	
Associate Degree for Transfer	N/A	4	8	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.

Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Anthropology Ratio of FTES/FTEF	71	42	44	38%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC Anthropology	Statewide Anthropology
Successful Course Completion Rate Fall 2017	66.3%	71.0%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

astronomy

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

Student enrollment in Astronomy courses remained steady from fall 2012 to fall 2017. Responding to College needs, Astronomy added two new sections, effectively increasing the department's offerings by 50%, from four to six sections. However, because enrollment did not increase, enrollment per section decreased from 65.3 in fall 2012 to 42.3 in fall 2017 because the same number of students was distributed across a greater number of sections.

PRODUCTIVITY

Productivity needs attention. In fall 2012, the fill rate at census was 104.8%, suggesting strong student demand. With the addition of two sections in fall 2017, fill rate at census fell to 77% and FTES/FTEF ratio dropped from 56 in 2012-13 to 42 in 2017-18 and 39 in 2018-19. Even with the recent decline in FTES/FTEF, the FTES/FTEF ratio for Astronomy was higher than the College-wide ratio.

STUDENT OUTCOMES

Although student retention declined from 94 percent in fall 2012 to 84 percent in fall 2017, GWC students successfully completed Astronomy courses at a rate higher than the statewide successful completion rate in the same discipline in fall 2017.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Recruit students by offering Astronomy courses through Dual Enrollment.
- Recruit students by providing Astronomy programs for K-12 students during science fairs and college days.
- Develop and offer Astronomy lecture and lab online.

College Goal on Equity and Success

- Increase the use of embedded tutors to develop course content skills, build study skills, and provide encouragement, support, and peer role models.

College Goal on Communication

- Partner with other Departments to identify Astronomy as the recommended general education course in Guided Pathways maps for those majors.
- Support current students by increasing faculty participation in the STEM Center.

AUTOMOTIVE TECHNOLOGY

DEGREES & CERTIFICATES OFFERED

- *Chassis and Drivetrain Specialist: Associate Degree*
- *Chassis and Drivetrain Specialist: Certificate of Achievement*
- *Engine Performance and Emissions Specialist: Associate Degree*
- *Engine Performance and Emissions Specialist: Certificate of Achievement*

DATA

	AUTOMOTIVE TECHNOLOGY (AUTO)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	316	335	6%	-18%
Number of Sections	12	14	17%	14%
Enrollment Per Section	26.3	23.9	-9%	-36%
Productivity				
Fill Rate at Census	109.7%	99.7%	-9%	-28%
Student Outcomes				
Retention	89%	91%	2%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	4	13	20	
Certificates • CCCCO-approved 18 – 60 units	67	24	31	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Automotive Technology Ratio of FTES/FTEF	22	24	27	23%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC Automotive Technology	Statewide Automotive Technology
Successful Course Completion Rate Fall 2017	77.7%	75.8%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

automotive technology

ANALYSIS OF DATA

ENROLLMENT

While College-wide enrollment dropped two percent between fall 2012 and fall 2017, enrollment in Automotive Technology increased six percent. When two sections were added in fall 2017 to support the College-wide effort to increase enrollment, the average enrollment per section decreased slightly, from 26.3 to 23.9.

PRODUCTIVITY

Automotive Technology is strong on both productivity measures. The fill rate at census was approximately 100% in both fall 2012 and fall 2017 and FTES/FTEF increased from 22 in 2012-13 to 27 in 2018-19. Even with the recent increase in FTES/FTEF, the FTES/FTEF ratio for Automotive Technology was below the College-wide ratio due to limits on enrollment for safety reasons in some courses.

STUDENT OUTCOMES

Student outcome data for Automotive Technology was positive on two of the three metrics. Retention in Automotive Technology courses increased from 89 percent in fall 2012 to 91 percent in fall 2017 and students' successful course completion rate in GWC Automotive Technology courses was slightly higher than the statewide rates in the same discipline in fall 2017. The number of associate degrees awarded increased from four in 2012-13 to 20 in 2018-19. However, the number of certificates decreased from 67 in 2012-13 to 31 in 2018-19.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Offer an evening program of courses.
- Recruit high school students by offering Automotive Technology courses through Dual Enrollment.
- Develop and offer programs that fit the requirements for enhanced noncredit courses and certificates.

College Goal on Equity and Success

- Increase the tool inventory so that economically disadvantaged students are able to fully participate in classroom exercises.
- Implement strategies learned at the International Women in Technology Trades conference.
- Develop and promote Guided Pathway maps to guide students in completing degrees and certificates as well as bachelor's degrees in Automotive Technology, such as the program offered at Rio Hondo College, in collaboration with the Counseling Department.

College Goal on Communication

- Participate in outreach events on campus as well as off-campus outreach at local high schools, such as CTE Career Days, College fairs, and Open Houses.
- Revitalize the Automotive Technology website to attract and inform students

College Goal on Completion

- Assess course offerings in Automotive Technology to ensure that students are able to complete degree requirements in a timely manner.
- Establish routine classroom and departmental presentations with the Counseling Department to maintain student and faculty understanding of degree and certificate requirements.

College Goal on Workforce Preparation

- Partner with the Automotive Technology Advisory Committee to assess the need for increased computer competency among successful automotive technicians and revise courses or the degree and certificate requirements accordingly.
- Develop and offer additional specific certificates, such as stackable certificates that include more options for elective courses.

College Goal on Facilities

- Advocate for attractive and functional facilities that meet industry standards and are equipped with current technology.

BIOLOGY

DEGREES & CERTIFICATES OFFERED

- *Biology: Associate Degree*

DATA

	BIOLOGY (BIOL)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	2,056	2,043	-1%	-18%
Number of Sections	44	38	-16%	14%
Enrollment Per Section	46.7	53.8	13%	-36%
Productivity				
Fill Rate at Census	97.6%	90.2%	-7%	-28%
Student Outcomes				
Retention	86%	93%	8%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	8	19	49	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., if students enroll in two courses in this discipline, they are counted twice.

Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity: FTES/FTEF				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Biology Ratio of FTES/FTEF	57	41	41	-30%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC Biology Courses	Statewide Biology Courses
Successful Course Completion Rate Fall 2017	72.5%	67.8%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

biology

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

Enrollment in Biology is strong. Although number of Biology sections decreased between fall 2012 and fall 2017, total enrollment was approximately the same. As a result, the enrollment per section increased 13 percent.

PRODUCTIVITY

Productivity in Biology meets expectations. The fill rate was above 90 percent in both fall 2012 and fall 2017. Although FTES/FTEF decreased between 2012-13 and 2018-19, the FTES/FTEF ratio for Biology was higher than the College-wide ratio in all semester in this data snapshot.

STUDENT OUTCOMES

All measures of student outcomes are strong. Retention was approximately 85 percent in both fall semesters. The number of associate degrees awarded increased between 2012-13 and 2017-18, from eight awards in 2012-13 to 49 awards in 2018-19. The Department anticipates further increases in the number of awards when there is statewide approval of the requirements for an associate degree for transfer in Biology. In fall 2017, students successfully completed Biology courses at GWC at a rate that was approximately five percent higher than the statewide successful course completion rate for Biology courses in the same semester

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Offer online or hybrid courses in biology, biochemistry, and genetics.
- Reactivate the honors general biology course.

College Goal on Equity and Success

- Increase the use of embedded tutors to develop course content skills, build study skills, and provide encouragement, support, and peer role models.
- Provide students with access to materials for studying such as textbooks, models, slides, and microscopes.

College Goal on Completion

- Expand course offerings especially for courses required for transfer or completion of degrees and certificates.
- Offer a comprehensive range of courses to keep students on campus that must now go to another college in order to take advanced Biology courses.
- Schedule student services presentations during lab sessions throughout the semester to inform students about the requirements for degrees and transfer.
- Offer the associate degree for transfer in Biology when available.

BUSINESS ADMINISTRATION

DEGREES & CERTIFICATES OFFERED

- *Accounting: Associate Degree*
- *Staff Accountant: Certificate of Achievement*
- *IRS Enrolled Agent: Certificate of Specialization*
- *Business Administration: Associate Degree for Transfer*
- *Business Administration: Certificate of Achievement*
- *Entrepreneurship I – Small Business Ownership and Expansion: Certificate of Specialization*
- *Entrepreneurship II – Small Business Startup and Essentials: Certificate of Specialization*
- *Marketing: Associate Degree*
- *Marketing: Certificate of Achievement*
- *Retail Marketing: Certificate of Achievement*
- *Management: Associate Degree*
- *Management: Certificate of Achievement*
- *Human Resources Management: Certificate of Achievement*

business administration

DATA - ACCOUNTING

	ACCOUNTING (ACCT)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	852	592	-31%	-18%
Number of Sections	22	18	-19%	14%
Enrollment Per Section	39.6	33.8	-15%	-36%
Productivity				
Fill Rate at Census	91.3%	69.5%	-24%	-28%
Student Outcomes				
Retention	82%	84%	2%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	11	13	11	
Certificates				
• CCCCO-approved 18 – 60 units	8	5	21	
• Fewer than 18 units	1	1	4	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Accounting Ratio of FTES/FTEF	27	31	29	7%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC Accounting	Statewide Accounting
Successful Course Completion Rate Fall 2017	71.2%	70.1%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

business administration

DATA - BUSINESS

	BUSINESS (BUS)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	842	675	-20%	-18%
Number of Sections	18	22	22%	14%
Enrollment Per Section	46.8	30.7	-34%	-36%
Productivity				
Fill Rate at Census	93.8%	67.8%	-28%	-28%
Student Outcomes				
Retention	82%	84%	2%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	115	7	13	
Associate Degree for Transfer	12	118	166	
Certificates • CCCCO-approved 18 – 60 units • Fewer than 18 units	 1 3	 1 3	 10 5	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.

Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Business Ratio of FTES/FTEF	47	30	29	-38%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC Business	Statewide Business
Successful Course Completion Rate Fall 2017	60.3%	69.8%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

business administration

DATA - MANAGEMENT

	MANAGEMENT (MGMT)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	166	144	-13%	-18%
Number of Sections	5	7	40%	14%
Enrollment Per Section	33.2	20.6	-38%	-36%
Productivity				
Fill Rate at Census	85.1%	50.5%	-41%	-28%
Student Outcomes				
Retention	84%	84%	0%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	0	4	6	
Certificates • CCCCO-approved 18 – 60 units	3	4	9	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., if students enroll in two courses in this discipline, they are counted twice.

Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Management Ratio of FTES/FTEF	33	19	19	-42%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC Management	Statewide Management
Successful Course Completion Rate Fall 2017	67.2%	68.0%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

business administration

DATA - MARKETING

	MARKETING (MKGT)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	45	58	29%	-18%
Number of Sections	1	2	100%	14%
Enrollment Per Section	45.0	29.0	-36%	-36%
Productivity				
Fill Rate at Census	100.0%	64.4%	-36%	-28%
Student Outcomes				
Retention	80%	79%	-1%	-1%
Awards	2012-13	2017-18	% Change	
Associate Degree (AA, AS)	0	2	2	
Certificates • CCCCO-approved 18 – 60 units	0	1	0	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity: FTES/FTEF				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Marketing Ratio of FTES/FTEF	43	24	17	-60%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC Marketing	Statewide Marketing
Successful Course Completion Rate Fall 2017	66.0%	72.3%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

business administration

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

Enrollment in the four specializations within Business Administration needs attention. Enrollment in Accounting, Business, and Management decreased between fall 2012 and fall 2017 while enrollment in Marketing increased. However, sections were added in Business, Management, and Marketing in fall 2017 to support the College-wide effort to increase enrollment. As a result, enrollment per section decreased in those specializations as well as within Accounting.

PRODUCTIVITY

Productivity in all Business Administration specializations needs attention. Fill rates at census decreased between fall 2012 and fall 2017. Although productivity for Accounting increased from 27 in 2012-13 to 31 in 2017-18 due to a reduction in the number of sections, FTES/FTEF failed to reach the College-wide target of 35 in all four specializations within Business Administration.

STUDENT OUTCOMES

Two of the three student outcome measures for the specializations in Business Administration are positive. Retention in all specializations was comparable in fall 2012 and fall 2017. The total number of degrees and certificates awarded increased in Accounting, Business, and Management. Although the rate of students' successful course completion in GWC Accounting courses in fall 2017 was slightly higher than the statewide rate in the same discipline, students' successful course completion rates in the other three specializations in Business Administration were lower than the statewide rates for the same disciplines.

PROGRAM PLAN 2020-30

College Goal on Workforce Preparation

- Increase contextualized or experiential learning through work experience opportunities, such as on- and off-campus internships.

College Goal on Equity and Success

- Provide tutoring support for students taking online courses.

College Goal on Communication

- Develop an advertising campaign to market the Department on-campus and off-campus.
- Increase student-faculty interactions in online courses.

CHEMISTRY

DEGREES & CERTIFICATES OFFERED

- *Chemistry: Associate Degree*

DATA

	CHEMISTRY (CHEM)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	575	655	12%	-18%
Number of Sections	12	14	14%	14%
Enrollment Per Section	47.9	46.8	-2%	-36%
Productivity				
Fill Rate at Census	98.1%	87.8%	-10%	-28%
Student Outcomes				
Retention	82%	81%	-1%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	5	14	81	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity: FTES/FTEF				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Chemistry Ratio of FTES/FTEF	45	45	44	-2%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC Chemistry	Statewide Chemistry
Successful Course Completion Rate Fall 2017	66.3%	67.8%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

chemistry

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

Enrollment in Chemistry was strong, increasing 12 percent between fall 2012 and fall 2017. Even with the addition of two sections, enrollment per section was approximately the same in these two semesters.

PRODUCTIVITY

Productivity in Chemistry met expectations. Even with two additional sections, the fill rate at census in Chemistry was close to 90 percent in fall 2017 and FTES/FTEF was higher than the College-wide rate in each of the three semesters in this comparison.

STUDENT OUTCOMES

Chemistry was strong on the three student outcomes measures in this analysis. Retention remained at slightly above 80 percent in both semesters. Assisted by the Auto-award Project, the number of associate degrees increased from five to 81 between 2012-13 and 2018-19. And in fall 2017, the successful course completion rate in GWC Chemistry courses was close to the statewide rate in the same discipline.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Recruit high school students by offering Chemistry courses through dual enrollment.
- Develop and promote a Guided Pathways map that includes the course sequence required for the completion of Chemistry degrees and transfer in collaboration with the Counseling Department.

College Goal on Completion

- Assess course offerings and class schedules to ensure alignment of Chemistry courses with other courses required for allied health majors.
- Develop multi-year class schedules to ensure students can enroll in the courses necessary for completing this degree in a timely manner.
- Establish routine classroom and departmental presentations with the Counseling Department to maintain student and faculty understanding of associate and Guided Pathways requirements as well as career options.

College Goal on Communication

- Reach out to the community and raise awareness of GWC with strategies such as establishing a speaker series for on- and off-campus audiences, preparing scientific demonstrations for K-12 audiences, and participating in college nights and science fairs at local high schools.
- Support current students by increasing faculty participation in the STEM Center.

COLLEGE SUCCESS

DEGREES & CERTIFICATES OFFERED

College Success does not offer degrees or certificates.

DATA

	COLLEGE SUCCESS (COLL)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	427	421	-1%	-18%
Number of Sections	12	15	25%	14%
Enrollment Per Section	35.6	28.1	-21%	-36%
Productivity				
Fill Rate at Census	102.9%	81.0%	-21%	-28%
Student Outcomes				
Retention	85%	87%	2%	-1%

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., if students enroll in two courses in this discipline, they are counted twice.

Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity: FTES/FTEF				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
College Success Ratio of FTES/FTEF	34	25	25	-26%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC College Success	Statewide College Success
Successful Course Completion Rate Fall 2017	66.0%	75.0%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

college success

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

Enrollment needs attention. Although a greater number of sections was offered in fall 2017 compared to fall 2012 in an effort to support the College-wide drive to increase enrollment, total enrollment was comparable in these semesters. The impact was that the same number of students was distributed across a larger number of sections and the average enrollment per section declined 35 percent.

PRODUCTIVITY

Productivity needs attention. Consistent with the pattern of enrollment, the fill rate at census and FTES/FTEF declined in this comparison.

STUDENT OUTCOMES

Student outcomes for College Success need attention. Although retention in fall 2017 improved in comparison to the rate in fall 2012, students' successful course completion rate was below the statewide rates for the same discipline in fall 2017.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Expand outreach to local high schools by offering College Success courses through Dual Enrollment.
- Create a 200-level course to support students in the second year of their matriculation.

College Goal on Equity and Success

- Tailor courses to address the specific educational needs of selected groups of students, such as adult learners, athletes, returning students, and students who have failed courses.

College Goal on Completion

- Integrate College Success strategies with information about completion of degrees, certificates, and transfer in collaboration with the Counseling Department.

College Goal on Communication

- Pair College Success courses with specific courses and programs, such as basic skills and STEM courses.
- Collaborate with departments to develop curricula that support student success in courses that are historically difficult for students to complete, such as Mathematics.

COMMUNICATION STUDIES

DEGREES & CERTIFICATES OFFERED

- *Communication Studies: Associate Degree for Transfer*

DATA

	COMMUNICATION STUDIES (COMM)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	1,075	1,547	44%	-18%
Number of Sections	32	54	67%	14%
Enrollment Per Section	33.6	28.9	-14%	-36%
Productivity				
Fill Rate at Census	105.0%	89.5%	-15%	-28%
Student Outcomes				
Retention	93.5%	91.4%	-2.3%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree for Transfer	19	48	71	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., if students take two courses in this discipline, they are counted twice.

Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity: FTES/FTEF				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Communication Studies Ratio of FTES/FTEF	34	29	30	-12%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC Communication Studies	Statewide Communication Studies
Successful Course Completion Rate Fall 2017	76.9%	76.6%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

communication studies

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

To meet student needs and support the College's emphasis on increasing enrollment, the number of Communication Studies sections increased from 32 in fall 2012 to 54 in fall 2017. Although the total number of students increased 44 percent, enrollment per section decreased from 33.6 in fall 2012 to 28.9 in fall 2017, both of which are in the expected range of 28 to 32 students per section for Communication Studies courses.

PRODUCTIVITY

Even with the increase in the number of sections offered, the fill rate in Communication Studies courses was over 100 percent in fall 2012 and close to 90 percent fall 2017. As a result of the decrease in the enrollment per section, FTES/FTEF decreased from 2012-13 to 2018-19.

STUDENT OUTCOMES

Communication Studies was strong on all three measures of student outcomes in this comparison. Retention was above 90 percent in both fall 2012 and fall 2017. The number of associate degrees for transfer awarded increased from 19 in 2012-23 to 71 in 2018-19. And in fall 2017, students' successful course completion rate in GWC Communication Studies courses was comparable to the statewide successful course completion rate in the same discipline.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Expand course offerings in a variety of formats, such as online, hybrid, and late-start, to maximize student access.

College Goal on Equity and Success

- Organize cohort-based sections of public speaking to meet the needs of students in support programs such as Puente.
- Partner with on-campus services such as EOPS to identify changes that will improve student access and success in Communication Studies courses.
- Expand the use of open educational resources.

College Goal on Professional Development

- Participate in professional development both on-campus and off-campus to learn best practices in online teaching.

College Goal on Communication

- Recruit students to select Communication Studies as their major by attending recruitment events.
- Develop a brochure with career and degree completion information for majors.
- Contact students who are Communication Studies majors to track their progress and encourage/support degree completion.
- Establish a database of Communication Studies majors who have graduated to identify former GWC students at the local universities to serve as mentors for current GWC students interested in transferring.

COMPUTER SCIENCE

DEGREES & CERTIFICATES OFFERED

- *Computer Science: Associate Degree*
- *Software Development: Associate Degree*
- *Software Development: Certificate of Achievement*
- *Video Game Development: Associate Degree*
- *Video Game Development: Certificate of Achievement*

DATA

	COMPUTER SCIENCE			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	530	563	6%	-18%
Number of Sections	15	17	13%	14%
Enrollment Per Section	35.3	33.1	-6%	-36%
Productivity				
Fill Rate at Census	99.3%	86.0%	-13%	-28%
Student Outcomes				
Retention	87%	80%	-8.1%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	3	2	7	
Certificates • CCCCO-approved 18 – 60 units	2	2	5	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., if students enroll in two courses in this discipline, they are counted twice.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Computer Science Ratio of FTES/FTEF	41	37	37	-10%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC Computer Science	Statewide Computer Science
Successful Course Completion Rate Fall 2017	67.9%	67.6%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number

computer science

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

Enrollment increased 6 percent when the number of sections increased in fall 2017 compared to fall 2012. Although enrollment per section declined slightly in this comparison, the overall enrollment per section remained above 31 students, which is the maximum in many Computer Science courses.

PRODUCTIVITY

Given the decline in enrollment per section and fill rate, FTES/FTEF for Computer Science declined 10 percent but remained slightly higher than the College-wide average of 33 FTES/FTEF in 2018-19.

STUDENT OUTCOMES

Student outcomes need attention. Although students' successful course completion rates in Computer Science courses are comparable to the statewide rates in the same discipline, retention declined by 8 percent between fall 2012 and fall 2017 and the number of students who completed a degree or certificate in Computer Science has remained low in the past six years

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Recruit high school students by offering Computer Science courses through Dual Enrollment.

College Goal on Completion

- Identify students who are close to completion and inform them of the final steps to complete a degree, certificate, or transfer.
- Identify students who intend to earn an associate degree, but have completed the requirements for a certificate and inform them of the value of adding certificates to their transcript.
- Invite counselors to attend each course to provide information about requirements to complete degrees, certificates, and transfer.

College Goal on Workforce Preparation

- Expand partnerships with regional software/video games businesses and invite representatives to speak in classes about careers in Computer Science.

College Goal on Communication

- Develop an advertising campaign to increase student awareness of the specializations within Computer Science, such as Video Gaming.
- Expand student engagement through extracurricular activity groups to create an opportunity for mentoring from advanced students.

COSMETOLOGY

DEGREES & CERTIFICATES OFFERED

- *Cosmetology: Associate Degree*
- *Cosmetology: Certificate of Achievement*
- *Esthetician: Associate Degree*
- *Esthetician: Certificate of Achievement*
- *Barbering: Certificate of Achievement*

DATA

	COSMETOLOGY (COSM)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	275	214	-22%	-18%
Number of Sections	12	12	0%	14%
Enrollment Per Section	22.9	17.8	-22%	-36%
Productivity				
Fill Rate at Census	84.4%	64.5%	-24%	-28%
Student Outcomes				
Retention	99%	98%	-1%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	4	5	12	
Certificates • CCCCO-approved 18 – 60 units	183	101	100	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline are counted for each course in which they were enrolled.

Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Cosmetology Ratio of FTES/FTEF	22	23	23	5%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC Cosmetology	Statewide Cosmetology
Successful Course Completion Rate Fall 2017	95.3%	86.0%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number

STRONG
MEETS EXPECTATIONS
NEEDS ATTENTION

cosmetology

ANALYSIS OF DATA

ENROLLMENT

Enrollment needs attention. Enrollment decreased by 22 percent from fall 2012 to fall 2017, from 275 to 214. This continues a trend of a steady decline in enrollment since 2010-11 when the total enrollment was 1,389. Although the number of sections remained the same in fall 2012 and fall 2017, enrollment per section dropped from 22.9 to 17.8.

PRODUCTIVITY

Productivity needs attention. Fill rate at census declined by 24 percent, falling from 84.4 percent in fall 2012 to 64.5 percent in fall 2017. However, FTES/FTEF rose from 22 in 2012-13 to 23 in 2018-19. The explanation for this anomaly is that faculty load for some/all Cosmetology courses was reduced between 2012 and 2017, so even though FTES was lower due to the reduced student enrollment, FTEF also reduced, resulting in a slight net gain in the FTES/FTEF ratio in this comparison.

STUDENT OUTCOMES

Cosmetology was strong on two of the three student outcome measures. Retention was close to 100 percent in fall 2012 and fall 2017. Successful course completion rate in fall 2017 was 95.3 percent, above the statewide average in the same discipline. Although the number of associate degrees awarded increased, the number of certificates awarded declined from 183 awards in 2012-13 to 100 in 2018-19.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Develop and promote Guided Pathways maps for the Cosmetology program that minimize the time required to complete certificates and degrees, in collaboration with the Counseling Department.
- Recruit high school students by offering Cosmetology courses through Dual Enrollment.
- Assess the projected regional demand to predict the future impact on enrollment.
- Evaluate the pros and cons of converting the program to noncredit including the benefit of providing professional development for practicing cosmetologists, estheticians, and barbers.
- Assess the viability of offering a new specialization in Barbering.

College Goal on Equity and Success

- Identify financial resources to provide student support, such as free program materials.
- Expand required hands-on experiences for students.

College Goal on Workforce Preparation

- Provide job placement services.

College Goal on Professional Development

- Provide professional development for faculty in classroom management including strategies to resolve student conflicts.
- Identify best practices used by other Cosmetology programs in the region that have proven successful in increasing student enrollment.
- Ensure faculty consistency in adhering to the course outline of record to maintain high student licensure pass rates.

College Goal on Communication

- Publicize students' high pass rate on the Board of Barbering and Cosmetology licensure exam.
- Increase participation in on-campus and off-campus outreach activities such as college fairs on high school campuses.
- Conduct program orientations to assist students and faculty in understanding program expectations including the class schedule.

COUNSELING INSTRUCTION

DEGREES & CERTIFICATES OFFERED

Counseling does not offer degrees or certificates.

DATA

	Counseling Instruction			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	356	312	-12%	-18%
Number of Sections	9	10	11%	14%
Enrollment Per Section	39.6	31.2	-21%	-36%
Productivity				
Fill Rate at Census	113.0%	89.1%	-21%	-28%
Student Outcomes				
Retention	89%	81%	-9%	-1%

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., if students take two courses in this discipline, they are counted twice.

Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity: FTES/FTEF				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Counseling Ratio of FTES/FTEF	38	20	34	-11%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC Counseling Courses	Statewide Counseling Courses
Successful Course Completion Rate Fall 2017	66.9%	75.2%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

counseling instruction

ANALYSIS OF DATA

ENROLLMENT

Overall enrollment decreased by 12 percent in fall 2017 compared to fall 2012. In support of College-wide efforts to increase enrollment, one additional section of Counseling was offered in fall 2017. As a result of this decline in total enrollment plus the increase in the number of sections, enrollment per section declined.

PRODUCTIVITY

Despite the decrease in total enrollment, both measures of productivity were relatively stable in this comparison. The fall 2012 fill rate of 113.0 remained high at 89.1 percent in fall 2017. Although FTES/FTEF decreased from 38 in 2012-13 to 20 in 2017-18, this recovered to 34 in 2018-19.

STUDENT OUTCOMES

Both measures of student outcomes need attention. Retention declined from 89 percent in fall 2012 to 81 percent in fall 2017 and students' successful course completion rate in Counseling courses was lower than the statewide rate in the same discipline in fall 2017.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Revitalize Counseling courses by updating the online course.
- Offer Counseling courses through Dual Enrollment.
- Combine career planning, academic success, and education planning in one course to fulfill the requirements for an associate degree as well as CSU general education Area E.

College Goal on Equity and Success

- Develop learning communities for specific populations, such as Umoja, to link Counseling courses with general education courses.
- Partner with Mathematics and English faculty to develop cohort-based learning communities that would include Counseling courses.
- Link the Puente Program with general education courses other than English, such as Mathematics.
- Strengthen the Counseling course by incorporating instructional videos.

College Goal on Communication

- Advertise Counseling courses in classroom presentations and print advertising.
- Collaborate with the Guided Pathways team to create a tool that will direct students toward the proper first-year classes based on their experience, goals, and pathways.

CRIMINAL JUSTICE

DEGREES & CERTIFICATES OFFERED

- *Administration of Justice: Associate Degree*
- *Administration of Justice: Associate Degree for Transfer*
- *Law Enforcement: Certificate of Achievement*
- *Police Academy: Associate Degree*

DATA - CRIMINAL JUSTICE

	CRIMINAL JUSTICE *(Transfer courses CJ G100 and above)*			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	791	727	-8%	-18%
Number of Sections	15	22	46%	14%
Enrollment Per Section	53	34	-36%	-36%
Productivity				
Fill Rate at Census	104.7%	65.1%	-40%	-28%
Student Outcomes				
Retention	90%	93%	3%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	20	8	16	
Associate Degree for Transfer	N/A	74	80	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

criminal justice

DATA - CRIMINAL JUSTICE TRAINING CENTER

	CRIMINAL JUSTICE TRAINING CENTER *(Non-transfer courses CJ G099 and below)*			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	212	393	85%	-18%
Number of Sections	7	12	71%	14%
Enrollment Per Section	30	33	10%	-36%
Productivity				
Fill Rate at Census	73.6%	70.3%	-4%	-28%
Student Outcomes				
Retention	95%	96%	1%	-1%
Awards – Non-transfer	2012-13	2017-18	2018-19	
CCCCO-approved Certificates	46	96	49	
Associate Degree for Police Academy	6	4	4	

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Criminal Justice Ratio of FTES/FTEF *(Only transfer courses CJ G100 and above)*	53	37	37	-30%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC Criminal Justice	Statewide Criminal Justice
Criminal Justice Successful Course Completion Rate Fall 2017 *(Transfer courses CJ G100 and above)*	77.2%	83.1%
Criminal Justice Training Center Successful Course Completion Rate Fall 2017 *(Non-transfer courses CJ G099 and below)*	95.1%	83.1%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

criminal justice

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA - CRIMINAL JUSTICE

ENROLLMENT

Enrollment in Criminal Justice transfer-level courses decreased eight percent between fall 2012 and fall 2017 at the same time that the number of sections increased 46 percent. The result was a decline in enrollment per section, from 53 in fall 2012 to 34 in fall 2017.

PRODUCTIVITY

Productivity needs attention. With the reduction of enrollment and increase in the number of sections, the fill rate at census declined by 40 percent, from 104.7 percent in fall 2012 to 65.1 percent in fall 2017 as did FTES/FTEF.

STUDENT OUTCOMES

Criminal Justice is strong on two of the three student outcome measures. Retention in Criminal Justice courses increased from 90 percent in fall 2012 to 93 percent in fall 2017. The total number of awards increased from 26 associate degrees in 2012-13 to 82 associate degree in 2017-18. However, in fall 2017, successful course completion in GWC Criminal Justice courses was below the statewide successful course completion rate in the same discipline.

ANALYSIS OF DATA - CRIMINAL JUSTICE TRAINING CENTER

ENROLLMENT

Enrollment in the Criminal Justice Training Center courses increased significantly from fall 2012 to fall 2017, from 212 in fall 2012 to 393 in fall 2017. The department believes this increase was impacted by an increase in law enforcement employment opportunities. The number of sections increased from 7 in fall 2012 to 12 in fall 2017 and enrollment per section grew during the same period.

PRODUCTIVITY

Although program enrollment and numbers of sections increased in this comparison, the fill rate at census decreased slightly

STUDENT OUTCOMES

Student outcome data for the Criminal Justice Training Center is positive. Student retention remained strong in both semesters and students earned 74 percent more CCCCO approved certificates in 2017-18 than in 2012-13. Students' successful course completion rate is higher than the statewide rate for the same discipline in fall 2017.

criminal justice

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Recruit high school students by offering Criminal Justice courses through Dual Enrollment.
- Develop and promote a Guided Pathways map for completion of the associate degree and transfer requirements in collaboration with the Counseling Department.
- Develop a noncredit curriculum for courses offered at the Criminal Justice Training Center.

College Goal on Equity and Success

- Use student learning outcome assessment to identify and remedy specific barriers to students' successful course completion.

College Goal on Communication

- Collaborate with the Nursing Department to maximize the instructional benefits from the state-of-the-art facilities.
- Establish consistent routines of communicating with faculty, counselors, and students to raise awareness of the non-traditional schedules Criminal Justice Training Center programs.

College Goal on Workforce Preparation

- Expand professional training options, such as a Dispatcher Certificate.
- Apply for grants to support training for professionals currently employed in law enforcement careers.

College Goal on Completion

- Schedule courses to maximize student access to courses required for the associate degree for transfer.

DANCE

DEGREES & CERTIFICATES OFFERED

- *Dance: Associate Degree*

DATA

	DANCE (DANC)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	186	141	-24%	-18%
Number of Sections	6	7	16%	14%
Enrollment Per Section	31.1	20.2	-35%	-36%
Productivity				
Fill Rate at Census	123.8%	68.5%	-44.7%	-28%
Student Outcomes				
Retention	89%	87%	-1%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	1	1	0	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., if students enrolled in two courses in this discipline, they were counted twice.

Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity: FTES/FTEF				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Dance Ratio of FTES/FTEF	115	37	43	-63%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC Dance	Statewide Dance
Successful Course Completion Rate Fall 2017	73.2%	74.5%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

dance

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

In response to the College request to add sections, Dance added one new section in fall 2017. However overall enrollment declined by 24 percent in that semester, resulting in a drop in enrollment per section from 31.1 in fall 2012 to 20.2 in fall 2017.

PRODUCTIVITY

Productivity for Dance was impacted by a correction to the method of reporting enrollment. Enrollment in Dance was calculated using the weekly attendance accounting method in fall 2012, but by fall 2017, this was corrected to positive attendance accounting method. The result was a decrease in this discipline's FTES, which, in turn, decreased the FTES/FTEF ratio. Even with the decline in FTES/FTEF, the FTES/FTEF ratio for Dance was higher than the College-wide ratio in both recent semesters.

STUDENT OUTCOMES

Metrics for retention and successful course completion rates in Dance met expectations. Retention rates were relatively consistent between fall 2012 and fall 2017 and the rates of students' successful course completion of GWC Dance courses were comparable to the statewide average for the same discipline in fall 2017. However, the number of associate degrees awarded in Dance was very low; One degree was awarded in 2017-18 and there were no awards in 2018-19.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Recruit high school students by offering Dance courses through Dual Enrollment.
- Develop and promote a Guided Pathways map for transfer to four-year institutions in collaboration with the Counseling Department.

College Goal on Completion

- Establish routine classroom and departmental presentations with the Counseling Department to maintain student and faculty understanding of associate degrees and Guided Pathways requirements.

College Goal on Facilities

- Advocate for improved facilities, such as sprung wood dance floors in Dance studios.

College Goal on Professional Development

- Provide student and faculty membership in the American College Dance Association.

College Goal on Communication

- Initiate an advertising campaign to promote the Dance program.
- Invite current students, high school students, and members of the community to Dance productions.
- Collaborate with Office of Research, Planning and Institutional Effectiveness to determine if Dance students transfer to four-year institutions but are not counted because they transfer without earning a degree or they transfer to out-of-state institutions.

DIGITAL ARTS/DIGITAL MEDIA

DEGREES & CERTIFICATES OFFERED

Digital Arts offers the following degrees and certificates:

- *Digital Arts: Associate Degree*
- *Biotechnology Media Design: Certificate of Specialization*
- *Graphic Design and Production: Certificate of Achievement*
- *Graphic Design Advanced Production: Certificate of Specialization*
- *Graphic Design Foundation: Certificate of Specialization*
- *Graphic Design Web Site Design: Certificate of Specialization*

DEGREES & CERTIFICATES OFFERED

Digital Media offers the following degrees and certificates:

- *Digital Media: Associate Degree*
- *Digital Media: Certificate of Achievement*
- *Audio Recording: Certificate of Specialization*
- *Video Editing: Certificate of Specialization*
- *Video Production: Certificate of Specialization*

digital arts/digital media

DATA - DIGITAL ARTS

	DIGITAL ARTS (DART)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	471	288	-39%	-18%
Number of Sections	15	13	-13%	14%
Enrollment Per Section	31.4	22.2	-29%	-36%
Productivity				
Fill Rate at Census	95.5%	59.4%	-38%	-28%
Student Outcomes				
Retention	85%	87%	2%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	0	7	14	
Certificates • CCCCO-approved 18 – 60 units • Fewer than 18 units	 31 0	 6 0	 8 0	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Digital Arts Ratio of FTES/FTEF	30	23	29	-3%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC Digital Arts	Statewide Digital Arts
Successful Course Completion Rate Fall 2017	79.5%	71.6%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

digital arts/digital media

DATA - DIGITAL MEDIA

	DIGITAL MEDIA (DM)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	192	127	-34%	-18%
Number of Sections	7	7	0%	14%
Enrollment Per Section	27.4	18.1	-34%	-36%
Productivity				
Fill Rate at Census	100.0%	64.8%	-35%	-28%
Student Outcomes				
Retention	89%	86%	-3%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	0	3	2	
Certificates • CCCCO-approved 18 – 60 units • Fewer than 18 units	 0 6	 1 6	 1 7	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Digital Media Ratio of FTES/FTEF	31	19	25	-19%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC Digital Media	Statewide Digital Media
Successful Course Completion Rate Fall 2017	63.3%	74.9%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

digital arts/digital media

ANALYSIS OF DATA

ENROLLMENT

Enrollment needs attention in both Digital Arts and Digital Media. Overall enrollment decreased by 39 percent in Digital Arts and 34 percent in Digital Media. Although the numbers of sections were the same for Digital Media and decreased slightly for Digital Arts in this comparison of fall 2012 and fall 2017, enrollment per section decreased by approximately 30 percent in both disciplines.

PRODUCTIVITY

Productivity needs attention in both Digital Arts and Digital Media. The fill rates for both disciplines were close to or at capacity in fall 2012 but declined in fall 2017. Given the decline in enrollment per section and fill rates, FTES/FTEF for Digital Arts and Digital Media declined.

STUDENT OUTCOMES

Student outcome data for Digital Arts were positive on two on the three metrics. Retention increased in fall 2017 compared to fall 2012 and students' successful course completion rates in fall 2017 were higher than the statewide rates in the same discipline. However, the number of degrees and certificates awarded declined over the past six years.

Student outcomes for Digital Media need attention. Retention decreased in fall 2017 compared to fall 2012. In fall 2017, students' successful course completion rate in GWC Digital Media courses was lower than the statewide rate in the same discipline. The number of degrees and certificates awarded in Digital Media has remained low over the past six years.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Combine these two disciplines to form a single Digital Media Arts program and revise certificates to consolidate and remove redundant courses.
- Develop schedules that accommodate both day and evening students.
- Develop fully online certificates in specializations such as Video Editing, Social Media Content Development, and Audio Recording.
- Recruit those who are currently employed in the field and would like to advance or update their skills.

College Goal on Equity and Success

- Request that embedded tutors be assigned to support students in Digital Arts-Digital Media courses.
- Use zero-cost course materials and textbooks.

College Goal on Workforce Preparation

- Recruit industry partners to speak in classes about career opportunities.
- Expand student engagement by developing internships in local industries.

College Goal on Communication

- Recruit high school students through in-class visits and attendance at high school college-and-career events.
- Offer on-campus workshops to recruit current College students.
- Increase the visibility of the program through a targeted social media campaign.
- Initiate a marking campaign to advertise the discipline and certificates.
- Routinely meet with counselors to inform them about requirements for certificates and degrees in Digital Arts and Digital Media as well as employment and career opportunities.

College Goal on Completion

- Develop long-term schedules to provide consistency and predictability in students' paths to degree and certificate completion.

DRAFTING/DESIGN

DEGREES & CERTIFICATES OFFERED

- *Computer Aided Design and Drafting – CADD: Associate Degree*
- *Computer Aided Design and Drafting – CADD: Certificate of Achievement*
- *Technical Drafting Option: Certificate of Specialization*
- *Design: Certificate of Achievement*

DATA - DRAFTING

	DRAFTING (DRAF)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	74	73	-1%	-18%
Number of Sections	4	4	0%	14%
Enrollment Per Section	18.5	18.3	-1%	-36%
Productivity				
Fill Rate at Census	85.1%	76.0%	-11%	-28%
Student Outcomes				
Retention	92%	96%	4%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	2	4	13	
Certificates				
• CCCCO-approved 18 – 60 units	8	2	18	
• Fewer than 18 units	0	1	13	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Drafting Ratio of FTES/FTEF	33	24	27	-18%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC Drafting	Statewide Drafting
Successful Course Completion Rate Fall 2017	90.3%	73.7%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

drafting/design

DATA - DESIGN

	DESIGN (DSGN)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	122	66	-46%	-18%
Number of Sections	4	6	50%	14%
Enrollment Per Section	30.5	11.0	-64%	-36%
Productivity				
Fill Rate at Census	127.1%	42.3%	-67%	-28%
Student Outcomes				
Retention	93%	88%	-5%	-1%
Awards	2012-13	2017-18	% Change	
Certificates • CCCCO-approved 18 – 60 units • Fewer than 18 units	 9 0	 11 9	 12 35	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., if students enroll in two courses in this discipline, they are counted twice.

Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Design Ratio of FTES/FTEF	38	29	23	-39%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC Design	Statewide Design
Successful Course Completion Rate Fall 2017	88.1%	75.5%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

drafting/design

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA - DRAFTING AND DESIGN

ENROLLMENT

Enrollment meets expectations for Drafting, but enrollment in Design courses needs attention. In Drafting, total enrollment, number of sections, and enrollment per section were the same in fall 2012 as fall 2017. However, in Design courses, enrollment decreased by 46 percent at the same time that the number of sections was increased in support of the College-wide effort to increase enrollment. Due to this combination of increased sections and decreased overall enrollment, there was a 64 percent decline in the enrollment per section, from an average enrollment of 30 per section in fall 2012 to 11 in fall 2017.

PRODUCTIVITY

Productivity needs attention in both Drafting and Design. Although total enrollment in Drafting was the same in both semesters, the fill rates at census dropped to 76 percent in fall 2017 compared to 85 percent in fall 2012. The fill rate at census for Design was 127 percent in fall 2012 but declined to 42 percent in fall 2017. As a result, FTES/FTEF decreased in 2018-19 compared to fall 2012-13 for both Drafting and Design.

STUDENT OUTCOMES

The three student outcomes measures for Drafting are strong. Student retention was over 90 percent in both fall 2012 and fall 2017. A higher percentage of students completed Drafting courses successfully in fall 2017 compared to the statewide rates in the same discipline. The number of degrees and certificates awarded increased over the past six years.

Similarly, the three student outcomes measures for Design are strong. Student retention was 93 percent in fall 2012 and 88 percent in fall 2017. This discipline had higher rates of successful course completion in fall 2017 compared to the statewide rates in the same discipline. The number of Design certificates awarded has increased over the past six years.

drafting/design

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Revitalize the Drafting program, such as revising the curriculum and certificates to incorporate design and pre-engineering options.
- Offer classes during the evening and online.
- Recruit high school students by offering Drafting courses through Dual Enrollment.
- Recruit workers currently employed in the field by emphasizing the value of Drafting courses and certificates, such as certificates in Solid Works and Auto Desk.
- Develop and promote a Guided Pathways map for transfer to four-year institutions in collaboration with the Counseling Department.

College Goal on Workforce Preparation

- Develop stackable certificates to acknowledge benchmarks along the way to an associate degree.

ECONOMICS

DEGREES & CERTIFICATES OFFERED

- *Economics: Associate Degree for Transfer*

DATA

	ECONOMICS (ECON)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	503	497	-1%	-18%
Number of Sections	7	10	46%	14%
Enrollment Per Section	77.4	52.3	-32%	-36%
Productivity				
Fill Rate at Census	90.8%	68.1%	-25%	-28%
Student Outcomes				
Retention	88%	87%	-2%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree for Transfer	N/A	N/A	114	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Economics Ratio of FTES/FTEF	61	41	42	-31%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC Economics	Statewide Economics
Successful Course Completion Rate Fall 2017	68.1%	71.7%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

economics

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

Enrollment in Economics was approximately the same in fall 2012 and fall 2017. However, three sections were added in fall 2017 to support the College-wide effort to increase enrollment, and as a result, enrollment per section decreased. The reduction in class size can also be attributed to a departmental decision to reduce the size and number of large-size classes to support student success.

PRODUCTIVITY

Due to the distribution of students across a larger number of sections, productivity declined. The fill rate at census dropped from 90.8 percent in fall 2012 to 68.1 percent in fall 2017 and FTES/FTEF fell from 61 in fall 2012 to 41 in fall 2017 and 42 in fall 2018. Although FTES/FTEF declined in fall 2017 compared to fall 2012, the FTES/FTEF ratio for Economics was higher than the College-wide ratio in both recent semesters.

STUDENT OUTCOMES

Two of the three student outcome measures for Economics were positive. Retention was 87 to 88 percent in both fall semesters. Students were given the option of an associate degree for transfer in Economics for the first time in 2017, and their interest in this option was demonstrated by the fact that 114 associate degrees for transfer in Economics were awarded in 2018-19. However, in fall 2017, the successful course completion rate in Economics courses at GWC was slightly below the statewide rate for the same discipline.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Increase the number of courses and sections available online.
- Develop and promote a Guided Pathways map for transfer to four-year institutions in collaboration with the Counseling Department.

College Goal on Equity and Success

- Promote the use of zero-cost textbooks.
- Increase the use of embedded tutors to develop course content skills, build study skills, and provide encouragement, support, and peer role models.
- Provide outside-of-class support for research and writing assignments in Economics.

College Goal on Professional Development

- Participate in professional development for faculty on best practices for regular and effective contact.

College Goal on Completion

- Reduce course and section conflicts in the schedule to maximize student access to Economics courses.
- Establish routine classroom and departmental presentations with the Counseling Department to maintain student and faculty understanding of the requirements for Guided Pathways and the associate degree for transfer.

EDUCATION

DEGREES & CERTIFICATES OFFERED

- *Elementary Teacher Education: Associate Degree*
- *Elementary Teacher Education: Associate Degree for Transfer*

DATA

	EDUCATION (EDUC)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	60	91	52%	-18%
Number of Sections	2	3	50%	14%
Enrollment Per Section	30.0	30.3	1%	-36%
Productivity				
Fill Rate at Census	85.7%	86.7%	1%	-28%
Student Outcomes				
Retention	91.7%	91.2%	-0.5%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	14	32	857	
Associate Degree for Transfer	N/A	17	27	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., if students take two courses in this discipline, they are counted twice.

Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity: FTES/FTEF				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Education Ratio of FTES/FTEF	27	47	48	78%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC Education	Statewide Education
Successful Course Completion Rate Fall 2017	82.4%	76.1%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

education

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

Enrollment meets expectations. One additional section was offered in fall 2017 compared to fall 2012 and overall enrollment increased accordingly. Enrollment per section remained the same at approximately 30 per section, which was slightly below the College-wide target of 35 per section.

PRODUCTIVITY

Productivity met expectations. Fill rates at census were comparable in the two semesters and FTES/FTEF increased due to the increase in total enrollment. The FTES/FTEF ratio for Education was higher than the College-wide ratio in both 2017-18 and 2018-19.

STUDENT OUTCOMES

The three measures of student outcomes were strong for Education in this comparison. Retention was comparable at above 90 percent in both fall 2012 and fall 2017. The number of associate degrees increased dramatically and in fall 2017 students' successful course completion rate was higher than the statewide completion rate for the same discipline. The noteworthy increase in the number of associate degrees awarded can be attributed in large part to the Auto-award Project described in the first chapter of this document.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Offer Education courses through a Dual Enrollment program with the local high schools such as Garden Grove, Westminster, Fountain Valley, and Huntington Beach.
- Develop curricula for a secondary education degree program.
- Offer Education courses online.

College Goal on Equity and Success

- Initiate an embedded tutoring program.
- Identify at-risk students and offer interventions as needed, such as mentoring and tutoring, in collaboration with Counseling, EOPS, and DSPS.
- Refine and streamline the process for students transferring to four-year institutions in collaboration with the Counseling Department.

College Goal on Communication

- Represent GWC at college fairs on local high school campuses.
- Host an annual teaching conference on campus.
- Establish student cohorts to provide mutual peer support and foster student retention.
- Establish a Future Teachers Club to develop a sense of community that would support and recruit students.
- Develop partnerships with the seven neighboring universities that offer bachelor's degrees in Education: CSUs at Fullerton, Long Beach, and Los Angeles, Chapman University, National University, UC Irvine, and the University of Southern California.
- Establish business partnerships to provide support for student completion through scholarships and sponsorships.

ENGLISH

DEGREES & CERTIFICATES OFFERED

- *English: Associate Degree for Transfer*

DATA

	ENGLISH (ENGL)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	2,506	2,895	16%	-18%
Number of Sections	81	97	20%	14%
Enrollment Per Section	30.9	29.8	-4%	-36%
Productivity				
Fill Rate at Census	102.3%	98.6%	-4%	-28%
Student Outcomes				
Retention	90.9%	87.4%	-3.8%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	2	0	0	
Associate Degree for Transfer	8	27	41	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., if students take two courses in this discipline, they are counted twice.

Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity: FTES/FTEF				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
English Ratio of FTES/FTEF	31	29	29	-6%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC English	Statewide English
Successful Course Completion Rate Fall 2017	73.5%	67.4%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

english

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

To meet student needs as well as to support the College's emphasis on increasing enrollment, the number of English sections increased 20 percent between fall 2012 and fall 2017. Although the total number of students increased, enrollment per section decreased slightly.

PRODUCTIVITY

Even with the increase in the number of sections offered, the fill rate in English courses was near the maximum in fall 2012 and fall 2017. FTES/FTEF was 31 in 2012-13 and 29 in both 2017-18 and 2018-19, which meets expectations given the enrollment limits of 30 students in English Composition and 35 students in literature courses.

STUDENT OUTCOMES

English was strong on two of the three measures of student outcomes in this comparison. Retention decreased by almost four percent in fall 2017 compared to fall 2012. However, the number of associate degrees for transfer awarded significantly increased over the past six years. In fall 2017, students successfully completed English courses at GWC at a rate higher than the statewide successful course completion rate for English courses.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Expand the number and type of English courses taught online.
- Expand outreach to local high schools by offering English courses through the Dual Enrollment program.
- Develop new courses, such as noncredit basic skills courses and courses with the potential to increase student interest in English and the English degree, such as Women Writers, Non-Fiction Critical Thinking, and Film as Literature.
- Assess the impact of co-requisite courses on students' success rates and modify the number of sections with co-requisites accordingly.

College Goal on Professional Development

- Participate in professional development both on-campus and off-campus to learn how to increase student retention and how to teach entry-level English to groups of students with variability in skills and aptitudes.
- Participate in professional development both on-campus and off-campus to learn best practices about how to teach online.

College Goal on Completion

- Inform students about degree requirements, in collaboration with the Counseling Department.

College Goal on Communication

- Partner with high school English faculty to prepare students for college-level English courses.
- Advertise careers that require a degree in English.
- Reach out to English majors to create a sense of community and distribute information about degree completion and careers.

College Goal on Equity and Success

- Develop support strategies, such as noncredit offerings for returning adult students and co-requisite and accelerated courses paired with transfer-level English to provide additional support in college reading and writing.
- Participate in programs that offer student support, such as Puente and Umoja.
- Expand the number and type of student engagement and student success practices such as the Writing Center and embedded tutors.
- Invite the Equity Squad to observe classes and recommend strategies to establish or expand inclusive practices.
- Expand the use of open educational resources.
- Inform students about resources such as financial aid, Golden Promise Program, and scholarships.

ENGLISH AS SECOND LANGUAGE

DEGREES & CERTIFICATES OFFERED

English as a Second Language (ESL) does not offer degrees or certificates.

DATA

	ENGLISH AS A SECOND LANGUAGE (ESL)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	808	665	-18%	-18%
Number of Sections	27	25	-7%	14%
Enrollment Per Section	29.9	26.6	-11%	-36%
Productivity				
Fill Rate at Census	105.2%	83.1%	-21%	-28%
Student Outcomes				
Retention	95%	90%	-5%	-1%

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity: FTES/FTEF				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
ESL Ratio of FTES/FTEF	34	28	23	-32%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC ESL Courses	Statewide ESL Courses
Successful Course Completion Rate Fall 2017	72.4%	77.8%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

STRONG
MEETS EXPECTATIONS
NEEDS ATTENTION

english as second language

ANALYSIS OF DATA

ENROLLMENT

Enrollment needs attention. There was an 18 percent reduction in total enrollment from fall 2012 to fall 2017. Given the pattern of reduced enrollment, ESL offered fewer sections in fall 2017 than in fall 2012. However, even with this change, enrollment per section decreased by 11 percent.

PRODUCTIVITY

Productivity needs attention. Fill rate at census fell from an over-capacity of 105.2 percent in fall 2012 to 83.1 percent in fall 2107. Given the decline in enrollment per section, the FTES/FTEF decreased from 34 in 2012-13 to 28 in 2017-18 and 23 in 2018-19.

STUDENT OUTCOMES

ESL was strong on one of two student outcome measures. Retention in ESL courses was over 90 percent in both fall 2012 and fall 2017. However, the successful course completion rate in ESL courses was below the statewide average for the same discipline in fall 2017.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Expand high school outreach, including offering courses through Dual Enrollment.
- Develop a transfer-level ESL course equivalent to first-semester English.
- Offer contextualized ESL instruction in career technical education programs.
- Assist students in educational planning by clearly identifying program purposes and paths for credit ESL, noncredit ESL, and noncredit English Language Learners programs.

College Goal on Equity and Success

- Offer tutoring and other support services to supplement classroom instruction.
- Tailor support for ESL students in speech courses, in collaboration with the Communication Studies Department.
- Develop strategies to ensure a smooth transition for students moving from the English Language Learners program into the ESL program.

College Goal on Communication

- Expand outreach to include all languages spoken in the District by presenting promotional and website materials in multiple languages.
- Advertise ESL courses, such as distributing promotional material in local businesses and gathering places.
- Advertise ESL courses by participating in on-campus advertising opportunities.

FLORAL DESIGN

DEGREES & CERTIFICATES OFFERED

- *Floral Design and Shop Management: Associate Degree*
- *Floral Design and Shop Management: Certificate of Achievement*
- *Floral Design Artisan: Certificate of Specialization*
- *Floral Design Entrepreneur: Certificate of Specialization*

DATA

	FLORAL DESIGN (FLRL)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	150	99	-34%	-18%
Number of Sections	6	6	0%	14%
Enrollment Per Section	25.0	16.5	-34%	-36%
Productivity				
Fill Rate at Census	104.2%	68.8%	-34%	-28%
Student Outcomes				
Retention	87%	89%	2%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	3	3	5	
Certificates				
• CCCCO-approved 18 – 60 units	9	8	10	
• Fewer than 18 units	0	16	27	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Floral Design Ratio of FTES/FTEF	32	21	27	-16%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC Floral Design	Statewide Floral Design
Successful Course Completion Rate Fall 2017	80.0%	85.1%

floral design

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

Although GWC offers the only Floral Design program in Southern California, enrollment declined from 150 in fall 1012 to 99 in fall 2017. Since the number of sections offered remained the same in the two fall semesters, enrollment per section dropped from 25.0 in fall 2012 to 16.5 in fall 2017.

PRODUCTIVITY

In Fall 2012, the fill rate at census was above 100 percent, suggesting that student demand was balanced with section offerings. However, in Fall 2017, fill rate at census dropped to 68.8 percent and FTES/FTEF declined from 32 in 2012-13 to 19 in 2017-18 but increased to 27 in 2018-19.

STUDENT OUTCOMES

Two of the three student outcome measures for Floral Design are positive. Student retention in Floral Design courses was strong, close to 90 percent in fall 2017. The number of associate degrees and certificates awarded increased between 2012-13 and 2018-19. However, in fall 2017, the successful course completion rate in Floral Design courses was lower compared to students statewide in the same discipline.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Recruit high school students by offering Floral Design courses through Dual Enrollment.
- Develop and promote a Guided Pathways map for transfer to four-year institutions in collaboration with the Counseling Department.

College Goal on Equity and Success

- Increase the use of tutors and other support services to build study skills and provide encouragement, support, and peer role models, especially for students identified as disproportionately impacted in the GWC Equity Plan.

College Goal on Completion

- Establish routine classroom and departmental presentations with the Counseling Department to maintain student and faculty understanding of the requirements for completion of the Guided Pathways map.

College Goal on Communication

- Participate in outreach events on campus as well as off-campus outreach at local high schools, such as CTE Career Days, College fairs, and Open Houses.
- Revitalize the Floral Design website to attract and inform students.
- Participate in the Advisory Committee and industry events to ensure community representation, maximize partnerships, and develop collaborative programs.
- Increase student participation in the Student Chapter of the American Institute of Floral Designers to create a community among students majoring in Floral Design.

GEOGRAPHY

DEGREES & CERTIFICATES OFFERED

- *Geography: Associate Degree for Transfer*

DATA

	GEOGRAPHY (GEOG)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	512	472	-8%	-18%
Number of Sections	4	9	125%	14%
Enrollment Per Section	128.0	52.4	-59%	-36%
Productivity				
Fill Rate at Census	98.5%	62.1%	-37%	-28%
Student Outcomes				
Retention	85%	89%	4%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree for Transfer	0	4	2	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Geography Ratio of FTES/FTEF	78	43	44	-44%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC Geography	Statewide Geography
Successful Course Completion Rate Fall 2017	73.4%	70.6%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

geography

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

Although total enrollment was relatively consistent from fall 2012 to fall 2017, enrollment per section decreased significantly, from 128.0 in fall 2012 to 52.4 in fall 2017 due to an increase in the number of sections offered in fall 2017. Geography added five sections in fall 2017 to support the College-wide effort to increase enrollment, and as a result, approximately the same number of students were distributed across a larger number of sections.

PRODUCTIVITY

Although enrollment was relatively stable, the increase in sections resulted in a decline in both measures of productivity. Fill rate at census dropped from 98.5 percent in fall 2012 to 62.1 percent in fall 2017. Similarly, FTES/FTEF declined from 78 in 2012-13 to 43 in 2017-18 and 44 in 2018-19. Although Geography FTES/FTEF recently declined compared to fall 2012, the FTES/FTEF ratio for Geography was higher than the College-wide ratio in both recent semesters.

STUDENT OUTCOMES

Student outcome data for Geography was strong in this comparison. Retention rates increased from 85 percent in fall 2012 to 89 percent in fall 2017. Four associate degrees for transfer were awarded in 2017-18, and two were awarded in 2018-19. In fall 2017, students' successful course completion rate in Geography courses at GWC was higher than the statewide rate for the same discipline.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Recruit high school students by offering Geography courses through Dual Enrollment.
- Develop and promote a Guided Pathways map for transfer to four-year institutions in collaboration with the Counseling Department.

College Goal on Completion

- Assess course offerings in Geography to ensure that students can complete degree requirements in a timely manner.
- Establish routine classroom and departmental presentations with the Counseling Department to maintain student and faculty understanding of requirements for Guided Pathways and the associate degree for transfer.

College Goal on Equity and Success

- Provide tutoring for students enrolled in online courses.
- Increase the use of technology to strengthen and diversify classroom presentations.

GEOLOGY

DEGREES & CERTIFICATES OFFERED

- *Geology: Associate Degree for Transfer*

DATA

	GEOLOGY (GEOL)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	138	201	31%	-18%
Number of Sections	3	5	40%	14%
Enrollment Per Section	46.0	40.2	-14%	-36%
Productivity				
Fill Rate at Census	100.0%	89.7%	-10%	-28%
Student Outcomes				
Retention	90%	84%	6.6%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree for Transfer	N/A	0	2	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity: FTES/FTEF				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Geology Ratio of FTES/FTEF	43	32	34	-19%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC Geology	Statewide Geology
Successful Course Completion Rate Fall 2017	78.6%	73.1%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

geology

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

Student enrollment in Geology was strong. Although enrollment per section decreased when the number of sections were increased in fall 2017 compared to fall 2012, overall enrollment increased 31 percent.

PRODUCTIVITY

In fall 2012, the fill rate at census was 100 percent, which suggested that student demand was fully met. After the addition of sections in fall 2017, fill rate at census declined to 89.7 percent.

STUDENT OUTCOMES

Geology was strong on two of the three student outcome measures. Geology retained students at a high rate, from 90 percent in fall 2012 to 92 percent in fall 2017. The first two students completed an associate degree for transfer in Geology. And in fall 2017, successful course completion rate for GWC students in Geology courses was 78.6 percent in fall 2017, five points above the statewide average for the same discipline.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Recruit high school students by offering Geology courses through Dual Enrollment.
- Develop and promote a Guided Pathways map for transfer to four-year institutions in collaboration with the Counseling Department.

College Goal on Equity and Success

- Increase the number and use of STEM tutors to develop course content skills, build study skills, and provide encouragement, support, and peer role models.
- Design and implement project-based learning modules.

College Goal on Completion

- Analyze class schedules to minimize students' time to degree completion and avoid schedule conflicts with required courses offered by other departments, such as calculus and Chemistry.
- Establish routine classroom and departmental presentations with the Counseling Department to maintain student and faculty understanding of the course sequence for the associate degree for transfer in Geology, transfer opportunities, and career options.

College Goal on Communication

- Reach out to the community and raise awareness of GWC with strategies such as establishing a speaker series for on- and off-campus audiences, preparing scientific demonstrations for K-12 audiences, and participating in college nights and science fairs at local high schools.
- Support current students by increasing faculty participation in STEM Study Center.

HEALTH EDUCATION

DEGREES & CERTIFICATES OFFERED

Health Education does not offer degrees or certificates.

DATA

	HEALTH EDUCATION (HLED)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	662	414	-37%	-18%
Number of Sections	5	8	78%	14%
Enrollment Per Section	147.1	51.8	-65%	-36%
Productivity				
Fill Rate at Census	107.2%	60.0%	-44%	-28%
Student Outcomes				
Retention	95%	88%	-7%	-1%

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity: FTES/FTEF				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Health Education Ratio of FTES/FTEF	116	46	42	-64%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC Health Education	Statewide Health Education
Successful Course Completion Rate Fall 2017	72.0%	71.7%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

health education

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

Enrollment decreased 37 percent between fall 2012 and fall 2017. At the same time, in response to the College's efforts to increase enrollment, Health Education added three sections. The result was a 65 percent reduction in enrollment per section. This reduction is explained in part by a change in maximum capacity for some Health Education sections, from a maximum of 250 in 2012 to 50 in 2017.

PRODUCTIVITY

With the decrease in enrollment and the increase in the number of sections offered, the fill rate at census correspondently decreased by 44 percent, dropping from 107.2 percent in fall 2012 to 60.0 percent in fall 2017. Given this decline, the FTES/FTEF dropped, from 116 to 45. This reduction is explained in part by a change in maximum capacity for some Health Education sections as noted in the previous section. Although FTES/FTEF declined in fall 2017 compared to fall 2012, the FTES/FTEF ratio for Health Education was higher than the College-wide ratio in both recent semesters.

STUDENT OUTCOMES

Both student outcome metrics for Health Education were positive. Although retention dropped 7 percent between fall 2012 and fall 2017, the fall 2018 rate was 88 percent. GWC Health Education has a higher successful course completion rate than the statewide average.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Increase course offerings in less-than-full-semester patterns, such as early and late 8-week courses.
- Expand online and hybrid course offerings.
- Recruit high school students by offering Health Education courses through Dual Enrollment.

College Goal on Facilities

- Advocate for improved facilities as a means to increase enrollment and improve the face of the College within the community.

College Goal on Equity and Success

- Increase the use of technology in classroom presentations to match students' interests, expectations, and abilities.

HISTORY

DEGREES & CERTIFICATES OFFERED

•History: Associate Degree for Transfer

DATA

	HISTORY (HIST)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	1,968	1,561	-21%	-18%
Number of Sections	25	28	12%	14%
Enrollment Per Section	80.3	56.8	-29%	-36%
Productivity				
Fill Rate at Census	97.1%	73.1%	-25%	-28%
Student Outcomes				
Retention	87%	86%	-1.9%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree for Transfer	20	24	31	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.

Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
History Ratio of FTES/FTEF	63	47	46	-27%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC History	Statewide History
Successful Course Completion Rate Fall 2017	67.2%	65.8%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

history

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

Enrollment in History courses needs attention because of an overall decline in enrollment, from 1,968 in fall 2012 to 1,561 in fall 2017. History added three sections in fall 2017 to support the College-wide effort to increase enrollment. The net effect of these combined changes – a decline in overall enrollment and an increase in the number of sections -- had the impact of dispersing a smaller number of students across a larger number of sections. Consequently, enrollment per section dropped 29 percent, from 80.3 in fall 2012 to 73.1 in fall 2017.

PRODUCTIVITY

With decreased enrollment and increased sections, productivity decreased. Fill rate at census fell from 97.1 percent in fall 2012 to 73.1 percent in 2017 and FTES/FTEF moved from 63 in 2012-13 to 47 in 2017-18 and to 46 in 2018-19. Although FTES/FTEF declined in fall 2017 compared to fall 2012, the FTES/FTEF ratio for History was higher than the College-wide ratio in both recent semesters.

STUDENT OUTCOMES

The three student outcomes measures for History were strong in this comparison. Retention rates remained relatively consistent, with 87 percent in fall 2012 and 86 percent in fall 2017. Twenty-four associate degrees for transfer were awarded in 2017-18 and 31 were awarded in 2018-19. In fall 2017, the successful course completion rate for History courses was above the statewide average for the same discipline.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Recruit high school students by offering History courses through Dual Enrollment.
- Develop and promote a Guided Pathways map for transfer to four-year institutions in collaboration with the Counseling Department.

College Goal on Completion

- Assess course offerings in History to ensure that students can complete degree requirements in a timely manner.
- Establish routine classroom and departmental presentations with the Counseling Department to maintain student and faculty understanding of requirements for Guided Pathways and the associate degree for transfer.

College Goal on Equity and Success

- Provide tutoring for students enrolled in online courses.
- Increase the use of technology to strengthen and diversify classroom presentations.
- Increase the use of embedded tutors to develop course content skills, build study skills, and provide encouragement, support, and peer role models.

KINESIOLOGY

DEGREES & CERTIFICATES OFFERED

- *Kinesiology: Associate Degree for Transfer*

DATA

	KINESIOLOGY (KIN)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	228	295	29%	-18%
Number of Sections	5	7	40%	14%
Enrollment Per Section	45.6	42.1	-8%	-36%
Productivity				
Fill Rate at Census	125.3%	85.5%	-32%	-28%
Student Outcomes				
Retention	96%	93%	-2.9%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree for Transfer	3	18	21	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity: FTES/FTEF				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Kinesiology Ratio of FTES/FTEF	38	29	32	-16%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC Kinesiology	Statewide Kinesiology
Successful Course Completion Rate Fall 2017	75.0%	75.0%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

kinesiology

ANALYSIS OF DATA

ENROLLMENT

Enrollment in Kinesiology grew over the past five years, increasing 29 percent between fall 2012 and fall 2017. During the same period, the College's overall enrollment decline two percent. When Kinesiology offered two additional sections in fall 2017, the average enrollment per section declined slightly.

PRODUCTIVITY

The fill rate at census moved from 125 percent in fall 2012 to 85 percent in fall 2017, suggesting that the previously unmet demand was satisfied by the additional sections offered in fall 2017. This decline resulted in a small reduction of FTES/FTEF.

STUDENT OUTCOMES

Kinesiology meets expectations for the three student outcome measures. Student retention was above 90 percent in fall 2012 and fall 2017. Thanks to the associate degree for transfer, the number awards in Kinesiology increased rose from 3 in 2012-13 to 18 in 2017-18 and 21 in 2018-19. Kinesiology's successful course completion rate of 75 percent in fall 2017 matched the statewide average for the same discipline.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Evaluate the impact of course fees on access for economically disadvantaged students.
- Offer Kinesiology courses through Dual Enrollment.
- Recruit students by building on successful youth programs, such as the 4,400 youth who take summer swim lessons.

College Goal on Equity and Success

- Tailor support services for student populations that are identified as disproportionately impacted in the College's Student Equity Plan.
- Implement best practices, such as the use of the study center and embedded tutors, in collaboration with the athletics counselor.
- Increase student access to books, materials, and supplies.

College Goal on Completion

- Integrate counseling with instruction to raise students' awareness of the requirements for degrees, certificates, and transfer.

College Goal on Workforce Preparation

- Develop and offer career technical education certificates, such as water safety, lifeguard, and fitness trainer.

College Goal on Facilities

- Advocate for new and improved facilities as a means to increase enrollment and improve the face of the College within the community.
- Promote a new Fitness Center to be shared by community members, personal fitness classes, and team training.

College Goal on Professional Development

- Provide faculty development opportunities to expand and improve the use of technology in the classroom.

College Goal on Communication

- Host eSports competitions for high school students.

LIBRARY

DESCRIPTION

The Library offers students, faculty, staff, alumni, and community members the resources, instruction, and venue needed to develop information and technology literacy, cultivate inquiry skills, engage in quiet study, and meet with others to collaborate.

LIBRARY COLLECTION

A collection of thousands of hardcopy books, reference resources, and electronic databases support GWC teaching and learning, including textbooks.

LIBRARY INSTRUCTION

Information Literacy Workshops and Library courses provide students with the skills and tools to formulate research questions, conduct inquiries, and evaluate findings that can be incorporated into assignments with appropriate citations. Information Literacy lectures are scheduled in collaboration with discipline-specific faculty and are tailored to specific course student learning outcomes.

The two one-unit Library courses also support student acquisition of research skills and are especially useful for students with limited experience using analog and digital research methods.

LIBRARY SERVICES

- Walk-in access to reference librarians;
- A quiet, supportive setting for students to work, equipped with computers and copy machines, and suitable for both individual and group study;
- Laptop computers on reserve to provide equitable access to technological tools; and
- A website to search Library resources and gather information for course requirements, book a group study room, and chat with a librarian.

DATA - LIBRARY

Library Collection

	PHYSICAL		DIGITAL/ELECTRONIC	
	2016-27	2017-18	2016-27	2017-18
Collection				
Books	39,431	36,642	7,500	12,669
Databases	828	832	25,000	26,000
Total	40,259	37,474	32,522	38,714
Circulation	14,538	23,750	1,820,950	1,750,000

Library Services

	2016-17	2017-18	2018-19
Library Building			
# Entering	147,727	137,351	
	2016-17	August 1, 2017-May 31, 2018	August 1, 2018-May 31, 2019

Library Website			
# Page Views	N/A	147,280	
# Unique Page Views	N/A	114,382	
	2016-17	2017-18	2018-19
Library Information Literacy Workshops			
# Lectures	124	176	
# Students	3,940	5,532	

library

LIBRARY COURSES

	Library Courses (LIBR)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	54	28	-48%	-18%
Number of Sections	2	2	0%	14%
Enrollment Per Section	27.0	14.0	-48%	-36%
Productivity				
Fill Rate at Census	77.1%	40.0%	-48%	-28%
Student Outcomes				
Retention	92%	93%	1%	-1%

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., if students take two courses in this discipline, they are counted twice.

Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity: FTES/FTEF				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Political Science Ratio of FTES/FTEF	15	19	24	60%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC Library Courses	Statewide Library Courses
Successful Course Completion Rate Fall 2017	53.6%	70.9%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

Students' Level of Satisfaction With Library Services	Excellent/Good	Average	Below Average/Poor
Spring 2017 (164 Students)	88%	10%	2%
Fall 2018 (124 Students)	66%	31%	2%

library

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

LIBRARY COLLECTION

The Library collection is shifting from predominately physical resources to digital or electronic resources.

LIBRARY SERVICES

Library Information Literacy workshops continue to increase in both sessions offered and students served.

ENROLLMENT

PRODUCTIVITY

STUDENT OUTCOMES

All measures of enrollment and productivity decreased by 48 percent between fall 2012 and fall 2017. Although retention in Library courses was high, students' successful course completion rate in fall 2017 was below the statewide rate in the same discipline.

STUDENT SATISFACTION

Almost all students rated Library services as average or above in two student satisfaction surveys.

PROGRAM PLAN 2020-30

College Goal on Equity and Success

- Update technology in the library for student success.
- Enhance the array of Library services that support student learning and success.
- Expand Information Literacy instruction using best practices both online and in-person.
- Enhance accessibility for all students using library resources.

College Goal on Facilities

- Maintain a secure and safe library.
- Keep a clean and well-lit library.
- Maintain comfortable and technologically updated spaces for students to collaborate and interact with each other.

College Goal on Professional Development

- Support faculty and students in the use of library educational technology and library resources and services.

College Goal on Communication

- Maintain and increase outreach and programming to faculty, staff, student and community populations.
- Continue relationships across the District and region to share and collaborate best practices for community college libraries.
- Use student and faculty feedback in planning library services.

MATHEMATICS

DEGREES & CERTIFICATES OFFERED

- *Mathematics: Associate Degree*
- *Mathematics: Associate Degree for Transfer*

DATA

	MATHEMATICS (MATH)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	3,001	3,427	12%	-18%
Number of Sections	43	72	40%	14%
Enrollment Per Section	69.8	47.6	-47%	-36%
Productivity				
Fill Rate at Census	101.7%	90.6%	-11%	-28%
Student Outcomes				
Retention	78%	86%	9%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	24	5	81	
Associate Degree for Transfer	3	16	38	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.

Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity: FTES/FTEF				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Mathematics Ratio of FTES/FTEF	82	36	39	-34%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC Mathematics Courses	Statewide Mathematics Courses
Successful Course Completion Rate Fall 2017	54.7%	55.7%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

mathematics

ANALYSIS OF DATA

ENROLLMENT

Enrollment in Mathematics courses was strong. Enrollment increased 12 percent and the number of sections offered increased 40 percent between fall 2012 and fall 2017. Enrollment per section decreased 47 percent as the result of a Departmental decision to reduce the size and number of large-size classes as a strategy to support student success.

PRODUCTIVITY

Productivity in Mathematics met expectations. The fill rate was at or near capacity in both fall 2012 and fall 2017. FTES/FTEF dropped from 82 in 2017-18 to 36 in 2017-18 and 39 in 2018-19. The reason for this decline was the change in the maximum number of students per section. In 2012-13, the maximum class sizes for Mathematics were 90 to 180 students per section. To support student success, the maximum class size was reduced to 64 to 72 students per section. The FTES/FTEF ratio for Mathematics was higher than the College-wide ratio in both recent semesters.

STUDENT OUTCOMES

The three measures of student outcomes met expectations. Retention in Mathematics courses increased slightly in fall 2017 compared to fall 2012, with approximately 78 percent of students completing courses with a grade. The number of students who earned an associate degree in Mathematics has consistently increased over the past six years. Students' successful course completion rates were comparable to the statewide rates for Mathematics courses in fall 2017.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Expand the number and type of Mathematics courses taught online.
- Offer more Engineering courses.
- Expand outreach to local high schools by offering Mathematics and Engineering courses through the Dual Enrollment program.
- Develop and promote a Guided Pathways map for transfer to four-year institutions in collaboration with the Counseling Department.
- Link sections of three transfer courses with co-requisite courses, track students' success rates in sections offered with and without co-requisites, and modify the number of courses with co-requisites accordingly.

College Goal on Professional Development

- Participate in the CCCD Teaching Internship with Experienced Support (T.I.E.S.) Program.
- Participate in professional development to learn best practices in online teaching.
- Attend statewide meetings to learn best practices.

College Goal on Communication

- Establish regular meetings with the other CCCD Mathematics Departments.
- Facilitate student involvement in local CSU's through projects such as Project RAISE at CSU Fullerton designed to increase the number of Hispanic and low-income STEM students in STEM fields and increase students' persistence, retention, and graduation rates, and Project BUILD at CSU Long Beach that links students to faculty mentors.

College Goal on Equity and Success

- Expand the number and type of student engagement and student success practices in collaboration with other departments in the Division, such as Science Showtime and the STEM Newspaper.
- Request a review by the Equity Squad.
- Establish a Math Tutoring Center.
- Expand the use of student support practices, such as Embedded Tutors.

MUSIC

DEGREES & CERTIFICATES OFFERED

- *Music: Associate Degree*
- *Music: Associate Degree for Transfer*

DATA

	MUSIC (MUS)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	838	515	-39%	-18%
Number of Sections	18	15	-14%	14%
Enrollment Per Section	46.8	33.3	-29%	-36%
Productivity				
Fill Rate at Census	99.5%	67.3%	-32%	-28%
Student Outcomes				
Retention	86%	88%	2.7%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	0	0	0	
Associate Degree for Transfer	N/A	1	2	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Music Ratio of FTES/FTEF	54	34	36	-33%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC Music	Statewide Music
Successful Course Completion Rate Fall 2017	73.4%	73.9%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

music

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

Enrollment in Music needs attention. Student enrollment declined by 39 percent from fall 2012 to fall 2017. Given the decline in overall enrollment and a reduction in the number of sections offered, enrollment per section dropped from 46.8 in fall 2012 to 33.3 in fall 2017.

PRODUCTIVITY

Productivity in Music needs attention. The fill rate at census dropped from 99.5 percent to 67.3 percent between fall 2012 and fall 2017. Similarly, FTES/FTEF declined from 53 in 2012-13 to 36 in 2018-19.

STUDENT OUTCOMES

Music met expectations on two of the three student outcome measures. Retention in Music rose from 85 percent to 88 percent and students' successful course completion rate in Music matched the statewide rate for the same discipline. However, the number of associate degrees awarded was low and had not improved in the past six years. Auditions, rather than associate degrees, are generally required for transfer to four-year institutions, so students have little incentive to complete GWC associate degrees.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Develop and promote a Guided Pathways map for transfer and for the associate degree for transfer in Music.
- Offer classes through Dual Enrollment.
- Develop additional Music courses that fulfill general education requirements.
- Develop a Commercial Music program including a Music Technology emphasis and certificate.

College Goal on Completion

- Include classroom presentations in capstone courses about the value of and process for degree completion.
- Prepare and deliver classroom presentations of the Guided Pathways map leading to an associate degree for transfer in Music.

College Goal on Equity and Success

- Expand the diversity of the Musical literature featured in performances.
- Use embedded tutors in large classes.
- Increase the use of technology in classroom instruction.
- Increase the inventory of musical instruments and equipment to provide equitable access to these resources.
- Develop and offer courses for non-majors focused on hands-on experiences with instrumental music.

College Goal on Communication

- Invite current students, high school students, and members of the community to Music productions.
- Establish local chapters of music student associations to increase student engagement.

NURSING

DEGREES & CERTIFICATES OFFERED

- *Nursing – LVN to RN: Associate Degree*
- *Nursing – Registered Nurse: Associate Degree*
- *Pre-Health Science: Certificate of Specialization*

DATA

	NURSING (NURS)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	305	312	2%	-18%
Number of Sections	6	8	33%	14%
Enrollment Per Section	50.8	39.0	-23%	-36%
Productivity				
Fill Rate at Census	91.6%	89.7%	-2%	-28%
Student Outcomes				
Retention	95%	97%	2%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	102	81	82	
Certificates • Fewer than 18 units	0	4	560*	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.
**Note: Refer to the description of the Auto-award Project in the first chapter for an explanation of this increase.*

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Nursing Ratio of FTES/FTEF	51	12	13	-75%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC Nursing	Statewide Nursing
Successful Course Completion Rate Fall 2017	95.8%	93.6%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

nursing

ANALYSIS OF DATA

ENROLLMENT

Student enrollment increased slightly in this comparison of fall 2012 and fall 2017, from 305 to 312. However, two sections were added, which reduced enrollment per section from 50.8 in fall 2012 to 39.0 in fall 2017.

PRODUCTIVITY

Due to the highly competitive nature of entrance into the program, the fill rates at census were close to 90 percent in both semesters. The method of calculating FTES/FTEF was corrected between fall 2012 and fall 2017. Even with high enrollment, FTES/FTEF for Nursing will always be lower than other disciplines because a ratio of students to faculty are lower for clinical courses compared to lecture courses.

STUDENT OUTCOMES

Nursing was strong on two of the student outcome measures. Retention climbed from 95 percent in fall 2012 to 97 percent in fall 2017. Students' successful course completion rate of 95.8 percent was above the statewide rate for the same discipline, in keeping with GWC's NCLEX high pass rates. However, the number of associate degrees awarded dropped from 102 in 2012-13 to 82 in 2018-19.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Identify additional clinical placement sites to offset displacement by for-profit Nursing programs.
- Advocate for legislative relief and support of community college Nursing students and programs.

College Goal on Completion

- Provide counseling support to students who transfer to Bachelor of Nursing degree programs.
- Develop associate degree for transfer/bachelor's degree co-enrollment programs to facilitate student completion of both degrees.

College Goal on Professional Development

- Tailor workshops on strategies to facilitate student success in Nursing courses.

College Goal on Communication

- Collaborate with the Criminal Justice Department to maximize the instructional benefits from the state-of-the-art facilities.

PEACE STUDIES

DEGREES & CERTIFICATES OFFERED

- *Peace Studies: Associate Degree*

DATA

	PEACE STUDIES (PEAC)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	88	86	-2%	-18%
Number of Sections	2	5	125%	14%
Enrollment Per Section	44.0	19.1	-57%	-36%
Productivity				
Fill Rate at Census	125.7%	37.9%	-70%	-28%
Student Outcomes				
Retention	92%	93%	1%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	N/A	4	2	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.

Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Peace Studies Ratio of FTES/FTEF	45	22	40	-11%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC Peace Studies	Statewide Peace Studies
Successful Course Completion Rate Fall 2017	87.2%	76.6%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

peace studies

STRONG
MEETS EXPECTATIONS
NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

Enrollment was approximately the same in fall 2012 and fall 2017 even though three additional sections were offered. As a result of sections being added and enrollment remaining stable, enrollment per section dropped from 44.0 in fall 2012 to 19.1 in fall 2017.

PRODUCTIVITY

In fall 2012, the fill rate at census was 125.7 percent, indicating unmet student demand. After the addition of 3 sections in fall 2017, fill rate dropped to 37.9 percent because the same number of students was distributed over a larger number of sections. FTES/FTEF declined between 2012-13 and 2017-18 but returned to 40 in 2018-19. Despite the earlier decline, the FTES/FTEF ratio for Peace Studies was higher than the College-wide ratio in 2018-19

STUDENT OUTCOMES

Two of the three student outcomes measures for Peace Studies were positive. Retention was over 90 percent in both fall semesters and in fall 2017 students' successful course completion rate was noticeably above the statewide rate in the same discipline. However, the number of degrees awarded in Peace Studies has not increased.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Recruit high school students by offering Peace Studies courses through Dual Enrollment.
- Develop and promote a Guided Pathways map for transfer to four-year institutions in collaboration with the Counseling Department.

College Goal on Completion

- Schedule courses to ensure that students can complete degree requirements in a timely manner.
- Establish routine in-class and departmental presentations with the Counseling Department to maintain student and faculty understanding of the requirements for Guided Pathways and the associate degree.

College Goal on Equity and Success

- Provide tutoring for students enrolled in online courses.
- Increase the use of technology to strengthen and diversify classroom presentations.
- Increase the use of embedded tutors to develop course content skills, build study skills, and provide encouragement, support, and peer role models.

PHILOSOPHY

DEGREES & CERTIFICATES OFFERED

- *Philosophy: Associate Degree for Transfer*

DATA

	PHILOSOPHY (PHIL)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	903	598	-34%	-18%
Number of Sections	11	13	14%	14%
Enrollment Per Section	82.1	47.8	-42%	-36%
Productivity				
Fill Rate at Census	98.7%	62.6%	-37%	-28%
Student Outcomes				
Retention	87%	85%	-2%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree for Transfer	N/A	7	6	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Philosophy Ratio of FTES/FTEF	61	42	39	36%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC Philosophy	Statewide Philosophy
Successful Course Completion Rate Fall 2017	61.3%	68.5%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

philosophy

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

Enrollment in Philosophy courses needs attention because of an overall decline in enrollment, from 903 in fall 2012 to 598 in fall 2017. Philosophy added two sections in fall 2017, in part to support the College-wide effort to increase enrollment and in part to provide student access to new courses required for the associate degree for transfer in Philosophy. The net effect of these combined changes – a decline in overall enrollment and an increase in the number of sections – had the impact of dispersing a smaller number of students across a larger number of sections. Consequently, enrollment per section dropped 42 percent, from 82.1 in fall 2012 to 47.8 in fall 2017.

PRODUCTIVITY

Productivity declined due to decreased enrollment and increased sections. Fill rate at census fell from 98.7 percent in fall 2012 to 62.6 percent in 2017 and FTES/FTEF moved from 61 in 2012-13 to 41 in 2017-18 and 39 in 2018-19. Although FTES/FTEF declined in fall 2017 compared to fall 2012, the FTES/FTEF ratio for Political Science was higher than the College-wide ratio in both recent semesters.

STUDENT OUTCOMES

Student outcomes in Philosophy have been consistent. Student retention declined from 87 percent in fall 2012 to 85 percent in fall 2017. First offered in 2013-14, seven Philosophy Associate Degrees for Transfer were awarded in 2017-18 and six in 2018-19. However, the successful course completion rate for students in GWC Philosophy courses was below the statewide rate for the same discipline in fall 2017.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Recruit high school students by offering Peace Studies courses through Dual Enrollment.
- Develop and promote a Guided Pathways map for transfer to four-year institutions in collaboration with the Counseling Department.

College Goal on Completion

- Schedule courses to ensure that students can complete degree requirements in a timely manner.
- Establish routine in-class and departmental presentations with the Counseling Department to maintain student and faculty understanding of the requirements for Guided Pathways and the associate degree.

College Goal on Equity and Success

- Provide tutoring for students enrolled in online courses.
- Increase the use of technology to strengthen and diversify classroom presentations.
- Increase the use of embedded tutors to develop course content skills, build study skills, and provide encouragement, support, and peer role models.

PHOTOGRAPHY

DEGREES & CERTIFICATES OFFERED

Photography does not offer degrees or certificates.

ANALYSIS OF DATA

STRONG
MEETS EXPECTATIONS
NEEDS ATTENTION

ENROLLMENT

The number of sections of Photography and enrollment increased between fall 2012 and fall 2017. Despite a 76 percent increase in enrollment, students were dispersed across a larger number of sections and, as a result, all other measures of enrollment and productivity decreased in this comparison of fall 2012 and fall 2017.

PRODUCTIVITY

Compared to fall 2012, the fill rate in Photography courses dropped by more than half when the number of sections increased in fall 2017. This decrease was also reflected in the decrease of FTES/FTEF, from 42 in 2012-13 to 23 in 2018-19.

STUDENT OUTCOMES

Both measures of student outcomes need attention. Retention declined in fall 2017 compared to fall 2012 and students' successful completion rate in Photography courses was significantly lower than statewide rates of successful course completion in the same discipline.

DATA

	PHOTOGRAPHY (PHOT)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	58	102	76%	-18%
Number of Sections	2	5	150%	14%
Enrollment Per Section	29.0	20.4	-30%	-36%
Productivity				
Fill Rate at Census	100.0%	47.0%	-53%	-28%
Student Outcomes				
Retention	90%	76%	-15.8%	-1%

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Photography Ratio of FTES/FTEF	42	27	23	-45%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC Photography	Statewide Photography
Successful Course Completion Rate Fall 2017	64.7%	72.2%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

photography

PROGRAM PLAN 2020-30

College Goal on Completion

- Provide students with information about completion of degrees, certificates, and transfer by asking counselors to present information during classes and inviting a counselor to be stationed in the Fine Arts Building periodically to provide students with easily accessible mini-advising sessions.
- Host an annual alumni panel discussion to inform students about undergraduate transfer options, graduate school options, and the distinctions between/among undergraduate and graduate degrees in fine arts.
- Expand experiential or project-based learning opportunities.

College Goal on Equity and Success

- Expand student access to supplies for developing portfolios and participating in the annual Student Art Show.
- Partner with student support services to identify and implement strategies to increase student success in Photography courses.
- Schedule student support services training on campus and online to maximize faculty participation.
- Use open educational resources or zero cost textbooks.

College Goal on Communication

- Display posters that identify future career options for majors.
- Increase the visibility of Photography on campus through strategies such as featuring fine art photographers in the guest artist lecture series, advertising the accomplishments of current and former students, distributing branded merchandise to Art majors, and developing a public art and permanent art collection acquisition program to strengthen the artistic reputation of the Fine Arts Department.
- Expand social media postings to provide students with notices of events and scholarship opportunities.
- Request that adjunct faculty encourage students to transfer so there is a consistent departmental message about the importance of transferring and pursuing an associate degree for transfer in Art History or Studio Art.
- Schedule pedagogical professional development on campus and online to maximize faculty participation.
- Develop an alumni database for various outreach and mentoring activities.
- Collaborate with the City of Huntington Beach's Public Art program to increase awareness of the City's art program onto campus and vice versa.

College Goal on Enrollment

- Increase outreach and recruitment efforts in high schools and middle schools.
- Increase recruitment efforts on campus.
- Assess whether changing the course identification from PHOT to ART for one course increased enrollment; if so, consider revising other Photography courses.
- Add higher-level Photography courses.
- Develop new courses, such as higher-level Photography courses and Photography for Social Media.
- Expand course offerings to maximize student access, such as adding evening, summer, and late-start options.
- Collaborate with Digital Arts faculty to increase visibility to students, such as cross-listing courses.

PHYSICAL EDUCATION

DEGREES & CERTIFICATES OFFERED

- *Physical Education does not offer degrees or certificates.*

DATA

	PHYSICAL EDUCATION *(PE courses numbered below G200)*			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	921	529	-43%	-18%
Number of Sections	22	23	5%	14%
Enrollment Per Section	41.9	23.0	-45%	-36%
Productivity				
Fill Rate at Census	123%	67%	-46%	-28%
Student Outcomes				
Retention	93%	92%	-1%	-1%

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Physical Education Ratio of FTES/FTEF	75	30	19	-75%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC Physical Education Courses	Statewide Physical Education Courses
Successful Course Completion Rate Fall 2017	88.0%	80.0%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

physical education

ANALYSIS OF DATA

ENROLLMENT

Enrollment in Physical Education courses declined significantly during the five years represented in these data, dropping from a high of 921 in fall 2012 to 529 in fall 2017. Much of the reduction can be explained by changes in Title V regulations governing course repeatability and the reorganization of Physical Education and Athletics. However, enrollment in Activity courses dropped when examined independently and enrollment per section declined by 45 percent, from 42 in fall 2012 to 23 in fall 2017.

PRODUCTIVITY

Fill rate at census was at a high of 123 percent in 2012 but, with the reduction in enrollment, dropped to 67 percent in fall 2017, resulting in a significant drop in FTES/FTEF.

STUDENT OUTCOMES

Student outcome data for Physical Education are strong. Retention was above 90 percent in both fall semesters and students' successful course completion rate at GWC was 88 percent in fall 2017, above the statewide rate for the same discipline.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Schedule courses in multiple patterns, such as early and late start eight-week classes.
- Recruit high school students by offering Physical Education courses through Dual Enrollment.
- Develop and offer online courses.
- Adapt curriculum to current student interests and needs.

College Goal on Equity and Success

- Increase the use of technology to strengthen and diversify classroom presentations.

College Goal on Facilities

- Advocate for new and improved facilities as a means to increase enrollment and improve the face of the College within the community.

College Goal on Communication

- Initiate an on-campus advertising campaign to recruit current GWC students for Activity courses.

PHYSICAL SCIENCE

DEGREES & CERTIFICATES OFFERED

- *Physical Science does not offer degrees or certificates.*

DATA

	PHYSICAL SCIENCE (PHSC)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	25	56	124%	-18%
Number of Sections	1	2	100%	14%
Enrollment Per Section	25.0	28.0	12%	-36%
Productivity				
Fill Rate at Census	78.1%	87.5%	12%	-28%
Student Outcomes				
Retention	46%	93%	101.2%	-1%

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity: FTES/FTEF				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Physical Science Ratio of FTES/FTEF	33	29	27	-18%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC Physical Science Courses	Statewide Physical Science Courses
Successful Course Completion Rate Fall 2017	78.6%	72.8%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

physical science

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

The discipline of Physical Science offers a single course. Two sections were offered in fall 2017, compared to one section in fall 2012. Enrollment per section increased from 25 in fall 2012 to 28 in fall 2017.

PRODUCTIVITY

Fill rate at census increased from fall 2012 to fall 2017, moving from 78.1 percent to 87 percent. FTES/FTEF remained steady with a ratio of 33 in 2012-13 and 32 in 2017-18 but declined to 29 in 2018-19.

STUDENT OUTCOMES

Both metrics of student outcomes were strong. Retention increased 100 percent, from 46 percent in fall 2012 to 93 percent in fall 2017 and, in the same semester, students' successful course completion in the GWC Physical Science course was higher than the statewide rate for the same discipline.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Recruit high school students by offering courses through Dual Enrollment.

College Goal on Completion

- Evaluate schedules to ensure student access to Physical Science course as students complete major requirements.

College Goal on Equity and Success

- Increase the use of embedded tutors to develop course content skills, build study skills, and provide encouragement, support, and peer role models.

College Goal on Communication

- Collaboratively plan and participate in the Science Camp program for older elementary and middle school students.
- Partner with counselors and other Departments to identify Physical Science as the recommended general education course in Guided Pathways maps for other majors.
- Raise awareness of the Physical Science course with strategies such as establishing a speaker series for on- and off-campus audiences and preparing scientific demonstrations for K-12 audiences.
- Raise awareness of Physical Science course by participating in college nights and science fairs at local high schools.
- Initiate and participate in student organizations focused on science majors to create a sense of community, with a special focus on students identified as disproportionately impacted in the GWC Equity Plan.

PHYSICS

DEGREES & CERTIFICATES OFFERED

- *Physics: Associate Degree*
- *Physics: Associate Degree for Transfer*

DATA

	PHYSICS (PHYS)			College-wide
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	F 2012 to F 2017 % Change
Enrollment				
Enrollment	238	152	-57%	-18%
Number of Sections	5	5	0%	14%
Enrollment Per Section	47.6	30.4	-57%	-36%
Productivity				
Fill Rate at Census	105.3%	78.4%	-27%	-28%
Student Outcomes				
Retention	64%	87%	22%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	0	2	37	
Associate Degree for Transfer	N/A	7	23	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Physics Ratio of FTES/FTEF	57	30	33	-37%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC Physics	Statewide Physics
Successful Course Completion Rate Fall 2017	67.1%	72.4%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

physics

STRONG
MEETS EXPECTATIONS
NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

Physics enrollment needs attention. Although the same number of sections was offered in fall 2012 and fall 2017, enrollment declined 57 percent, with enrollment per section declining from 47.6 in fall 2012 to 30.4 in fall 2017.

PRODUCTIVITY

Fill rate at census in fall 2012 was 105.3 percent, indicating that student demand was slightly greater than the number of sections. However, given the overall decline in enrollment in fall 2017, the fill rate at census in Physics courses declined to 78.4 percent and FTES/FTEF declined from 57 in 2012-13 to 30 in 2017-18.

STUDENT OUTCOMES

Two of the three student outcome metrics for Physics are strong. Retention increased significantly, from 64 percent in fall 2012 to 87 percent in fall 2017. The number of associate degrees awarded increased over the past six years. The successful course completion of GWC Physics courses was slightly below the statewide rate in the same discipline in fall 2017.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Recruit high school students by offering courses through Dual Enrollment.
- Develop and promote a Guided Pathways map for transfer to four-year institutions in collaboration with the Counseling Department.

College Goal on Equity and Success

- Increase the use of embedded tutors to develop course content skills, build study skills, and provide encouragement, support, and peer role models.
- Select tutors for the STEM Center who are diverse in ways that match the GWC student population.

College Goal on Completion

- Develop multi-year class schedules to ensure students can enroll in the courses necessary for completing this degree in a timely manner, including offering the calculus-based Physics course frequently enough to support degree completion by Physics majors.

College Goal on Communication

- Raise awareness of the Physics Department with strategies such as establishing a speaker series for on- and off-campus audiences and preparing scientific demonstrations for K-12 audiences.
- Raise awareness of the Physics Department by participating in college nights and science fairs at local high schools.
- Participate in discipline dialogues with high school science and mathematics teachers to align the science curriculum and promote successful student transition from high school to GWC.
- Support current students by increasing faculty participation in the STEM Center.

POLITICAL SCIENCE

DEGREES & CERTIFICATES OFFERED

- *Political Science: Associate Degree*
- *Political Science: Associate Degree for Transfer*
- *Global Studies: Associate Degree*

DATA

	POLITICAL SCIENCE (PSCI)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	1,090	957	-12%	-18%
Number of Sections	10	15	45%	14%
Enrollment Per Section	109.0	66.0	-39%	-36%
Productivity				
Fill Rate at Census	99.1%	70.4%	-29%	-28%
Student Outcomes				
Retention	91%	87%	-4%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	2	1	0	
Associate Degree for Transfer	2	9	12	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Political Science Ratio of FTES/FTEF	87	52	54	-38%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC Political Science	Statewide Political Science
Successful Course Completion Rate Fall 2017	72.8%	68.5%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

STRONG
MEETS EXPECTATIONS
NEEDS ATTENTION

political science

ANALYSIS OF DATA

ENROLLMENT

Enrollment in Political Science courses fell 12 percent between fall 2012 and fall 2017. In support of the College-wide effort to grow enrollment and to provide student access to courses required for the Political Science Associate Degree for Transfer, Political Science added five sections in fall 2017. Given a departmental decision to reduce the size and number of large-size classes in support of student success, Political Science had a reduction in enrollment per section of 39 percent, from 109 in fall 2012 to 66 in fall 2017.

PRODUCTIVITY

Fill rate at census dropped from 99.1 percent in fall 2012 to 70.4 percent in fall 2017, indicating that adding five sections was beyond student demand. The FTES/FTEF decline from 87 percent in fall 2012 to 52 percent in fall 2017 can be attributed to additional sections and a reduction in the size and number of large-size classes. Although FTES/FTEF declined in fall 2017 compared to fall 2012, the FTES/FTEF ratio for Political Science was significantly higher than the College-wide ratio in both recent semesters. Changes to the Political Science schedule increased productivity in Political Science to 54 percent during 2018-19.

STUDENT OUTCOMES

The three student outcomes measures for Political Science are strong. Retention was high in both fall 2012 and fall 2017. Awards of the associate degree for transfer in Political Science have steadily increased from four in 2012-13 to 10 in 2017-18 and 12 in 2018-19. In fall 2017, students successfully completed GWC Political Science courses at a rate higher than the statewide rate in the same discipline.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Increase the numbers of courses and sections available on campus and online.
- Develop a fully online Political Science degree program.
- Recruit high school students by offering courses through Dual Enrollment.
- Develop a Guided Pathways map for transfer to four-year institutions.

College Goal on Equity and Success

- Use Online Educational Resources to support the success of at-risk students.
- Increase the use of academic student support, such as tutors and Embedded Tutors to develop course content skills, build study skills, and provide encouragement, support, and peer role models.
- Develop a Social Sciences Writing Lab to support research and writing assignments in Political Science and other Social Science courses.

College Goal on Completion

- Schedule classes to maximize student access to courses and ensure that students can complete degree requirements in a timely manner.
- Establish routine in-class and departmental presentations with the Counseling Department to maintain student and faculty understanding of the requirements for Guided Pathways and the associate degree.
- Ensure complete articulation agreements to provide smooth transfer of credit for Political Science courses.

College Goal on Communication

- Support student clubs related to Political Science.
- Collaborate with the Associated Student Body to support the bi-annual Town Hall Meetings.
- Collaborate with the Associated Student Body to provide additional forums on campus.

College Goal on Professional Development

- Provide ongoing professional development for faculty on best practices to provide regular and effective contact with online students.
- Provide professional development for online faculty to improve student learning.

PSYCHOLOGY

DEGREES & CERTIFICATES OFFERED

- *Psychology: Associate Degree*
- *Psychology: Associate Degree for Transfer*

DATA

	PSYCHOLOGY (PSYC)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	% Change F 2012 to F 2017	
Enrollment				
Enrollment	2,348	1,985	-15%	-18%
Number of Sections	22	29	32%	14%
Enrollment Per Section	106.7	68.4	-36%	-36%
Productivity				
Fill Rate at Census	96.4%	77.7%	-19%	-28%
Student Outcomes				
Retention	88%	86%	-2%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	11	5	95	
Associate Degree for Transfer	37	101	79	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Psychology Ratio of FTES/FTEF	75	44	45	-40%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC Psychology	Statewide Psychology
Successful Course Completion Rate Fall 2017	68.9%	70.6%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

psychology

ANALYSIS OF DATA

ENROLLMENT

Psychology enrollment declined from 2,348 in fall 2012 to 1,985 in fall 2017. In support of the College-wide effort to grow enrollment, Psychology added seven sections in fall 2017, which resulted in a reduction in enrollment per section, from 106.7 in fall 2012 to 68.4 in fall 2017. Some of this reduction in class size can be attributed to a departmental decision to reduce the size and number of large-size classes to support student success.

PRODUCTIVITY

Fill rate at census dropped from 96.4 percent in fall 2012 to 77.7 percent in fall 2017, indicating that more sections were offered than were needed to meet student demand. FTES/FTEF declined from 75 in 2012-13 to 45 in 2018-19. Even with the recent decline in FTES/FTEF, the FTES/FTEF ratio for Psychology was higher than the College-wide ratio.

STUDENT OUTCOMES

Psychology was strong on the three student success metrics. Retention rates were 86 percent or above in two fall semesters, the awards of associate degrees in Psychology increased over the past six years, and students' successful course completion rate in fall 2017 was close to the statewide rate for the same discipline.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Employ best practices in enrollment management.
- Schedule courses to maximize student access and to offer high-demand courses at the most popular times.
- Work with the Counseling Department to tailor course offerings to student needs, including the best times, days, and instructional delivery methods.
- Develop and promote a Guided Pathways map for transfer to four-year institutions in collaboration with the Counseling Department.

College Goal on Equity and Success

- Promote the use of zero-cost textbooks.
- Refer students to campus resources such as the Success Center, Library, Counseling Department, Financial Aid, Scholarships, EOPS/CARE, and CalWORKs.
- Heighten students' ability to relate to course material by selecting materials that include a wide range of diversity in characteristics such as race/ethnicity, age, and sexual orientation.
- Increase student participation in classroom activities and extra-curricular activities.
- Increase the use of academic student support, such as tutors and Embedded Tutoring, to develop course content and study skills as well as provide encouragement and peer role models.

College Goal on Professional Development

- Ensure that full-time and part-time faculty members participate in professional development focused on increasing success for all students, especially those identified in the College's equity plan as disproportionately impacted.

College Goal on Completion

- Offer workshops on completion of degree and transfer requirements for Psychology majors, in collaboration with the Counseling Department.
- Increase communication with students about the associate degree for transfer in Psychology.

College Goal on Communication

- Analyze the pros and cons of offering a fully online Psychology degree and establish the degree if this option is likely to increase student access to completion.
- Develop a program of faculty mentoring for Psychology majors.
- Support the Psychology Club by participating in activities, such as identifying and hosting alumni guest speakers.
- Include adjunct faculty in departmental communication and decision-making.

SIGN/INTERPRETING

DEGREES & CERTIFICATES OFFERED

- *American Sign Language Interpreting: Associate Degree*
- *American Sign Language Interpreting: Certificate of Achievement*

DATA

	SIGN (SIGN) and INTERPRETING (INTR)			College-wide
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	F 2012 to F 2017 % Change
Enrollment				
Enrollment	472	469	-1%	-18%
Number of Sections	13	16	23%	14%
Enrollment Per Section	36.3	29.3	-19%	-36%
Productivity				
Fill Rate at Census	101.7%	75.2%	-26%	-28%
Student Outcomes				
Retention	85%	88%	2.8%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	2	5	30	
Certificates • CCCCO-approved 18 – 60 units	18	2	36	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.

Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Sign/Interpreting Ratio of FTES/FTEF	37	32	34	-8%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC Sign	Statewide Sign
Successful Course Completion Rate Fall 2017	76.9%	74.0%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

sign/interpreting

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

Enrollment data for Sign/Interpreting was positive. Overall enrollment remained steady from fall 2012 to fall 2017. However, in response to the College's interest in increasing enrollment, three sections were added and approximately the same number of students were dispersed across a larger number of sections, which reducing enrollment per section from 36.3 in fall 2012 to 29.3 in fall 2017.

PRODUCTIVITY

The additional sections also impacted the fill rate at census for Sign and Interpreting courses, which dropped from 101.7 percent in fall 2012 to 75.2 percent in fall 2017 as well as FTES/FTEF, which declined from 37 in 2012-13 to 34 in 2018-19.

STUDENT OUTCOMES

The three student outcomes measures for Sign and Interpreting were strong. Student retention rates were consistent in the two semesters at 85 percent or slightly above. The number of associate degrees and certificates awarded increased from 2012-13 to 2018-19. In fall 2017, students' successful completion of Sign courses was above the statewide rate in the same discipline.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Offer additional courses through Dual Enrollment.
- Develop and promote a Guided Pathways map for transfer to four-year institutions that offer deaf studies programs, such as CSU Long Beach and CSU Northridge in collaboration with the Counseling Department.

College Goal on Equity and Success

- Increase the number of deaf tutors and faculty who are fluent in sign language.
- Increase student access to the language lab.
- Use technology to expand instructional tools in the language lab and classroom presentations.
- Incorporate embedded tutors in the lab and courses.
- Develop online practice modules to incorporate into course presentations and assignments.

College Goal on Completion

- Include transfer-focused counseling in all courses.

SOCIOLOGY

DEGREES & CERTIFICATES OFFERED

- *Sociology: Associate Degree for Transfer*

DATA

	SOCIOLOGY (SOC)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	1,092	996	-9%	-18%
Number of Sections	12	16	33%	14%
Enrollment Per Section	91.0	62.3	-32%	-36%
Productivity				
Fill Rate at Census	98.4%	70.6%	-28%	-28%
Student Outcomes				
Retention	89%	87%	-2%	-1%
Awards	2012-13	2017-18	% Change	
Associate Degree for Transfer	10	38	280%	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.

Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Sociology Ratio of FTES/FTEF	74	46	48	-35%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC Sociology Courses	Statewide Sociology Courses
Successful Course Completion Rate Fall 2017	65.7%	69.8%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

sociology

STRONG
MEETS EXPECTATIONS
NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

Enrollment in Sociology courses fell 9 percent between fall 2012 and fall 2017. In support of the College-wide effort to grow enrollment and to provide student access to courses required for the Sociology Associate Degree for Transfer, five more sections were offered in fall 2017 compared to fall 2012. These factors – overall reduced enrollment plus additional sections -- together with a departmental focus on pedagogy and a decision to reduce the size and number of large-size classes in support of student success, enrollment per section in Sociology dropped 32 percent, from 91.0 in fall 2012 to 62.3 in fall 2017.

PRODUCTIVITY

In keeping with the additional number of sections, the fill rate at census dropped from 98.4 percent in fall 2012 to 70.6 percent in fall 2017 and the FTES/FTEF ratio fell from 74 in 2012-13 to 49 in 2017-18. The reduction in the size and number of large-size classes plus the addition of sections offered to support College-wide goals exceeded student demand for Sociology courses.

STUDENT OUTCOMES

Student outcome measures for Sociology are positive. Retention was close to 90 percent and the number of awards almost doubled, from 20 awards in 2012-13 to 38 awards in 2017-18. However, in fall 2017, GWC students had a slightly lower successful course completion rate than the statewide rate in the same discipline.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Recruit high school students by offering courses through Dual Enrollment.
- Develop and promote a Guided Pathways map for transfer to four-year institutions in collaboration with the Counseling Department.
- Increase the number of courses and sections available online and in the evening.

College Goal on Equity and Success

- Promote the use of zero-cost textbooks.
- Increase the use of embedded tutors to develop course content skills, build study skills, and provide encouragement, support, and peer role models.
- Provide outside-of-class support for research and writing assignments in Sociology.

College Goal on Completion

- Reduce course and section conflicts in the schedule to maximize student access to Sociology courses.
- Establish routine classroom and departmental presentations with the Counseling Department to maintain student and faculty understanding of the requirements for Guided Pathways and the associate degree for transfer.

College Goal on Professional Development

- Participate in professional development for faculty on best practices for regular and effective contact.

College Goal on Communication

- Support student clubs related to Sociology by participating in activities.

THEATER ARTS

DEGREES & CERTIFICATES OFFERED

- *Theater Arts: Associate Degree*
- *Theater Arts: Associate Degree for Transfer*
- *Costume Production and Wardrobe Technician: Certificate of Achievement*
- *Scenic Lighting and Projection Design Technician: Certificate of Achievement*

DATA

	THEATER ARTS (THEA)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	274	361	32%	-18%
Number of Sections	16	17	11%	14%
Enrollment Per Section	17.6	20.9	19%	-36%
Productivity				
Fill Rate at Census	71.8%	65.7%	-8.5%	-28%
Student Outcomes				
Retention	93%	94%	1%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	0	0	6	
Associate Degree for Transfer	2	8	5	
Certificates • CCCCO-approved 18 – 60 units	0	0	0	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Theater Arts Ratio of FTES/FTEF	42	28	26	-38%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC Theater Arts	Statewide Theater Arts
Successful Course Completion Rate Fall 2017	82.5%	79.1%

Successful Course Completion: Compares the number of students enrolled in a course at census

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

theater arts

ANALYSIS OF DATA

ENROLLMENT

Student enrollment in the Theater Arts discipline grew by nearly 90 students, or 32 percent, in this comparison of fall 2012 and fall 2017. This increase was also reflected in a 19 percent increase in enrollment per section.

PRODUCTIVITY

Productivity was impacted by a correction to the method of reporting enrollment in Theater Arts. Enrollment in Theater Arts was calculated using the weekly attendance accounting method in fall 2012, but by fall 2017, this was corrected to positive attendance accounting method. The result was a decrease in this discipline's FTES, which, in turn, decreased the FTES/FTEF ratio.

STUDENT OUTCOMES

The three student outcomes measures for Theater Arts are strong. Retention and successful course completion are both strong metrics in Theater Arts. Retention was above 90 percent in both fall semesters and students' successful course completion rate was slightly above the statewide rate for the same discipline. There has been an increase in the number of associate degree awards over the past six years.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Recruit diverse, talented local high school students by offering Theater Arts courses through Dual Enrollment.
- Develop and promote a Guided Pathways map for transfer to four-year institutions in collaboration with the Counseling Department.

College Goal on Completion

- Establish routine classroom and departmental presentations with the Counseling Department to maintain student and faculty understanding of the requirements for Guided Pathways and the associate degree for transfer.
- Schedule course offerings to reduce students' time to completion for the degree, certificate, and transfer paths.
- Increase student awareness of new certificates as they are approved, such as certificates in Scenic, Lighting, and Projection Design Technician and Costume Production and Wardrobe Technician.

College Goal on Facilities

- Advocate for upgraded, enhanced facilities for classrooms and performance venues.

College Goal on Communication

- Initiate an on-campus advertising campaign to recruit current GWC students using strategies such as staging short daytime performing arts events to engage on-campus students, staff, and faculty as well as increase performance experiences for acting students.
- Initiate an off-campus advertising campaign to promote GWC Theater Arts productions and attract audiences from local communities.
- Collaborate with Office of Research, Planning and Institutional Effectiveness to determine if Theater Arts students transfer to four-year institutions but are not counted because they transfer without earning degrees or they transfer to out-of-state institutions.

College Goal on Equity and Success

- Increase the use of technology to strengthen and diversify classroom presentations and theater performances.
- Integrate Theater Arts acting students with technical theater students to promote unified collaboration.

WORLD LANGUAGES

DEGREES & CERTIFICATES OFFERED

World Languages includes French, Spanish and Vietnamese and offers these degrees:

- *French: Associate Degree*
- *Spanish: Associate Degree*
- *Spanish: Associate Degree for Transfer*
- *Vietnamese: Associate Degree*
- *World Language: Associate Degree*

DATA - FRENCH

	FRENCH (FREN)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	0	16	--	-18%
Number of Sections	0	1	--	14%
Enrollment Per Section	0.0	16.0	--	-36%
Productivity				
Fill Rate at Census	0.0%	44.4%	--	-28%
Student Outcomes				
Retention	0.0%	77%	--	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	0	2	0	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2017-18
French Ratio of FTES/FTEF	Not offered	18	Not offered	N/A
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC French	Statewide French
Successful Course Completion Rate Fall 2017	52.9%	66.8%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

world languages

DATA - SPANISH

	SPANISH (SPAN)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	395	288	-27%	-18%
Number of Sections	12	13	8%	14%
Enrollment Per Section	32.9	22.2	-33%	-36%
Productivity				
Fill Rate at Census	92.3%	58.1%	-37%	-28%
Student Outcomes				
Retention	87.2%	81.6%	-6.4%	-1%
Awards	2012-13	2017-18	% Change	
Associate Degree (AA, AS)	2	1	1	
Associate Degree for Transfer	N/A	2	2	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Spanish Ratio of FTES/FTEF	35	25	28	-20%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC Spanish	Statewide Spanish
Successful Course Completion Rate Fall 2017	68.6%	71.4%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

world languages

DATA - VIETNAMESE

	VIETNAMESE (VIET)			College-wide F 2012 to F 2017 % Change
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	
Enrollment				
Enrollment	118	73	-38%	-18%
Number of Sections	3	3	0%	14%
Enrollment Per Section	39.3	24.4	-38%	-36%
Productivity				
Fill Rate at Census	109.3%	43.5%	-60%	-28%
Student Outcomes				
Retention	90.7%	97.3%	7.3%	-1%
Awards	2012-13	2017-18	2018-19	
Associate Degree (AA, AS)	0	1	2	

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.

Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2018-19
Vietnamese Ratio of FTES/FTEF	93	25	29	-69%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes: Successful Course Completion		
	GWC Vietnamese Courses	Statewide Vietnamese Courses
Successful Course Completion Rate Fall 2017	89.0%	92.1%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

world languages

ANALYSIS OF DATA

ENROLLMENT ●●●

Enrollment needs attention in each of the three languages offered by the World Languages Department. French was not offered in fall 2012 and a single section was offered in fall 2017. Overall, enrollment and enrollment per section declined between fall 2012 and fall 2017 in both Spanish and Vietnamese.

PRODUCTIVITY ●●●

Productivity needs attention in each of the three languages offered by the World Languages Department. Both fill rates and FTES/FTEF declined between fall 2012 and fall 2017 in both Spanish and Vietnamese.

STUDENT OUTCOMES ●●●

Student outcomes need attention in each of the three languages offered by the World Languages Department. Student retention in the single section of French was lower than the retention rates for the other two World Languages disciplines. The number of associate degrees awarded was low in the three World Languages disciplines. And for each discipline, students' successful course completion rates were below the statewide rates for the same disciplines in fall 2017.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Increase offerings of online classes.
- Develop and offer courses to serve students working in professions that require multiple language fluency, such as medical students.
- Offer courses through Dual Enrollment.

College Goal on Completion

- Maintain currency with changing UC and CSU language requirements for a bachelor's degree in collaboration with the Counseling Department.

College Goal on Communication

- Expand outreach efforts to high school students and community members to increase both heritage and non-heritage speaker programs.
- Create on-campus cultural celebrations for students and local communities.

College Goal on Equity and Success

- Increase offerings of online interactive experiences.
- Develop targeting student support strategies, such as ensuring that language tutors are available in the Tutoring Center.
- Place embedded tutors in courses that are typically a barrier to student success.

STUDENT SERVICES

OVERVIEW

Student Services are dedicated to ensuring that students of all skills, abilities, strengths, interests, and unique backgrounds are provided with the support services they need to succeed academically and personally.

The College offers a comprehensive array of support services to meet students' needs across the span of matriculation, beginning with welcoming students to campus, navigating through College requirements and processes, and culminating in the completion of students' educational plans.



student services

OVERVIEW

Students' ever changing needs require flexibility in the types of services provided and the methods of delivering those services. GWC is responding to these challenges by planning strategies to combine the traditional delivery of student services in campus offices with these current initiatives:

•Linking instruction and student services more closely, such as delivering counseling services in classroom presentations and collaborating on the development of Guided Pathways maps.

•Using technology as a tool to improve communication and engagement with students, such as providing updates that enable students to track and chart their progress, resulting in students' increased ownership in reaching their educational and career goals.

•Inviting student engagement by including student services in activities, such as Welcome Day and student outreach in nearby communities.

The descriptions of the College's Student Services in the following section include:

•A summary of the services provided;

•Data to reflect, in part, the service's workload and achievements; and

•Each unit's Program Plan 2030 to contribute to the achievement of the College Goals over the coming decade.

ADMISSIONS & RECORDS

DESCRIPTION

The Office of Admissions and Records provides students with varied services throughout their matriculation at the College:

•New students with services such as admissions, enrollment, and residency;

•Enrolled students with services such as grades, accounts, evaluations, prerequisites, veteran status, transcripts, third-party contracts, verifications, and collections and payment agreements; and

•Graduating students with services such as graduation petitions, auto-award verifications, transfer requirement verifications, and transcripts.



admissions & records

SUPPORT FOR STUDENT ACCESS

- Provide an array of services both on-campus and online, such as applying for admission, clearing prerequisites, petitioning for graduation, requesting transcripts, and participating in virtual meetings.
- Provide a free bus transportation program for enrolled credit and noncredit students in collaboration with Campus Life and the Orange County Transportation Authority.
- Assist on-campus students at the Answer Center, such as answering questions, completing the CCC Apply applications, noncredit applications, registering for courses, and locating campus services.
- Assist off-campus students through the Call Center, such as addressing holds and account balances and providing information about College-wide policies and procedures to ensure that students' questions are answered with as little transfer to other departments as possible.
- Offer an alternate payment arrangement for students who are unable to pay their total balance before being dropped from their courses for non-payment. This late payment agreement allows students to delay full payment for several months contingent on students completing a FASFA, signing a payment contract, and making a deposit toward full payment.

SUPPORT FOR FAFSA/DREAM ACT

- Encourage all students through mass marketing to complete the FAFSA/Dream Act to be eligible for the Promise Grant and first-time full-time students to be eligible for the Golden Promise Program.
- Offer students the opportunity to delay their payment of fees during registration contingent on meeting several requirements including completion of the FAFSA/Dream Act.
- Encourage students to complete the FAFSA/Dream Act if they are dropped for non-payment of fees.

SUPPORT FOR STUDENT SUCCESS

- Review all graduation petitions to ensure that students receive all awards for which they are eligible, including those not identified on the students' application.
- Collaborate with the Counseling Department to review and award degrees and certificates to students from previous semesters that had not received an award for which they had satisfied all requirements.
- Collaborate with Departments streamline processes required to implement AB705, such as prerequisite clearance, self-assessment, and challenging a class.

admissions & records

DATA

	2016-17	2017-18
Students Served		
Applications	33,540	35,263
Registrations	27,082	27,021
Graduation petitions	3,405	3,006
Students Awarded	3,090	2,719
Drop for non-payment	2,240	1,381
Requests for Veterans certification	365	425
In-coming transcripts	3,707	3,743
Outgoing transcripts	1,335	3,457

Notes:

- The process of dropping students for nonpayment was not implemented or was reduced in 2017.
- The count of the number of outgoing transcripts began in January 2017.

Students' Level of Satisfaction With Enrollment Center Services	Excellent/Good	Average	Below Average/Poor
Spring 2017 (129 Students)	89%	10%	1%
Fall 2018 (125 Students)	62%	34%	4%
Students' Level of Satisfaction With Answer Center Services	**Excellent/Good**	**Average**	**Below Average/Poor**
Spring 2017 (133 Students)	86%	14%	0%
Fall 2018 (89 Students)	60%	37%	3%

ANALYSIS OF DATA

STUDENTS SERVED

Since all students rely on Admissions and Records for services throughout their matriculation, the number of students served reflects changes in GWC student headcount.

STUDENT SATISFACTION

Almost all students rated Enrollment Center and Answer Center services as average or above in two student satisfaction surveys.



admissions & records

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Streamline application and registration procedures for programs such as noncredit, dual enrollment, and Criminal Justice in-service courses.
- Translate noncredit application materials into languages other than English.
- Fully implement a late payment agreement that allows students to pay a deposit instead of a full payment contingent on students' completion of the FAFSA/Dream Act.
- Maintain contact with students during the lull between the October application deadline and June registration.
- Use technology to maximize efficiency, such as systems for sending and receiving transcripts and determining residency and Veterans' eligibility.
- Survey student satisfaction with online services and use the feedback to revise processes as needed.

College Goal on Equity and Success

- Reach out to students with individualized text campaigns to promote awareness of deadlines, action items, and registration periods.
- Issue GWC ID cards for local high school students to welcome students and increase the College's visibility in the communities.

ATHLETICS

DESCRIPTION

Athletics offers 18 intercollegiate sports for male and female student-athletes.

SUPPORT FOR STUDENT ACCESS

- Contact athletic programs in neighboring high schools to encourage student-athletes to attend GWC.
- Add two new intercollegiate sports in the coming academic year.

SUPPORT FOR STUDENT SUCCESS

- Enforce requirements for participation in intercollegiate athletics, such as requiring students to enroll in 12 or more units; requiring students to complete courses with a C or better; and verifying that student-athletes complete 40 percent of graduation requirements within three years.
- Encourage the retention of student-athletes from the first year to the second year for the sake of continuity within the athletic teams as well as for students' completion of degrees, certificates, and transfer.
- Integrate information about the degree, certificate, and transfer options with classroom instruction.
- Provide study space, tutoring, and mentoring through the Student-Athlete Success Program.

DATA

	ATHLETICS (PE courses numbered 200 and above)			College-wide
	Fall 2012	Fall 2017	F 2012 to F 2017 % Change	F 2012 to F 2017 % Change
Enrollment				
Enrollment	444	349	-21%	-18%
Number of Sections	13	14	8%	14%
Enrollment Per Section	34	25	-26%	-36%
Productivity				
Fill Rate at Census	87%	72%	-17%	-28%
Student Outcomes				
Retention	96%	97%	1%	-1%

Enrollment: Number of course enrollments in the discipline. This is a duplicated count, i.e., students enrolled in multiple courses in the same discipline were counted for each course in which they were enrolled.
Retention: Compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of A, B, C, D, F, P, NP, I, IPP, INP, or FW.

Productivity: FTES/FTEF				
	2012-13	2017-18	2018-19	% Change 2012-13 to 2017-18
Athletics Ratio of FTES/FTEF	24	18	N/A	-25%
College-wide Ratio of FTES/FTEF	42	33	32	-22%

Student Outcomes		
	GWC Athletics Courses	Statewide Athletics Courses
Successful Course Completion Rate Fall 2017	97.0%	93.0%

Successful Course Completion: Compares the number of students enrolled in a course at census with the number of students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP.

athletics

- STRONG
- MEETS EXPECTATIONS
- NEEDS ATTENTION

ANALYSIS OF DATA

ENROLLMENT

Enrollment in Athletics courses decreased from 444 in fall 2012 to 349 in fall 2017. Responding to the College's call to increase enrollment, a section was added in fall 2017. The result was that a lower number of enrollments were distributed across a larger number of sections, which decreased enrollment per section, from 34 to 25. The reduction in enrollment in Athletics was 21 percent compared to an overall reduction of two percent College-wide.

PRODUCTIVITY

Productivity in Athletics needs attention. Given the reduction in enrollment, the fill rate at census was 22 percent lower in fall 2017 compared to fall 2012. This change reduced FTES/FTEF from 24 to 18. These levels were significantly below the College ratio in both semesters.

STUDENT OUTCOMES

Student outcomes in Athletics are strong. Retention held at 97% and the successful course completion rate in Athletics courses was above the statewide average for the same discipline in fall 2017.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Develop an eSports program to attract new students.
- Expand the sports offerings to support overall college enrollment.

College Goal on Completion

- Identify student-athletes interested in transferring to four-year institutions to provide additional support for successful transitions.
- Establish an instructional support/tutoring center close to Athletics facilities to increase the use of this support by student-athletes.

College Goal on Facilities

- Advocate for new and improved facilities as a means of increasing enrollment and improving the face of the College within the community.

College Goal on Communication

- Increase community involvement with Athletic Department activities through attendance at competitions and youth sports camps and lessons.

CALWORKS

DESCRIPTION

CalWORKs (California Work Opportunity and Responsibility to Kids) program provides individualized support services to students receiving financial aid through Temporary Aid for Needy Families (TANF). CalWORKs students face many challenges, such as housing, domestic abuse, mental health issues, and caring for children with special needs. CalWORKs students balance the responsibilities of parenting, school, and work while satisfying county mandated requirements. The program's objective is to assist CalWORKs parents in achieving financial self-sufficiency for their families through higher education and vocational training.

SUPPORT FOR STUDENT ACCESS

- Identify eligible students primarily through referrals from Orange County Social Services agencies.

SUPPORT FOR FAFSA

- Promote completion of the financial aid process (FAFSA) as one component of students' initial application to the program.

SUPPORT FOR STUDENT SUCCESS

- Schedule individual meetings with a counselor as one component of students' initial application to the program.
- Schedule individual meetings with a counselor at least once per semester to track students' academic progress.
- Assist students in completing the applications for graduation and transfer.

DATA

CalWORKS	2013-14	2017-18
Students Served		
Unduplicated # of students who participated in CalWORKs	106	80
% of total GWC students who participated in CalWORKs	0.5%	0.4%
Total enrollments by CalWORKs students	562	383
Average enrollments by CalWORKs students	5.3	4.8

Enrollment: Number of course enrollments by CalWORKS students. This is a duplicated count, i.e., when CalWORKs students enroll in two courses, they are counted twice.

Student Outcomes		
CALWORKS	2013-14	2017-18
Retention	84.5%	84.6%
Successful Course Completion	58.4%	64.2%
COLLEGE-WIDE		
Retention	86.5%	86.9%
Successful Course Completion	69.1%	72.2%

Retention: Compares the number of CalWORKS students enrolled in a course at census with the number of CalWORKS students who completed the course with a valid grade
Successful Course Completion: Compares the number of CalWORKS students enrolled in a course at census with the number of CalWORKS students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP

Student Satisfaction Survey		
	Semester Planning Appointments	Love Notes Workshops
% of students who rated services as helpful	94%	93%

calworks

ANALYSIS OF DATA

STUDENTS SERVED

Since students are referred to CalWORKs by Orange County Social Services agencies, the number of students eligible for CalWORKs varies based on regulation changes that impact the amount of funding and time limits for certain types of funding at the county agencies.

STUDENT OUTCOMES

Retention rates for CalWORKs students were comparable to the College-wide rates (84.6 percent and 86.9 percent respectively) in 2017-18. Although the successful course completion rates for CalWORKs students improved between 2013-14 and 2017-18, the most recent rate for CalWORKs students was below the College-wide rate (64.2 percent and 72.2 percent respectively).

STUDENT SATISFACTION

Almost all students who completed the satisfaction survey rated CalWORKs services as helpful.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Forecast state and federal changes in funding and policies to be prepared to make necessary adjustments.
- Expand outreach to Orange County Social Services agencies to reinforce awareness of GWC support services and to smooth the transition for students.
- Expand outreach to community resources to refer students to additional services.

College Goal on Completion

- Focus individual meetings with students on semester-to-semester retention and progress toward completion of degrees and certificates.
- Auto-award students who have completed the requirements for degrees and certificates.

College Goal on Communication

- Collaborate with EOPS to cross-train and share front desk staff and to foster communication between the two services.
- Collaborate with the county for translation assistance to better communicate with ESL students who speak various languages.

College Goal on Equity and Success

- Participate in programs that assist students with housing and food insecurities.
- Expand the topics covered in workshops, such as parenting skills, financial literacy, and time management.

CAMPUS LIFE

DESCRIPTION

Campus Life provides opportunities for students to enhance their educational experience, grow personally, develop leadership skills through co-curricular activities, and cultivate ethical decision-making, accountability, and advocacy. Emphasis is placed on developing a sense of community among students, faculty, and staff through involvement.

Campus Life also provides opportunities for faculty and staff to engage with students in more informal venues, which contributes to establishing and maintaining a warm, positive campus climate for all members of the College community.

SUPPORT FOR STUDENT ACCESS

- Create avenues for on-campus engagement through programs, events, student clubs/organizations, and participation in College governance.
- Introduce students to GWC through traditional K-12 programs such as Student Government, Student Clubs and Organizations, Intramural Sports, and Volunteer Programs.
- Provide $25,000 in annual scholarships, including three to five scholarships for high school students.
- Offer all forms and applications online.
- Establish an online social community by using the GWC Mobile App to increase student, faculty, and staff access and engagement.
- Provide a free bus transportation program for enrolled credit and noncredit students in collaboration with the Orange County Transportation Authority and the Admissions and Records Office.

SUPPORT FOR FAFSA COMPLETION

- Participate in on-campus initiatives to promote FAFSA and Financial Aid, such as the Financial Aid Fest, Registration Fair, Graduation Fair, and New Student Orientation.
- Promote FAFSA through an advertising campaign distributed via the GWC Mobile App.

SUPPORT FOR STUDENT SUCCESS

- Provide opportunities and logistical support to increase student engagement with faculty and staff outside of the classroom as a strategy to improve students' critical thinking, identity development, self-confidence, and persistence toward their educational goals.

campus life

DATA

	2016-17	2017-18	2018-19
Students Leadership			
Associated Student Leaders	9	9	9
Student participation in College and District Committees	27	15	18
Student attendance at state Student Senate	8	14	2
Student attendance at District Student Council Advocacy Day in Sacramento	3	4	3
Student attendance at National Student Advocacy Council in Washington DC	N/A	4	8
ASGWC Funding			
# Campus requests received	22	21	28
# Campus requests funded	22	20	23
Amount allocated to campus programs/services	$195,450	$292,450	$208,936
Scholarships	$25,000	$25,000	$25,000
Student Activities			
# On-Campus Events	35	115	133
# Student Clubs	25	35	36
Student Club Membership	375*	525*	540*
Total student headcount at events	1,000*	1,772	5,664

Note: * indicates that the student count was estimated for this activity.

ANALYSIS OF DATA

STUDENTS SERVED

Student engagement as measured by participation in Campus Life programs has been consistent or increased in this three-year comparison.

STUDENT SATISFACTION

Almost all students rated Campus Life as average or above in the most recent student satisfaction survey.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Assess program effectiveness by standardizing data elements that track student involvement, retention, persistence, and completion.
- Establish a Campus Life Programming Board with students, staff, and faculty members to assist the Campus Life team plan, implement, and assess on- and off-campus events.

College Goal on Equity and Success

- Design and implement equitable programs and services to serve students with diverse social identities and needs, such as day-time students, evening students, adult learners, international students, student veterans, and student-athletes.

College Goal on Completion

- Develop and implement strategies to increase the retention of students in Student Government, Student Clubs, Student Organizations, Intramural Sports, and Volunteer Programs.

College Goal on Communication

- Increase campus-wide awareness and student involvement in all activities and events hosted by Campus Life.
- Collaborate with faculty to plan, implement, and facilitate a monthly series of events focused on specific academic majors, careers, or transfer goals.

CAREER CENTER

DESCRIPTION

Career Center assists students and the public by providing career assessments and planning through career planning courses, classroom presentations, individual appointments, and online.

SUPPORT FOR FAFSA COMPLETION

- Assist students with the FAFSA when they request information about part-time jobs.

SUPPORT FOR STUDENT SUCCESS

- Provide opportunities to explore career options that lead to students' confirmation of their career aspirations.
- Assist students in writing resumes and cover letters and through feedback during mock interviews.
- Conduct Career Fairs.
- Provide career services through classroom presentations.

DATA

Students Served		
	2016-17	2017-18
Student appointments (duplicated count)	4,533	4,269
Student use of Career Center services (unduplicated count)	2,256	1,722

Students' Level of Satisfaction With Career Center Services	Excellent/Good	Average	Below Average/Poor
Spring 2017 (90 Students)	79%	19%	2%
Fall 2018 (57 Students)	56%	39%	5%

career center

ANALYSIS OF DATA

STUDENTS SERVED

Although total College enrollment increased between 2016-17 and 2018-19, the number of students served by the Career Center decreased.

STUDENT SATISFACTION

Almost all students rated Career Center services as average or above in both student satisfaction surveys.

PROGRAM PLAN 2020-30

College Goal on Equity and Success

- Establish virtual career workshops by making career assessments and feedback available online.
- Provide services to students enrolled in evening classes.
- Expand staffing and services to GWC students by providing internship opportunities for students who are completing undergraduate and graduate degrees.

College Goal on Workforce Preparation

- Expand the number of students who participate in career assessment and exploration early in their first year at GWC.
- Offer noncredit career exploration courses in local high schools through Dual Enrollment.
- Increase classroom presentations on resume writing, interviewing skills, and job search strategies.

College Goal on Communication

- Expand participation in College events, such as College Fairs and Welcome Day, to increase student and faculty awareness of the services available in the Career Center.
- Invite industry partners and GWC alumni to serve as guest speakers and/or mentors for students.

CENTER FOR GLOBAL AND CULTURAL PROGRAMS

DESCRIPTION

The Center for Global and Cultural Programs supports the recruitment, admissions, enrollment, and tracking of F-1 visa students and provides support services tailored to international students, such as specialized orientations, counseling, and educational planning, field trips, study/gathering space, mentoring, and housing referrals.

Before 2019-20, this program also supported two related programs:

- Intercultural Program, which developed and hosted a variety of co-curricular intercultural events, celebrations, workshops, field trips, invited speakers, and related collaborative programs.
- Study Abroad, which offered students opportunities to live in another country and learn about a different culture and its people while earning academic credit.

DATA

Intercultural Programs	2013-14	2017-18
Students Served		
# Events, celebrations, workshops, guest speakers	18	31
# Field trips	4	2
# Students attending events, celebrations, workshops, etc.	N/A	2,000

International Students	2013-14	2017-18
Students Served		
Unduplicated # of International Students	258	442
% total GWC students who are International Students	1.6%	2.7%
Total enrollments by International Students	1,484	2,409
Average enrollments by International Students	5.8	5.5

Enrollment: Number of course enrollments by International Students. This is a duplicated count, i.e., if International Students enrolled in more than one course, they are counted for each course in which they enroll.

Student Outcomes		
International Students	2013-14	2017-18
Retention	96.7%	95.8%
Successful Course Completion	74.2%	80.1%
COLLEGE-WIDE		
Retention	86.5%	86.9%
Successful Course Completion	69.1%	72.2%

Retention: Compares the number of International Students enrolled in a course at census with the number of International Students who completed the course with a valid grade
Successful Course Completion: Compares the number of International Students enrolled in a course at census with the number of International Students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP

Study Abroad	2013-14	2017-18
# Trips	1	1
# Students	26	22

center for global and cultural programs

ANALYSIS OF DATA

STUDENTS SERVED

The number of international students and the total enrollments was significantly higher in 2017-18 than in 2013-14.

STUDENT SATISFACTION

Both measures of student outcomes -- retention and successful course completion -- were higher for International Students compared to College-wide measures.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Expand recruitment and retention strategies to increase and diversify the international student population, such as developing an online application for international students.

College Goal on Equity and Success

- Assess international students' satisfaction and revise offerings and services accordingly.

College Goal on Communication

- Collaborate with other Student Services departments to increase awareness of international students' needs and to coordinate services.
- Develop a marketing campaign to raise awareness about the positive fiscal and cultural contributions of international and multicultural education.

COUNSELING SERVICES

DESCRIPTION

Counseling Services provide a comprehensive array of services to prospective, continuing, and returning students. These services include general counseling, transfer counseling, and career counseling. These services are delivered in individual appointments, group orientations, classroom presentations, and online.

SUPPORT FOR STUDENT ACCESS

- Inform students about the College's programs and services through activities, such as the High School Counselor Breakfast, Freshman Priority Registration, Welcome Day, High School Senior Day/Campus Open House, and the New Student Canvas Workshop.

SUPPORT FOR FAFSA COMPLETION

- Guide students in the completion of FAFSA during the New Student Canvas Workshop.
- Refer students to the financial aid resources during Freshman Priority Registration and Welcome Day.

SUPPORT FOR STUDENT SUCCESS

- Identify students who have completed requirements for degrees and certificates and initiating the applications for these awards.
- Identify students who are within three classes of completing degrees, certificates, and transfer eligibility and assisting them as needed toward completion.

DATA

Students Served		
	2016-17	2017-18
Student drop-ins (duplicated count)	10,550	10,195
Student individual appointments (duplicated count)	5,802	5,709
Students attending group orientations (duplicated count)	677	423
Student use Counseling services (unduplicated count)	9,860	9,488
Drop-Ins only (unduplicated count)	7,133	6,666
Appointments only (unduplicated count)	4,833	4,930
Student Educational Plans		
Abbreviated	1,368	1,698
Comprehensive	2,567	2,427
Total	3,935	4,125

Students' Level of Satisfaction With Counseling Services	Excellent/Good	Average	Below Average/Poor
Spring 2017 (146 Students)	86%	12%	3%
Fall 2018 (128 Students)	63%	30%	7%

counseling services

ANALYSIS OF DATA

STUDENTS SERVED

There were slight fluctuations in the number of students served in General Counseling in this two-year comparison: the number of students served dipped slightly in 2017-18 as did the number of completed comprehensive educational plans and the number of drop-in appointments.

STUDENT SATISFACTION

Almost all students rated Counseling Services as average or above in two student satisfaction surveys.

PROGRAM PLAN 2020-30

College Goal on Completion Equity and Success

- Increase student retention by using the Early Alert System to provide intrusive and timely counseling services, with a focus on students who are struggling in Mathematics or English.
- Invite students who have completed 15 units to make an appointment with a counselor.
- Collaborate with other Departments to develop a First-Year Program.
- Expand students' online access to Counseling Services using tools such as live chats and video conferencing.
- Provide just-in-time nudges to students based on their cohort and current needs.
- Participate in the development of Guided Pathways maps to ensure alignment of transfer requirements and to effectively present information about educational planning.

College Goal on Completion

- Focus student appointments and classroom presentations on the importance of students making early major and career decisions, a step that is essential for students' efficient completion of degrees, certificates, and transfer.
- Develop a Major Declaration Day.
- Expand the number of classroom presentations to inform students about degree, certificate, and transfer requirements.
- Expand participation in graduation fairs and graduation checks, such as creating express hours for graduation petitions.
- Use technology to expand and improve e-counseling services including responding to live chat requests and revising the website.

College Goal on Communication

- Collaborate with instructional administrators and faculty to develop a sustainable pattern of classes as the basis for more effective student educational planning.

DISABLED STUDENTS PROGRAMS AND SERVICES

DESCRIPTION

Disabled Student Programs and Services (DSPS) assesses, assigns, and delivers accommodations for students to support their progress toward fulfillment of their educational goals, provides instruction and training for students and employees, and maintains state-of-the-art accessible technology facilities.

SUPPORT FOR STUDENT ACCESs

- Offer priority registration for freshmen.
- Reach out to students in similar high school programs to provide transition services.
- Participate in College events, such as High School Counselor Breakfast and Welcome Day.

SUPPORT FOR FAFSA COMPLETION

- Include questions about students' financial aid status in intake and transition interviews.

SUPPORT FOR STUDENT SUCCESS

- Encourage student completion of Mathematics and English courses in their first year.
- Periodically meet with students to track their academic progress.
- Assist student completion of applications to four-year universities.

DATA

DISABLED STUDENTS PROGRAMS AND SERVICES	2013-14	2017-18
Students Served		
Unduplicated # of students who received DSPS assistance	708	726
% of total GWC students who received DSPS assistance	3.9%	3.9%
Total enrollments by students who received DSPS assistance	2,617	2,500
Average enrollments by students who received DSPS assistance	3.7	3.4

Enrollment: Number of course enrollments by DSPS students; students are counted for each course in which they enroll

Student Outcomes		
DSPS	2013-14	2017-18
Retention	86.5%	88.1%
Successful Course Completion	66.9%	69.5%
COLLEGE-WIDE		
Retention	86.5%	86.9%
Successful Course Completion	69.1%	72.2%

Retention: Compares the number of DSPS students enrolled in a course at census with the number of DSPS students who completed the course with a valid grade
Successful Course Completion: Compares the number of DSPS students enrolled in a course at census with the number of DSPS students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP

Students' Level of Satisfaction With DSPS	Excellent/Good	Average	Below Average/Poor
Spring 2017 (46 Students)	85%	13%	2%
Fall 2018 (37 Students)	59%	38%	3%

disabled students programs and services

ANALYSIS OF DATA

STUDENTS SERVED

The numbers of students served by the DSPS program and the proportion of DSPS students to the total student population were comparable in 2013-14 and 2017-18.

STUDENT OUTCOMES

Both student outcome measures increased between 2013-14 and 2017-18 for DSPS students in this comparison. Retention of DSPS students increased from 86.5 percent in 2012-14 to 88.1 percent in 2017-18 and DSPS students' successful course completion rates increased from 66.9 percent in 2012-14 to 69.5 percent in 2017-18. The retention of DSPS students in 2017-18 exceeded the College-wide retention rate in the same year.

STUDENT SATISFACTION

Almost all students rated DSPS services as average or above in two student satisfaction surveys.

PROGRAM PLAN 2020-30

College Goal on Completion

- Use a case management approach to increase support to the completion of certificates, degrees, and transfer by DSPS students.

College Goal on Equity and Success

- Forecast state changes in funding and policies to be prepared to make necessary adjustments.
- Increase fall to spring persistence of DSPS students.

College Goal on Communication

- Expand the use of technology, such as ClockWork, to increase efficiency and communication.
- Increase activities to raise faculty and staff awareness of DSPS purpose and services.

EOPS/CARE and NEXTUP/GUARDIAN SCHOLARS

DESCRIPTION

- Extended Opportunity Programs and Services (EOPS) serve students identified as having economic, language, social and/or educational barriers. This program provides academic and support services to encourage student enrollment, retention, and transfer.
- Cooperative Agencies Resources for Education (CARE) program assists single parents who are recipients of CalWORKs/ TANF and are eligible for the EOPS program. CARE provides guidance and support, including financial assistance, to encourage single parents to enroll and excel.
- NextUp program assists foster youth between the ages of 16 to 26 by providing guidance and support as well as financial assistance for costs, such as books, materials, and health fees. In addition to college costs, students are also provided with direct financial assistance in the form of gas cards, grocery cards, grocery cards, unmet needs grants, and emergency car repair funds up to $500.
- Guardian Scholars Program assists students who are former foster youth who do not meet the criteria for the NextUp program. This program provides guidance and support as well as financial assistance for costs, such as health and material fees.

SUPPORT FOR STUDENT ACCESS

- Offer students priority registration and access to counselors and classified professionals to assist with enrollment and educational planning.
- Conduct classroom presentations, high school outreach, and community events to raise awareness of GWC and the program's services.

SUPPORT FOR FAFSA COMPLETION

- Collaborate with the Financial aid Office to assist students with the completion of the financial aid process to ensure they are eligible for program services and benefits.

SUPPORT FOR STUDENT SUCCESS

- Review students' academic progress.
- Verify that students are accessing available services such as tutoring support.
- Participate in the financial aid appeal process and verify that educational plans comply with federal guidelines so that students remain eligible for financial aid.
- Assist students in completing applications to four-year universities and ensure that students receive free application waivers.

eops/care and nextup/guardian scholars

DATA - EOPS/CARE

Students Served		
EOPS/CARE	2013-14	2017-18
Unduplicated # of EOPS/CARE students	918	893
% of total GWC students who are EOPS/CARE students	5.5%	5.1%
Total enrollments by EOPS/CARE students	6,172	5,575
Average enrollments by EOPS/CARE students	6.7	6.2

Enrollment: Number of course enrollments by EOPS/CARE students; students are counted for each course in which they enroll

Student Outcomes		
EOPS/CARE	2013-14	2017-18
Retention	89.2%	89.5%
Successful Course Completion	75.2%	77.1%
COLLEGE-WIDE		
Retention	86.5%	86.9%
Successful Course Completion	69.1%	72.2%

Retention: Compares the number of EOPS/CARE students enrolled in a course at census with the number of EOPS/CARE students who completed the course with a valid grade
Successful Course Completion: Compares the number of EOPS/CARE students enrolled in a course at census with the number of EOPS/CARE students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP

Students' Level of Satisfaction With EOPS/CARE Services	Excellent/Good	Average	Below Average/Poor
Spring 2017 (70 Students)	83%	13%	4%
Fall 2018 (46 Students)	57%	35%	9%

Note: On the fall 2018 survey, this query included Guardian Scholars.

ANALYSIS OF DATA

STUDENTS SERVED

The numbers of students served by the EOPS/CARE program and the proportion of students in this program compared to the total student population were comparable in 2013-14 and 2017-18.

STUDENT OUTCOMES

On both measures of student success in this comparison -- retention and successful course completion -- the rates for EOPS/CARE students were higher than for the total College population.

STUDENT SATISFACTION

Almost all students rated EOPS/CARE services as average or above in two student satisfaction surveys.

eops/care and nextup/guardian scholars

DATA - NEXTUP/GUARDIAN SCHOLARS

NextUp/Guardian Scholars	2013-14	2017-18
Students Served		
Unduplicated # of NextUp/Guardian Scholars students	383	173
% of total GWC students who are EOPS/CARE students	2.2%	0.9%
Total enrollments by EOPS/CARE students	1,864	642
Average enrollments by EOPS/CARE students	4.9	3.7

Enrollment: Number of course enrollments by NextUp/Guardian Scholars students; students are counted for each course in which they enroll

NextUp/Guardian Scholars	2013-14	2017-18
Students Outcomes		
Retention	83.0%	79.9%
Successful Course Completion	60.0%	62.0%
COLLEGE-WIDE		
Retention	86.5%	86.9%
Successful Course Completion	69.1%	72.2%

Retention: Compares the number of NextUp/Guardian Scholars students enrolled in a course at census
Successful Course Completion: Compares the number of NextUp/Guardian Scholars students enrolled in a course at census with the number of NextUp/Guardian Scholars students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP

ANALYSIS OF DATA

STUDENT OUTCOMES

Both measures of student outcomes for NextUp/Guardian Scholars students -- retention and successful course completion -- were below the College-wide rates for the same years.

STUDENT SATISFACTION

Almost all students rated NextUp/Guardian Scholars services as average or above in two student satisfaction surveys.

eops/care and nextup/guardian scholars

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Expand outreach to low-income communities and incarcerated students.
- Forecast state changes in funding and policies to be prepared to make necessary adjustments.
- Expand outreach to community resources to refer students to additional services.
- Increase the use of technology in processes such as online applications, Cranium Café counseling, program service tracking, and MIS reporting.

College Goal on Equity and Success

- Offer workshops in financial literacy, stress management, time management, and other life skills.

College Goal on Completion

- Conduct transition workshops to prepare students for university transfer.

College Goal on Workforce Preparation

- Expand student job and career preparedness skills such as preparing a resume and applying and interviewing for a job.
- Create internship opportunities for students.

College Goal on Communication

- Provide workshops to increase on-campus and off-campus awareness of GWC support services, such as Trauma Training and Foster Youth Awareness.

FINANCIAL AID

DESCRIPTION

Financial Aid offers a full array of financial aid programs, grants, work-study, and loans to full-time and part-time students. The Financial Aid Office coordinates and distributes student aid from the federal government, the State of California, and other sources to cover the total cost of education, including fees, books, supplies, food, housing, transportation, and childcare. The Financial Aid Office provides prospective and enrolled students with information, resources, and assistance while meeting the fiduciary requirements of the funding sources.

Options for students to access these services are walk-ins with extended hours during peak times, student appointments, online appointments through the Cranium Café/Zoom Meetings, online applications, GWC website Chatbot, and online portal for submitting forms.

SUPPORT FOR STUDENT ACCESS

- Respond to student questions promptly via email, phone, and direct message on GWC Mobile App.
- Process student files promptly.
- Offer online and in-person workshops in English, Spanish, and Vietnamese to guide current and prospective students in completing FAFSA and Dream Act applications.

SUPPORT FOR FAFSA COMPLETION

- Encourage students to complete FAFSA and Dream Act applications during classroom presentations, postings on the GWC App, and College-wide events such as Welcome Day, Freshman Priority Registration, Hunger and Homeless Awareness Event, Chicano Latino Day, High School Parent Nights, and College Fairs.

SUPPORT FOR STUDENT SUCCESS

- Connect students with funding agencies to provide students with the resources necessary to pursue their educational goals.
- Ensure that students maximize their opportunities for funding by verifying their enrollment in programs approved for financial aid according to federal and state regulations.
- Guide students on their course selections and time-to-completion to remain in compliance with financial aid federal and state regulations.
- Provide access to a Financial Aid counselor to support students who are on academic probation to expedite the appeal process for financial aid.

financial aid

DATA

	2013-14	2017-18
Students Served		
FAFSA received	23,473	19,496
Economically Disadvantaged Students		
Unduplicated # of Economically Disadvantaged Students	9,893	9,221
% of total GWC students who are Economically Disadvantaged Students	55.8%	49.8%
# of enrollments by Economically Disadvantaged Students	47,437	39,206
Average enrollments by Economically Disadvantaged Students	4.8	4.3

Economically Disadvantaged Students: Students who received the following types of financial aid are considered Economically Disadvantaged: Board of Governors Waiver, California College Promise, CalWORKS, or Pell Grant.
Enrollment: Number of course enrollments by Financial Aid students; students are counted for each course in which they enroll

financial aid

DATA

Student Outcomes		
ECONOMICALLY DISADVANTAGED	2013-14	2017-18
Retention	85.6%	85.8%
Successful Course Completion	67.8%	70.8%
COLLEGE-WIDE		
Retention	86.5%	86.9%
Successful Course Completion	69.1%	72.2%

Retention: Compares the number of Financial Aid students enrolled in a course at census with the number of Financial Aid students who completed the course with a valid grade

Successful Course Completion: Compares the number of Financial Aid students enrolled in a course at census with the number of Financial Aid students who completed with a grade of A, B, C, P, IA, IB, IC, or IPP

Students' Level of Satisfaction With Financial Aid Services	Excellent/Good	Average	Below Average/Poor
Spring 2017 (125 Students)	65%	18%	17%
Fall 2018 (99 Students)	48%	38%	13%

ANALYSIS OF DATA

STUDENTS SERVED

In both 2013-14 and 2017-18, about half of the College's students were economically disadvantaged, which means that they received financial aid through the Board of Governors Waivers, California College Promise funding, CalWORKs, or Pell Grants.

STUDENT OUTCOMES

Both measures of student outcomes were comparable for GWC students College-wide and the cohort of economically disadvantaged students in 2013-14 and 2017-18.

STUDENT SATISFACTION

Overall, about 80 percent of students surveyed in spring 2017 and fall 2018 rated Financial Aid services as average or above. A greater percentage of the students rated Financial Aid as "Average" in fall 2018 compared to spring 2017.

financial aid

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Use technology, such as SnapShots and Chatbot, as well as texting to maximize efficiency, ensure consistency in information about the process and the status of their applications, and increase student interactions.

College Goal on Equity and Success

- Increase the number of completed FAFSA and Dream Act applications.

College Goal on Communication

- Launch an in-reach and outreach marketing campaign to increase College-wide awareness of Financial Aid opportunities, including Cal Fresh, Homeless Awareness, and Foster Youth.
- Ensure consistency in the information given to students in all communications in person and online.
- Provide financial aid information and support in print and in-person in each of the College's three primary languages: English, Spanish, and Vietnamese.
- Conduct regular presentations to campus constituent groups, such as Council for Chairs and Deans, Academic Senate, Management team, Student Services Team, and Instructional Deans, to gain support to increase student completion of FAFSA and Dream Act applications.

TRANSFER CENTER

DESCRIPTION

Transfer Center supports students interested in transferring to four-year institutions through transfer counseling, transcript evaluation, verification of degrees and coursework, assistance with the articulation of coursework, and facilitate guaranteed admission programs with universities.

The Transfer Center also serves as a College-wide resource on transfer issues for faculty, staff, and administrators. The program specifically targets underrepresented students through collaboration with the Puente Program, Student Government, and other student organizations.

SUPPORT FOR FAFSA COMPLETION

- Inform students about financial aid opportunities in transfer workshops and via promotional slides displayed in the Transfer Center.

SUPPORT FOR STUDENT SUCCESS

- Conduct Transfer Fairs, University Application Workshops, and campus visits to universities.
- Participate in Freshman Priority Registration.
- Make classroom presentations about transfer services.
- Audit the academic progress of students who are close to degree completion or transfer.
- Inform students about guaranteed admissions programs with in-state and out-of-state institutions.

transfer center

DATA

Students Served		
	2016-17	2017-18
Transfer assistance		
# Student drop-ins	4,510	4,063
# Student appointments + workshop attendance	723	808
Total	5,233	4,871
Transfer counseling		
# Student drop-ins	109	148
# Student appointments	288	236
Total	397	384
Proportion of total GWC students		
# Student IDs that used Transfer Center services (unduplicated)	2,183	2,021
GWC total (unduplicated)	17,972	18,339
% of total students that used Transfer Center services	12%	11%

transfer center

DATA

Student Outcomes 2017-18			
	Total Awards	# Used Transfer Center Services	% Used Transfer Center Services
Associate Degrees	1,399	1,239	89%
Certificates	1,285	1,001	78%

Students' Level of Satisfaction With Transfer Center Services	Excellent/Good	Average	Below Average/Poor
Spring 2017 (76 Students)	80%	17%	3%
Fall 2018 (66 Students)	53%	42%	5%

Number of students applying to Cal State or UC schools

	2014-15	2017-18
UC	136	102
CSU	771	798
Totals	907	900

ANALYSIS OF DATA

STUDENTS SERVED

The numbers of students served by the Transfer Center and the proportion of total GWC students who used Transfer Center services were comparable in 2016-17 and 2017-18.

STUDENT OUTCOMES

A high percentage of students who received a degree or certificate in 2017-18 used Transfer Center services.

STUDENT SATISFACTION

Almost all students rated Transfer Center services as average or above in both student satisfaction surveys. However, the percentage of students who rated the Transfer Center as "Average" increased between spring 2017 and fall 2018.

transfer center

PROGRAM PLAN 2020-30

College Goal on Equity and Success

- Apply for internal and external grants to improve funding to sustain and expand services.

College Goal on Completion

- Establish guaranteed transfer agreements with a greater number of four-year institutions.
- Expand staffing and services to GWC students by providing internship opportunities for students who are completing undergraduate and graduate degrees.
- Develop an Honors Transfer Program to increase transfer rates.
- Use technology to improve the efficiency and accuracy of the evaluation of transcripts and graduation petitions.
- Track the academic progress of students who have submitted petitions for graduation.
- For students who have submitted petitions for graduation, verify that they have applied for all awards for which they are eligible.
- Reach out to students who have completed 30 semester units to schedule counseling appointments for the development of a comprehensive student education plan.

College Goal on Communication

- Increase the use of technology and training to ensure accurate tracking of services provided by the Transfer Center.
- Invite GWC and university partners to participate in a Transfer Center Advisory Committee to assess the center's services and plan initiatives.

VETERANS RESOURCE CENTER

DESCRIPTION

Veterans Services serves all student veterans and their dependents by providing holistic services from onboarding to retention and completion as well as support for transitioning from military to civilian life. Specific services include assistance in establishing eligibility for and completing documentation for Veteran's Benefits and access to a counselor who specializes in Veterans Affairs.

SUPPORT FOR STUDENT ACCESS

- Provide individualized assistance in admission, registration, and educational planning.
- Offer academic and mental health counseling, including referrals to off-campus resources.
- Partner with Admissions and Records to promptly process eligibility for Veterans Affairs benefits.

SUPPORT FOR FAFSA COMPLETION

- Encourage student completion of FAFSA during initial intake processing and counseling appointments.

SUPPORT FOR STUDENT SUCCESS

- Provide no-cost academic resources, including school supplies, printing, computer laboratory access, snacks and water, tutoring, and graduation events.
- Connect student veterans to mentors to increase student retention and completion.
- Provide financial planning to maximize Veterans Affairs benefits to cover academic costs at GWC and after transfer to four-year universities.
- Connect student veterans with on-campus food resources.
- Inform students about opportunities for engagement with community partners via community service through the Student Veteran Organizations on campus and at four-year institutions.

veterans resource center

DATA

Satisfaction Survey

	% Respondents Reporting "Very Satisfied" or "Satisfied"
Resources available in Veterans Resource Center	75%
On-campus events for veterans	56%
Services provided by Student Success-Equity Specialist	92%
Services provided by academic counselor	80%
Services provided by mental health intern	59%
Services provided by caseworker that links students to off-campus resources	31%

Students' Level of Satisfaction With Veterans Resource Center	Excellent/Good	Average	Below Average/Poor
Spring 2017 (37 Students)	89%	11%	0%
Fall 2018 (24 Students)	58%	42%	0%

ANALYSIS OF DATA

STUDENT SATISFACTION

All students who participated in the spring 2017 and fall 2018 surveys rated the Veterans Resource Center services as average or above.

PROGRAM PLAN 2020-30

College Goal on Enrollment

- Expand outreach to recruit veterans, especially female veterans.
- Initiate outreach on military bases.

College Goal on Equity and Success

- Revise orientation to increase the focus on strategies and resources for student success, retention, and transfer.

College Goal on Communication

- Increase participation in College and community events to increase the visibility of the Veterans Resource Center and expand campus and community awareness of the services provided by the center.

ADMINISTRATIVE SERVICES



Administrative Services support students, faculty, staff, and administrators by ensuring that they have the financial resources, facilities, safety, equipment, and technology needed to achieve the College mission.

The College's Administrative Services described on the following pages are:

- Fiscal Services
- Maintenance Operatoins
- Public Safety
- Student Health Center

Additional programs and services included within Administrative Services are Community Education and on-campus information technology support.



administrative services

The descriptions Administrative Services include these sections:

- A summary of the services provided.
- Data to reflect, in part, the unit's workload.
- Each unit's Program Plan 2020-30 to contribute to the achievement of the College Goals over the coming decade.

FISCAL SERVICES

DESCRIPTION

Fiscal Services supports the College's instructional and student services programs by overseeing and ensuring fiscal stability for College operations. This unit follows federal, state, and local laws and regulations as well as Coast Community College District Policies to develop internal controls and maintain sound fiscal management practices.

The specific services provided to students, faculty, and staff are:

- Plan, control, and account for all fiscal operations of campus;
- Oversee all funds, including appropriated, generated, awarded, donated, or otherwise received or spent by the College from any source or for any purpose;
- Assist students with the payment of registration, parking permits, transcripts, and other fees;
- Issue meal cards, bus passes, gas cards, and campus bookstore cards for EOPS/CARE and NextUp/Guardian Scholars, Puente, International Students, and Veterans; and
- Administer local and state awarded scholarships and third party payments to ensure tuition, books, supplies and other related items are available to the students.

DATA

	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018
Unrestricted General Fund	52,375,466	52,793,195	56,859,442
Restricted General Fund	13,961,348	15,483,910	17,358,086
Other funds	7,495,423	6,354,020	7,507,882
Total College	73,832,237	74,631,125	81,725,410

Students' Level of Satisfaction With Bursar's Office Services	Excellent/Good	Average	Below Average/Poor
Spring 2017 (96 Students)	78%	19%	3%
Fall 2018 (40 Students)	48%	50%	3%

fiscal services

ANALYSIS OF DATA

STUDENT SATISFACTION

Almost all students rated Bursar's Office services as average or above in two student satisfaction surveys.

PROGRAM PLAN 2020-30

College Goal on Professional Development

- Establish a routine of professional development to meet the changing and complex system of financial rules and regulations.

College Goal on Communication

- Automate accounting functions for purchasing, receiving, reporting, fixed assets, point-of-sale, and student fees.
- Use technology to increase efficiency and accuracy, such as digital document management, a student one-card system, an electronic purchasing process, and a point-of-sale system.
- Expand College-wide communication about the College's financial status and financial processes, laws, and regulations by offering budget workshops, providing training on monitoring budgets at the department level, and updating the campus policy and procedure manual.
- Consolidate accounting functions in the Bursar's Office for the payment of student enrollment fees, summer swim camps, and community services.

MAINTENANCE AND OPERATIONS

DESCRIPTION

The Maintenance and Operations Department supports GWC's instructional and student services programs by providing general maintenance and repair, custodial support, gardening/landscaping, and pest management services.

These services include:

- Clean buildings and grounds;
- Operate and monitor heating, air conditioning and ventilating systems, plumbing and electrical systems;
- Maintain building exteriors and interiors;
- Respond to maintenance emergencies and last-minute requests;
- Represent the College with outside vendors;
- Monitor the departmental budget;
- Provide facilities and operational input on major/minor capital projects and new building design and remodel-improvement projects; and
- Work closely with engineers and architects in project development.

As the College's facilities are modernized over the next decade, one challenge for this unit will be professional development to ensure that staff members have the knowledge needed to effectively maintain the buildings and equipment.

DATA

	2016-17	2017-18
General maintenance & repair		
Full-time staff	5 maintenance 1 Warehouse 1 mover/event set up	5 maintenance 1 Warehouse 1 mover/event set up
Part-time staff	3	3
Custodial		
Square feet	676,203	
Full-time staff	13	13
Part-time staff	4	4
Gardening/landscaping		
Acres	61	61
Full-time Groundskeepers	7	7
Part-tine Groundskeepers	2	2

Based on the maintenance, grounds, and custodial standards for staffing developed by the Association of Physical Plant Administrators, the College's staffing levels in Maintenance and Operations is low. *(Source: appa.org)*

maintenance and operations

PROGRAM PLAN 2020-30

College Goal on Facilities

- Use technology to increase efficiency and customer service, such as an automated work order system that provides status reports on requests.
- Improve sustainable practices to work toward the goal of zero emissions.
- Train staff on the advanced systems installed in new buildings.
- Implement a system of team cleaning in which three employees are assigned to three areas to increase efficiency and effectiveness.

College Goal on Communication

- Raise staff awareness of the College's programs, services, and special events.
- Collaborate with others to increase the College's curb appeal and to improve the condition of classrooms and buildings.
- Develop a departmental website to inform the public, including students, about the services provided by the department.

PUBLIC SAFETY

DESCRIPTION

Public Safety support GWC instructional and student services programs by maintaining the safety and security of its students, faculty, staff, and visitors.

The services provided include:

- Assist students, staff, faculty, and visitors with vehicle escorts, door-unlocks;
- Administer parking permits to students, staff, faculty, and keys and key cards to staff and faculty;
- Provide parking enforcement, checking permits and issuing citations as needed;
- Control and monitor CCTV cameras as needed;
- Respond to medical emergencies, disturbances, fire alarms;
- Work with local police and fire during emergencies and investigations;
- Conduct proactive campus patrol; and
- Input records into District-wide Records Management System, including Daily Officer Logs, Incident Reports, Daily Crime Log, Lost and Found items, and Clery reporting in compliance with a federal statute that requiring colleges to maintain and disclose campus crime statistics and security information.

DATA

	2016-17	2017-18
Dispatched calls	9,000 (Average 24-36/day)	10,000
Citations	7,506	7,563
Full-time non-sworn officers	6	6
Part-time non-sworn officers	22	18
Written Incident Reports	585	624
Annual Staff Parking Permits Issued	2,344	2,170

public safety

PROGRAM PLAN 2020-30

College Goal on Facilities

- Use technology to increase public safety and parking enforcement, such as additional CCTV cameras and License Plate Reader cameras.
- Establish a parking permit system that accepts payment by credit or debit cards or a phone app, and that uses vehicle license plate numbers instead of paper permits and parking stickers.

College Goal on Communication

- Transition to a full-service campus police department, including full-time sworn officers.
- Ensure consistency in the department's approach and support of students, staff, and faculty.
- Add Full-Time Officers to replace the use of part-time officers.
- Expand the number of student volunteers in the Student Ambassador program.
- Develop a Public Safety Facebook page to inform the public, including students, about the services provided by the Department.

STUDENT HEALTH CENTER

DESCRIPTION

Student Health Center provides quality medical and mental health services to students enrolled in credit classes. The purpose of this department is to assist the College's diverse student population in achieving and maintaining optimum physical and psychological health as well as enhance retention and satisfaction with the college experience. The Student Health Center is a place of non-judgmental assistance, abundant referrals, and secure confidentiality.

Student Health Center services are based on the philosophy that physical and mental health are associated with academic development, leadership qualities, and overall satisfaction with college. The specific services provided to students are:

- Acute medical care,
- Preventative medical care,
- Women's healthcare,
- Mental health therapy,
- Community referrals, and
- Health education.

All credit students are required to pay a health fee for every term of enrollment. Fees are charged for specific services, including TB testing and flu shots for College employees.

DATA

	2017-18 # of Students (Duplicated count)	2018-19 # of Students (Duplicated count)
Clinic		
Medical	1,549	1,571
Mental Health	573	864
Events		
Class presentations	17	29
Health fair	4	9
Education events	9	26

Notes:

- *Duplicated count: Students are counted once for each visit.*
- *The Student Health Center increased mental health services in 2018-19 funded by a Mental Health Grant,*

student health center

PROGRAM PLAN 2020-30

College Goal on Completion

- Include depression screening for students in all Student Health Center visits.
- Increase student use of the Student Health Center's medical and mental health services.
- Seek additional grant funding to expand mental health services, such as providing mental health therapy during the evenings and establishing a mental health student support group and mental health awareness student club.
- Increase Health Education presentations for students, faculty, and staff that focus on making healthy lifestyle choices and preventing physical and mental illnesses.
- Fund an increase in services by improving the percentage of students that pay the student health fee.

College Goal on Facilities

- Use technology to increase student use of services, such as telemedicine systems.
- Advocate for larger Student Health Center facilities to accommodate the anticipated increase in student use of services and student support groups.

College Goal on Communication

- Establish student groups, such as a Peer Health Education group to educate students, staff, and faculty on health-related topics and services.
- Reach out to underserved student groups, such as EOPS, international, LGBTQ, Latino, and Asian students, to promote optimal physical and mental health and to raise awareness of Student Health Center services.