



Basic Needs Grants Spring 2024

Prepared by Office of Research, Planning, and Institutional Effectiveness (ORPIE), Summer 2024

The following report includes the demographic information, course success rates, and grade point averages for students who received a basic needs grant in Spring 2024 at Golden West College (GWC). There are three categories in which students can request basic needs grants: Housing (\$1,000) which includes rent and utilities, Childcare (\$1,000), and Basic Living expenses (\$500). Students are eligible to receive two of the three grants. Once a student submits a request, they need to provide documentation relating to their need as well as meet the following criteria:

- Enrolled a minimum of 6 units at GWC;
- A completed FAFSA or CADA on file;
- Have an unmet financial need; and,
- No outstanding college fees.

Demographics

In Spring 2024, 497 students applied for a basic needs grant. 317 of 497 (64%) of basic needs grant applicants received one or more grants. 326 grants were awarded in Spring 2024 totaling \$264,211. The average grant amount was \$810.50. The top reason for application denials were due to FAFSA applications, including not having a FAFSA on file, the FAFSA was rejected, the FAFSA was not completed on time, or a student was not approved for financial aid. The second most common reason for application denials was that the student enrolled in less than 6 units followed by improper/no documentation.

The three graphs below illustrate the demographics of the basic needs grant recipients (317) and GWC overall (11,601) for Spring 2024. Hispanic/Latinx (Figure 1), Female (Figure 2), and students who are between 20 and 39 years of age (Figure 3) were overrepresented in the grant recipient population compared to GWC overall. White, male, and students who are 19 or younger were under-represented among the basic needs grant recipients.

Figure 1. Spring 2024 Students' Race/Ethnicity

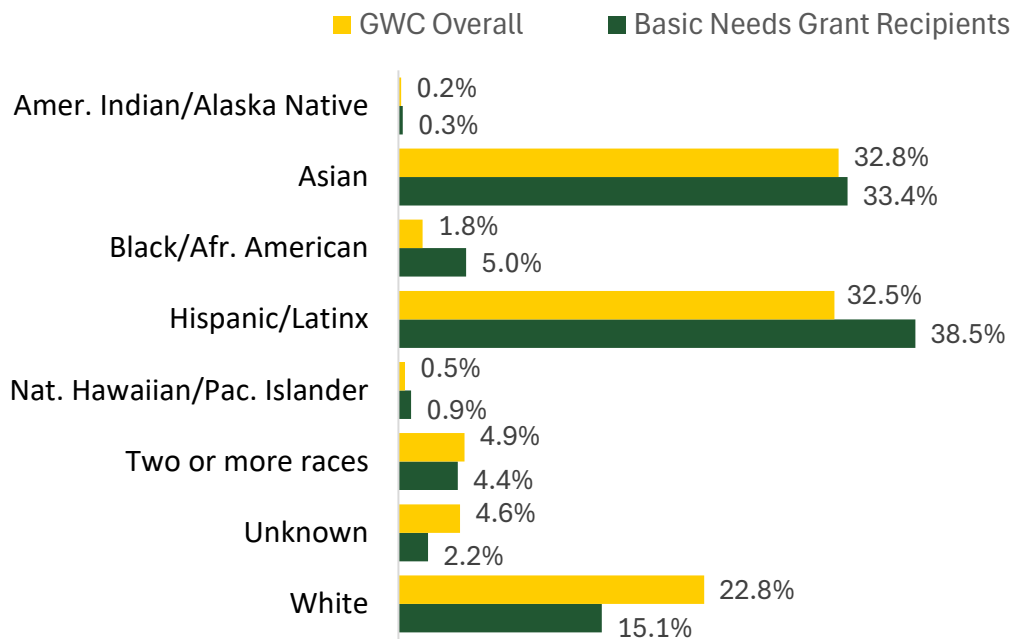


Figure 2. Spring 2024 Students' Gender/Gender Identity

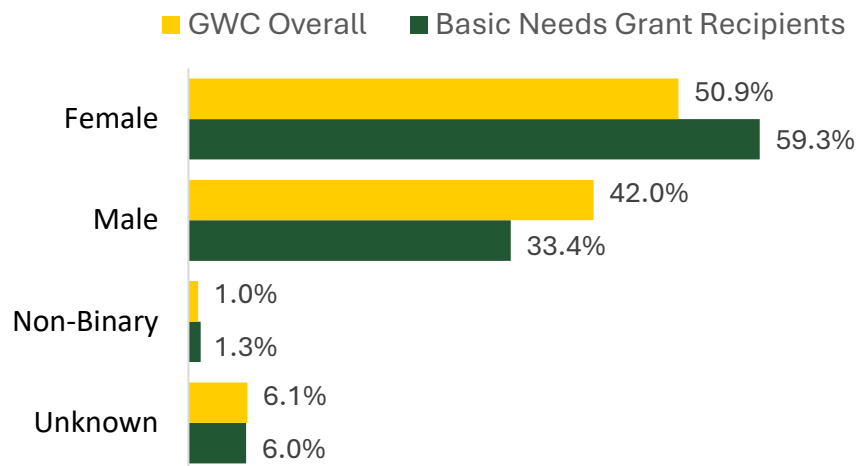
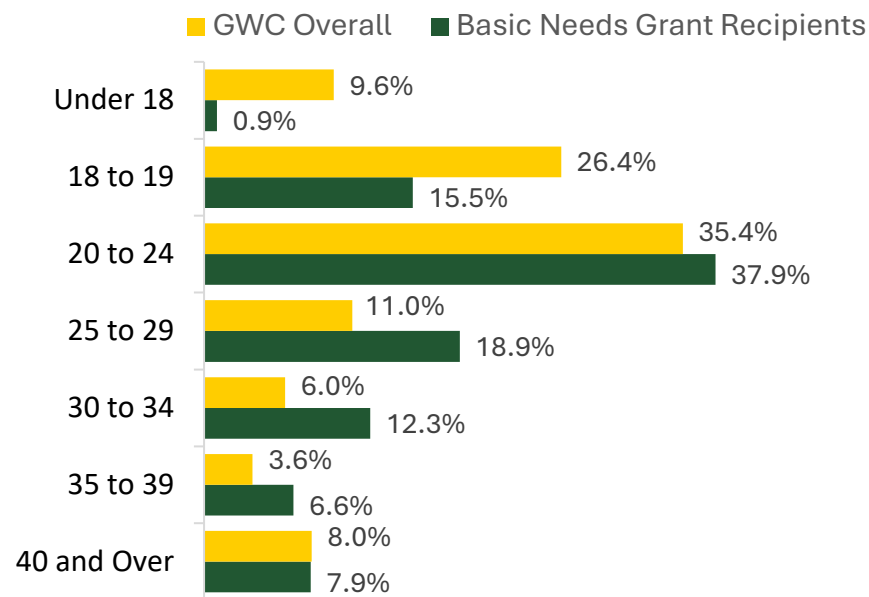


Figure 3. Spring 2024 Students' Age Group



Student Outcomes

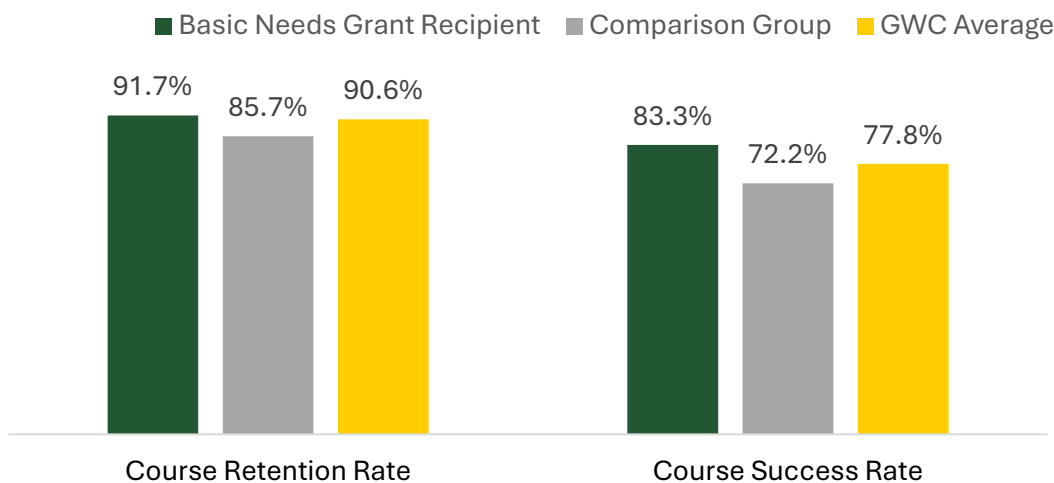
A comparison group was developed and used to assess the outcomes of students who received basic needs grants. All GWC Spring 2024 students were used to identify a comparison group. Propensity score matching was used to identify students who would likely be basic needs grant recipients based on their demographics. Race/ethnicity, gender, age, and financial aid recipient (i.e., Pell Grant and Golden Promise Grant) were used to match students and identify a comparison group. Matches are a one to one which results in equal sizes of treatment recipients (i.e., basic needs grant recipients) and the comparison group.

The Propensity Score Matching resulted in 307 matches to the basic needs grant recipients. Ten recipients were not matched to a comparison student and therefore their observation was removed from the outcomes analysis. Propensity score matches were validated using Chi-square tests and T-tests.

Course Success Rates

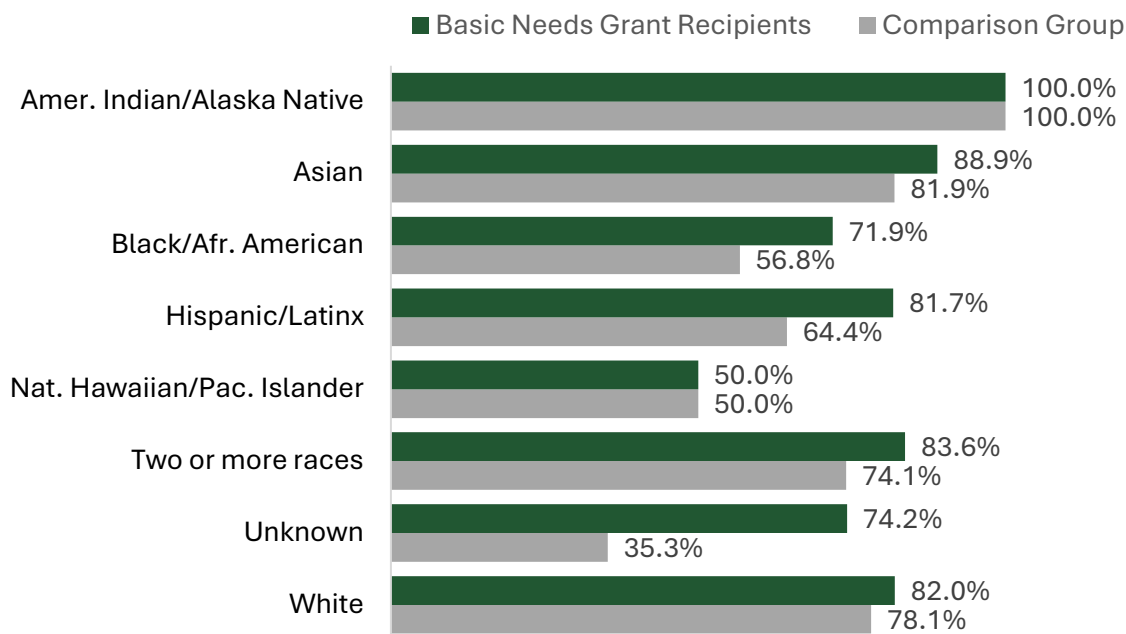
Overall, students who received basic needs grants had a higher course retention and success rates than the comparison group and the GWC average (Figure 4).

Figure 4. Spring 2024 Course Retention and Success Rates



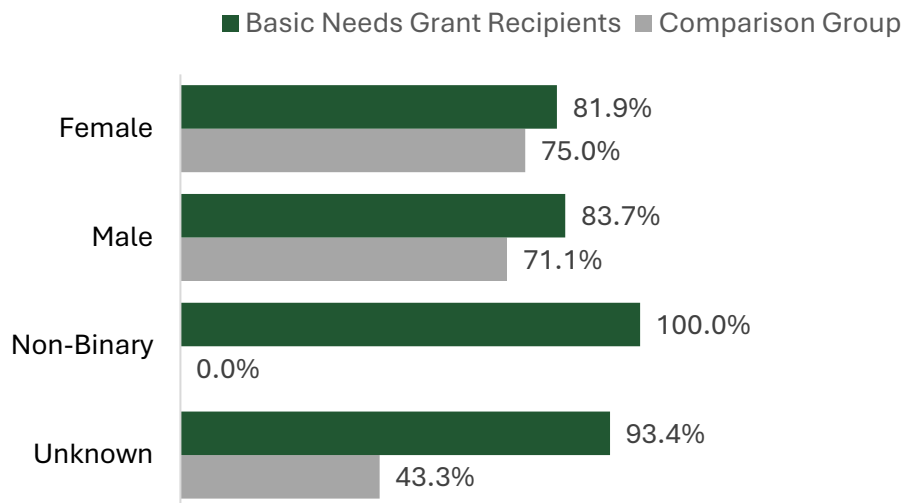
Of the students whose race/ethnicity is known, Hispanic/Latinx grant recipients had much higher course success rates (+17%) than their counterparts (Figure 5). Black/African American students that received a basic needs grant also experienced higher success rates (+15%) than their respective comparison group.

Figure 5. Course Success Rates by Race/Ethnicity



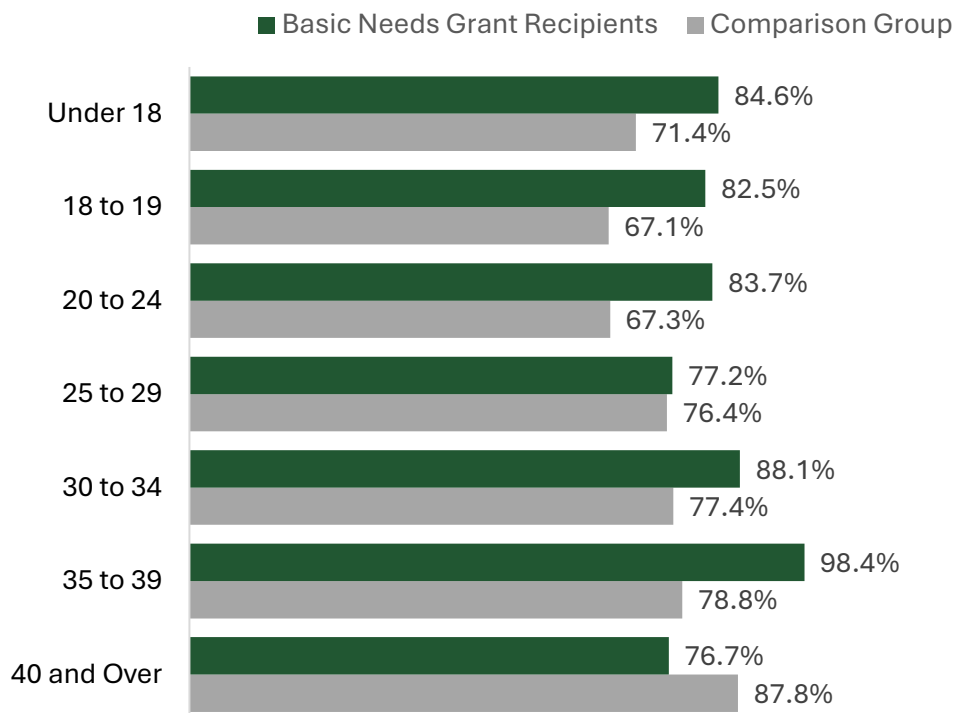
Male basic need grant recipients had course success rates much higher (+13%) than male comparison group students (Figure 6).

Figure 6. Course Success Rates by Gender/Gender Identity



Basic needs grant recipients who were 35 to 39 years of age experienced much higher course success rates (+20%) than their comparison group counterparts (Figure 7). Students who are 40 and over and received a grant had lower success rates (-11%) than their comparison group.

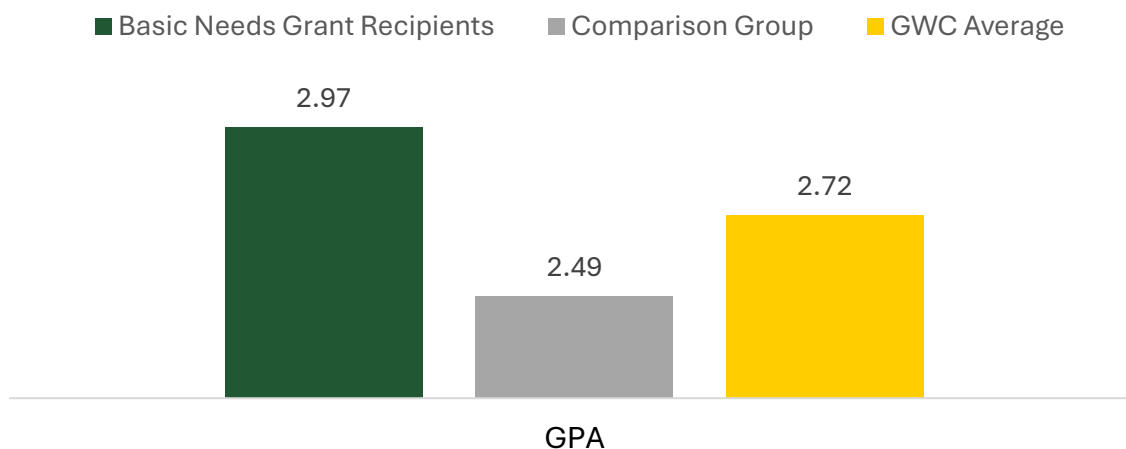
Figure 7. Course Success Rates by Age Group



Grade Point Average (T-test)

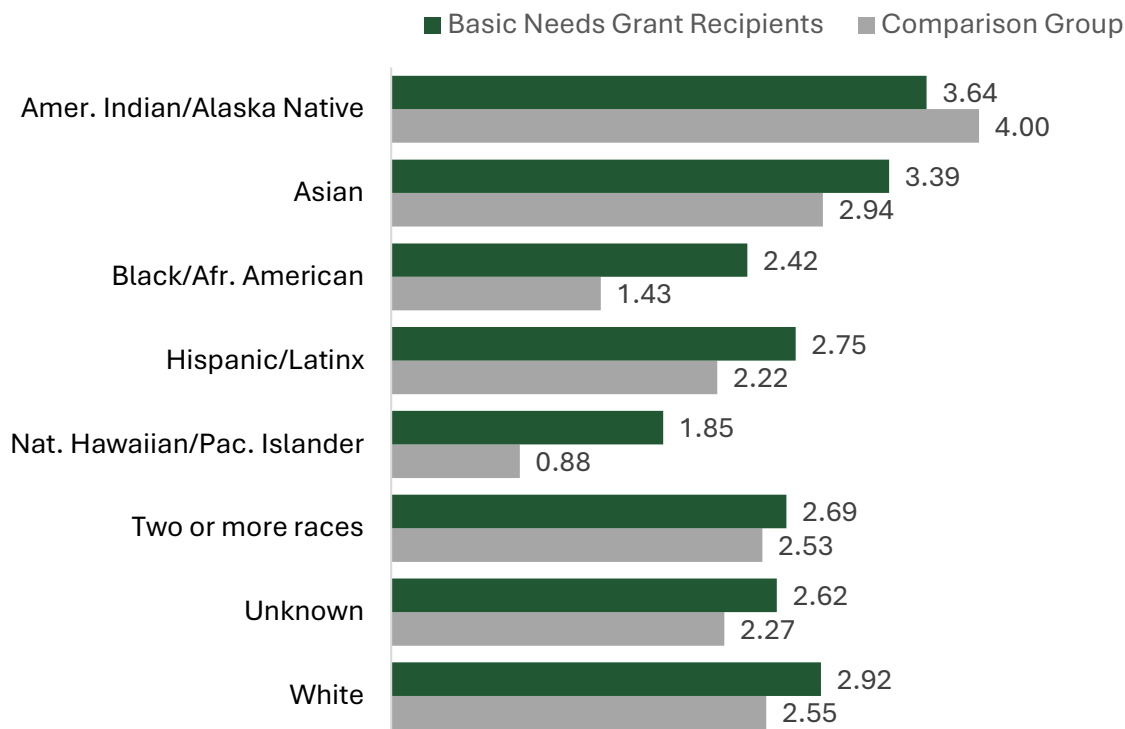
The Spring 2024 semester GPA of the Basic Need Grant recipients was significantly higher than the comparison group's GPA. The T-test for independent samples resulted in a P-Value<.001 indicating that there is a significant difference in GPA between the grant recipients and comparison group students.

Figure 8. Spring 2024 Semester GPA



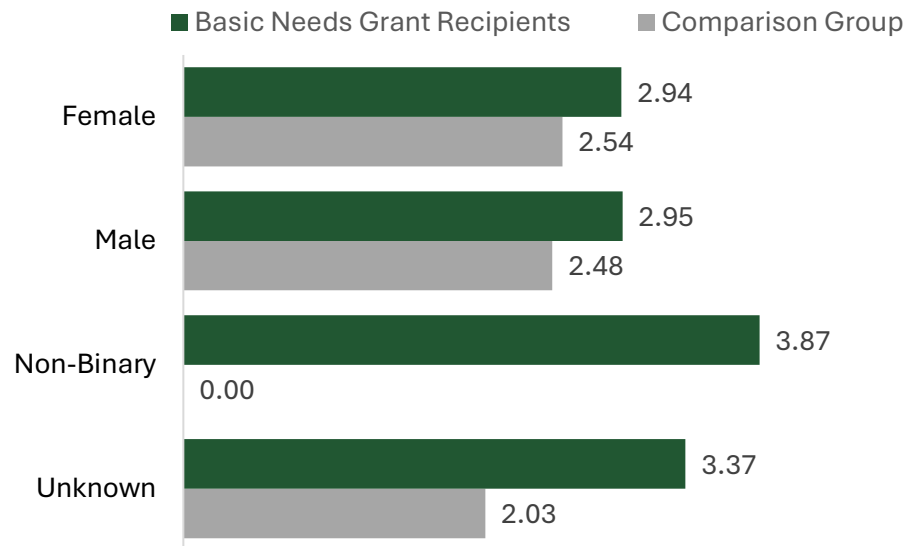
Except for Amer. Indian/Alaska Native, all student race/ethnicity groups that received a grant had a higher semester GPA than their respective comparison group (Figure 9).

Figure 9. GPA by Race/Ethnicity



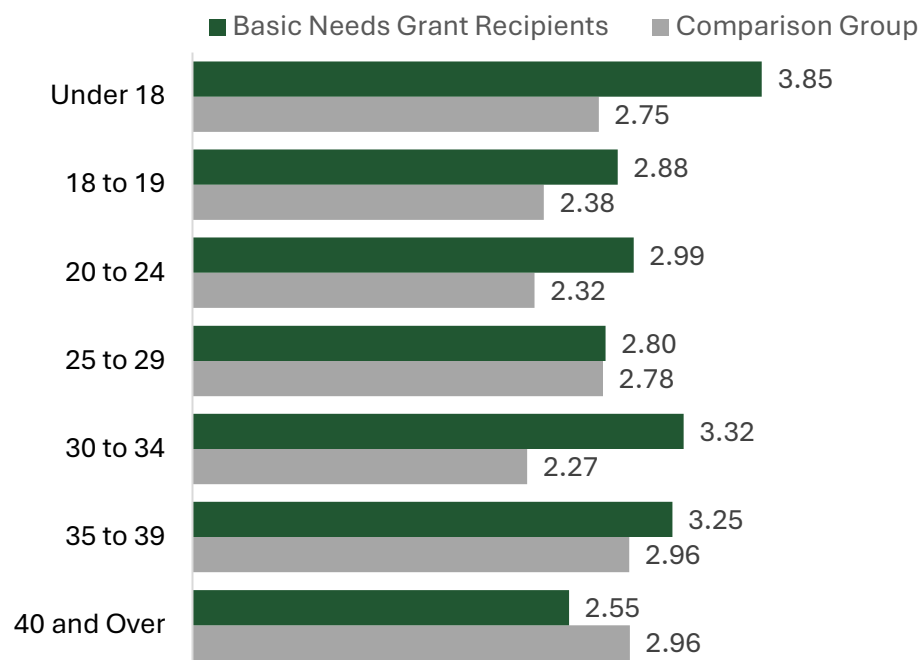
All gender groups that received the grant had higher GPAs than their respective comparison group (Figure 10).

Figure 10. GPA by Gender/Gender Identity



Except for students who were 40 and over, students from all age groups that received a basic needs grant had a higher semester GPA than their respective comparison group (Figure 11).

Figure 11. GPA by Gender/Gender Identity



Next Steps

From the findings of this report, the data indicated that students who received a basic needs grant award generally had higher course success rates and higher semester GPAs than the comparison group. As indicated above, the comparison group in this report was developed based on race/ethnicity, gender, age, and financial aid recipient status (i.e., Pell Grant and Golden Promise Grant). These factors were selected because they could be confounding variables that affect the likelihood of a student applying for and receiving a basic needs grant.

However, one limitation of this study is the lack of a general understanding of what factors contribute to a student's likelihood to apply for and consequently receive a basic needs grant. Factors such as self-motivation, academic achievements, previous academic performance, attitudes towards seeking aid, and/or the severity of the need may influence whether a student receives a basic needs grant.

To address these limitations, GWC ORPIE plans to implement the following:

- Use cumulative GPA when developing future comparison groups.
- Conduct a more detailed analysis of the previous academic performance of basic needs grant recipients.
- Include additional student outcomes in future assessments like term persistence and completion of degrees/certificates.
- Gather qualitative data to gain deeper insights into how students use grant funds (e.g., prioritize their academic responsibilities).

These steps are aimed to improve our understanding of the factors that influence students to apply for the basic needs grant and to better assess the effectiveness of these grants.