

RUSTLER'S RESEARCH

GWC OFFICE OF RESEARCH, PLANNING, AND INSTITUTIONAL EFFECTIVENESS (ORPIE)

SPRING 2016

BUSINESS 201 - 206

EMAIL: gwcresearch@gwc.cccd.edu

WEBSITE: <http://goldenwestcollege.edu/wpmu/oir>

Dear fellow rustlers,

Welcome back to the spring semester and Happy Lunar New Year! Outside of the obvious difference in dates and traditions, the Lunar New Year and the Gregorian calendar New Year do share two very important commonalities: reflecting on the previous year and wishing one another a prosperous and successful new year. As an interesting side note, a survey on New Year's resolution from Franklin Covey, a leader in education and training services, show that [1 out of 3](#) people will break their New Year's resolutions by the end of January. Why not consider the Lunar New Year as our second chance to keep our New Year's resolutions? If that fails, have no fear: we have Program Review right around the corner!

In the last newsletter, I shared the good news that we received a clean bill of health from the Accrediting Commission for Community and Junior Colleges (ACCJC), along with other relevant research from our office and from the field. Since accreditation is all about focusing on continuous quality improvement and assuring the public of the excellent education and services that Golden West College provides, we are once again ready to generate a midterm report for ACCJC this March. The midterm report is due in the third year of the accreditation cycle, and it helps us update ACCJC on how we have addressed both recommendations that the College received from the commission and other areas that the College has

self-identified as needing improvement. The draft of our midterm report is now up on our website, and we invite you to review and share with us your thoughts and feedback.

We have a fantastic issue this semester for you! In this issue, we will share research and best practices to bridge student equity gaps; provide updates on program review, SLO assessment, and TracDat; and celebrate the Extended Opportunities Programs & Services (EOP&S) department's recent accomplishment. As an added bonus, we invite you to participate in our second research contest. Throughout this issue, each section (**hint:** including this one) will provide clues to help you solve the crossword at the end of our newsletter. The first 10 individuals to complete the puzzle and email proof of completion to us will receive a prize. Good luck and have fun!

With warm wishes,

Kay V. Nguyen, Ed.D.

Administrative Director
Office of Research, Planning,
and Institutional Effectiveness



2016

H A P P Y N E W Y E A R

In This Issue

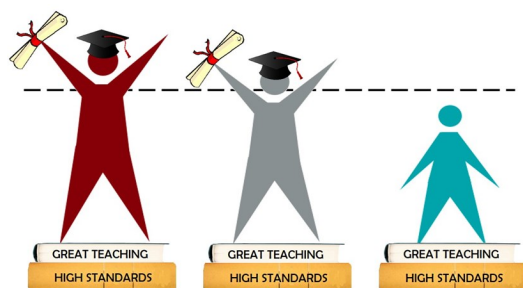
- Bridging the Equity Gaps
- TracDat - Assessment Management Software—launching Spring 2016
- Student Learning Outcome Updates
- Program Review
- Celebrating GWC: Congratulations to the EOP&S Department

Bridging Student Equity Gaps

By Matthew Valerius, Senior Research Analyst and Uyen Tran, Research Analyst

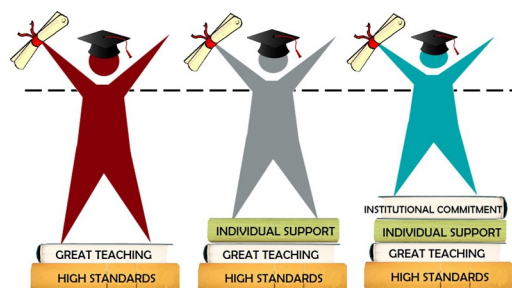
In recent years, California community colleges have been called on to do more to ensure all students they serve, regardless of their race, gender, disability status, or economic circumstances, are fully supported to succeed. Senate Bill 860, passed by the State Legislature in June 2014, calls on each community college in the state to develop and maintain a student equity plan with the aim of “clos[ing] achievement gaps in access and success in underrepresented student groups” as a condition to receive Student Success and Support Program funding.

Equality does not mean Equity



EQUALITY

Everyone gets the same thing.
This works when everyone starts
from the same place



EQUITY

Access to same opportunities.
Giving each student or group of students the support
to meet their needs so that everyone can succeed

Figure adapted from: Georgia Education Equality Coalition [http://www.gastandardsequity.com/#lightbox\[75\]/0/](http://www.gastandardsequity.com/#lightbox[75]/0/)

Creating an Equity-Minded Institution to Close Achievement Gaps

Colleges have adopted a variety of strategies to improve outcomes for underrepresented students. Best practices show these efforts are often more effective when implemented as part of a comprehensive, campus-wide effort and when all faculty, staff and administrators assume responsibility for improving student success. Specific strategies for creating an equity-minded campus to close achievement gaps include:

Outreach and admission

- Actively **recruit underrepresented students** through targeted outreach.
- Ensure students' initial contact with the college and first week on campus are positive.
- Provide opportunities for students to develop **personal connections** with other students, faculty, and staff.

Assessment and placement

- Provide orientations and test prep for assessment tests.
- Use **multiple measures to determine college readiness** instead of relying solely on assessment test.

Integrated, campus-wide student supports

- Expand access to **tutoring and peer mentoring** and support services.
- Provide students with **resources** if they are facing personal challenges that might interfere with their ability to focus on academics.
- Utilize **intrusive advising** for at-risk students to increase interaction.

Initiating success

- Reduce the time it takes for students to complete any Basic Skills requirements.
- Implement a College Success Course to **help first-generation college students** build the skills needed to succeed academically.
- **Establish learning communities** and a first-year experience program to help new college students develop positive relationships.

Teaching and learning

- Build a **culture of high expectations**.
- Have clear attendance policies and **follow-up with students** if they are missing class.
- **Examine trends in student performance to identify barriers to success** and modify instruction accordingly.
- Reach out to struggling students and **provide supplemental instruction** or referrals to academic support services on campus.

Data and analysis

- Track and analyze disaggregated student access and outcomes measures over time to **identify gaps among subgroups of students**.
- **Report student equity progress regularly** to faculty, staff and administrators.



Adapted from:

- California Community Colleges Chancellor's Office (2014). *Student Equity 2014-15 Expenditure Guidelines*. Available at: <http://extranet.cccco.edu/Portals/1/SSSP/StudentEquity/Student%20Equity%20Expenditure%20Guidelines%202014-15.pdf>
- *A Matter of Degrees: Promising Practices for Community College Student Success* https://www.ccse.org/docs/Matter_of_Degrees.pdf
- *Student Equity: From Dialog and Access to Action* http://asccc.org/sites/default/files/studentequity_10.pdf
- USC Center for Urban Education

TracDat, launching in Spring 2016

Before the start of the Spring 2016 semester, the GWC Research Office along with the Student Learning Outcome Coordinators, Theresa Lavarini and Sacha Moore, attended the Third Annual Student Learning Outcome (SLO) Symposium at Santiago Canyon College. Roughly 130 participants from different community colleges in California and Texas were present at the symposium. Participants collaborated, shared best practices from their institution and learned how to use different software programs to leverage SLO assessments.

Our research office was among the presenters and presented a breakout session titled: *Tips and Tricks to simplify TracDat reporting*. GWC recently upgraded to version 5 of TracDat, an assessment management system, designed to align course level student learning outcomes with program and institutional student learning outcomes. SLO results are stored on our college TracDat. TracDat promotes transparency in sharing and creating student learning outcomes data. These are all pertinent information which are critical for program review, planning and accreditation.

We are currently finalizing the TracDat manual and will roll out a pilot program to train SLO coordinators, department chairs, and faculty members who wish to learn how to input assessment results into TracDat. Please contact the research office or one of the SLO coordinators if you are interested in learning more about TracDat. A training schedule will be announced in March.

We are excited to share TracDat with the rest of the campus and look forward to future collaboration to promote authentic assessments and student success at GWC.

Be on the lookout for the TracDat training schedule in March



Student Learning Outcome Updates

We are nearing the end of our three-year student learning outcome assessment cycle. Student Learning Outcomes (SLOs) are explicit statements that describe the knowledge and skills that students will be able to demonstrate at the end (or as a result) of a course, program, or educational experience. The goal of each assessment cycle is to close the loop for all courses by assessing all course level student learning outcomes (cSLO) associated with each course at least once. Each cSLO maps to at least one, of 8, institutional student learning outcomes (iSLO). By assessing at the cSLO level, we are able to roll-up cSLO results to iSLOs and analyze how students should be performing at the institutional level.

Currently, we have entered cSLO results for all semesters up to Fall 2015. The table below shows data from Fall 2013 to Spring 2015. The results were aggregated for each semester. The table below provides number of students who were assessed and percentage of students reaching proficiency for each iSLO.

On average, each iSLO was met at an **81% competency level in Fall 2013** and met at an **84% competency level in Spring 2015**. Overall, there has been an **increase** in the average percent of students reaching competency per iSLO since Fall 2013

Average Percent of Students Reaching Competency per Institutional SLOs (iSLOs) Assessed																
	iSLO 1		iSLO 2		iSLO 3		iSLO 4		iSLO 5		iSLO 6		iSLO 7		iSLO 8	
Term	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
FA 2013	81%	13,743	81%	11,891	79%	13,359	82%	10,802	77%	8,206	82%	13,025	81%	12,858	82%	13,799
SP 2014	82%	12,603	81%	11,513	79%	12,830	84%	10,348	77%	7,171	83%	11,925	82%	12,415	83%	12,901
FA 2014	83%	15,309	83%	13,134	80%	14,661	83%	11,833	78%	7,412	83%	14,313	80%	15,287	83%	14,769
SP 2015	86%	12,524	85%	10,245	83%	11,783	86%	10,627	81%	5,822	85%	12,292	86%	12,978	86%	11,990

Institutional Student Learning Outcomes 1. Specialized Subject Knowledge (Majors), 2. Broad Knowledge, 3. Analytic skills, 4. Information competency skills, 5. Quantitative skills, 6. Oral and written communication skills, 7. Applied Learning, 8. Lifelong Learning

CELEBRATING GWC

This section highlights different ways that faculty, staff, and managers are improving student learning and student support services at Golden West College.

In Fall 2015, the California Community Colleges Student Services and Special Programs, announced that the Coast Community College District was one of the 10 Districts chosen to implement a new student service program through the Extended Opportunities Programs & Services (EOP&S) Department. The new program, known as the Cooperating Agencies Foster Youth Educational Support (CAFYES) program, provides additional funding to assist former foster youth students to achieve their educational goals.

CAFYES applications were reviewed and competitively scored based on meeting minimum required objectives and criteria including service numbers, experience, program design, program management/staffing/support, anticipated outcomes, project budget plan, leverage and overall feasibility of the project. Additional bonus points were available for severe need. The Golden West College EOP&S Department has a long history of finding additional resources to assist former foster youth and was a logical choice by the State to implement the program.

As a result of this award and recognition we have decided to rename our Emancipated Foster Youth program (EFY). Our program is now called the

Guardian Scholars Program. Students may be eligible for the following services including: student meal plans, costs of all textbooks, tutoring, gas cards or bus pass (case-by-case basis), material and health fees paid, merit grants, graduation scholarships, computer lab access, counseling services, access to the EOP&S food/hygiene pantry, emergency referrals for housing, transportation and clothing. To access these resources and services, students need to complete a [Guardian Scholars](#) application to determine eligibility with the EOP&S Department.

Contributor:

Natalie Timpson, MSC-SDHE
Director of EOP&S/C.A.R.E/Guardian Scholars

Congratulations

to the EOP&S Department for being chosen by the Cooperating Agencies Foster Youth Educational Support Program to implement a new program to broaden support for former foster youth students at GWC!

RESEARCH REQUEST

If you would like to request a research project, please fill out a research request form available on our website or by clicking [HERE](#).

A confirmation will be sent within 24 hours of submission. A staff may contact you with any follow-up questions regarding your request. Please allow a minimum of two weeks to process your request.



It's Program Review Time Again!

Every three years, each department at Golden West is asked to examine all of its programs to see how well they are supporting student success on campus and to make sure they have the resources needed to fulfill their educational mission. Program review helps departments identify their core objectives and align resources in a way that best supports them. All programs (instructional and non-instructional) are asked to complete a comprehensive review once every three years that includes a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats), detailed program data analysis, future planning, and resource allocation requests. It is important for departments to participate in the program review process. Departments that do not complete their reports are not eligible to receive additional funding for one-time requests, classified positions, faculty

positions, or facilities requests. The Office of Institutional Effectiveness provides extensive data and first-line analysis to assist programs with completing their reviews. In the coming weeks, we will be providing program review trainings to assist departments with completing their program review reports.

Stay tuned for more information on the Program Review Training Schedule



(Re)search Crossword

ACROSS

2. A commitment that an individual makes on New Year's Day
6. The accrediting body for community colleges
7. Three year review process
8. Closing achievement gap
11. GWC mascot
13. Free weekend activity at GWC

DOWN

1. School name
3. Acronym for student learning outcome
4. Assuring the public of education quality
5. Acronym of Institutional Effectiveness Office
9. Assessment management software
10. Location of research office
12. Acronym of new program to provide funding to assist former foster youth students

ENTER
TO
WIN

Prize awarded to first 10 individuals who email to a proof of this correctly completed crossword puzzle to the Research Office.*

**GWC Research staff are not eligible to participate in this contest.*

