

RUSTLER'S RESEARCH

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

FALL 2017

BUSINESS 201 - 206

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Welcome to a new academic year!

Over the summer, in between reading countless wonderful self-study drafts in preparation for our spring 2019 accreditation visits, I was able to finish a book called ***The Power of Habit: Why We Do What We Do in Life and Business*** by Charles Duhigg. In this book Duhigg provides case studies exploring the neurology of habit creation and reformation, which can lead to great success.

One case study shares how an organization can turn itself around by focusing on one keystone habit. The year was 1987, Ronald Reagan was President, the Puerto Rican boy band Menudo was experiencing great popularity in the U.S., and the Pittsburgh-based industrial giant Alcoa's profits were plummeting. In his first speech as CEO to struggling Alcoa employees, Paul O'Neill did not talk of profit margins, revenue projections or productivity, but of worker safety. He believed that since everyone in the organization believed in worker safety, and if they all operate with worker safety in mind, product quality will go up, and in turn, the profits will go up. And profits did go up. Alcoa's profits went up by 27 billion USD and lost work days due to worker injuries dropped from an average 1.86 days to 0.2.

At the end of the book, I couldn't help but wonder, what if we approach our work through the lens of student success and equity? What would it look like in the ways that we provide service, the ways that we teach, the ways we collaborate with one another, and the ways that we evaluate and improve programs and processes? In our office, this new approach has led us to revamping our website, changing the way we present data, preparing for the accreditation visit early, and even shifting our research focus.

In this issue, you will get an update about our new website, outcomes from the PACE study, what students said about their experiences at GWC, and infographics of our new student success scorecard and GWC's Quick Facts. Enjoy and welcome back!

Sincerely,

Kay V. Nguyen

Administrative Director, Research,
Planning, and Institutional Effectiveness

GWC Research Website

We've been busy all summer creating a more user friendly website that houses college data, research projects and surveys. It is our pleasure to officially announce that the GWC Institutional Effectiveness webpage is now up and running.

Take a minute and surf through all the information we have to offer at <http://research.gwchb.net>.

The website has information on accreditation, assessments and student learning outcomes, data dashboards, federal and state compliance requirements, program review data, and findings from research projects and surveys.

Website Scavenger Hunt

Navigate GWC Research Office's website to find answers to the following questions. **Answer all the questions correctly to receive a prize!**



1. What does ACCJC, one of GWC's accrediting agencies, stand for?
2. What are the two reports found on the "Compliance" tab on the website?
3. What is a Data Dashboard (as explained on the Research website)?
4. What is the name of the system used by faculty and staff to share and assess SLOs, SAOs, and AUOs?

Email your answers to gwcresearch@gwc.cccd.edu

Stay tuned for Campus Conversations on Accreditation coming mid-fall

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- Website Scavenger Hunt
- GWC 2017 Scorecard
- GWC 2017 Quick Facts
- Personal Assessment of the College Environment (PACE) Survey
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GOLDEN WEST

2017 SCORECARD



COMPLETION METRICS

Persistence

Percentage of degree, certificate and/or transfer seeking students who enrolled continuously in the first 3 consecutive terms.

82.3%

N=1,847

30 Units Completed

Percentage of degree, certificate and/or transfer seeking students who achieved at least 30 units within 6 years.

75.3%

N=1,847

Degree/Transfer

Percentage of degree seeking students who completed a degree, certificate or transfer-related outcomes within 6 years.

55.5%

N=1,847

MATH, ENGLISH, ESL METRICS

Remedial/ESL

Percentage of students who completed below transfer level in English, Mathematics, and/or ESL and completed a college-level course in the same discipline within 6 years.



Transfer Level Achievement

Percentage of students who completed 6 units and attempted any Math or English in their first year who completed a transfer-level course in Math or English their first or second year.

	1-year	2-year
Math	24.8% N=1,494	40.6% N=1,494
English	48.3% N=1,494	66.6% N=1,494

CAREER TECHNICAL EDUCATION (CTE) METRICS

CTE Completion

Percentage of students who completed more than 8 units in a single CTE discipline and received a degree, certificate or transfer-related outcome within 6 years.

61.3%

N=1,267

Skills Builder

Median percentage change in wages for students who completed higher level CTE coursework in 2013-14 and left the system without transferring to a four year college or receiving a degree or certificate.



The cohort described represents students starting college for the first time in 2010-11 and tracked for six years through 2015-16.

COLLEGE

15744 Goldenwest St.
Huntington Beach, CA 92647
*Public, 2 year, semester term,
commuter school*

QUICK FACTS

2017-18 TUITION & FEES (PER UNIT)

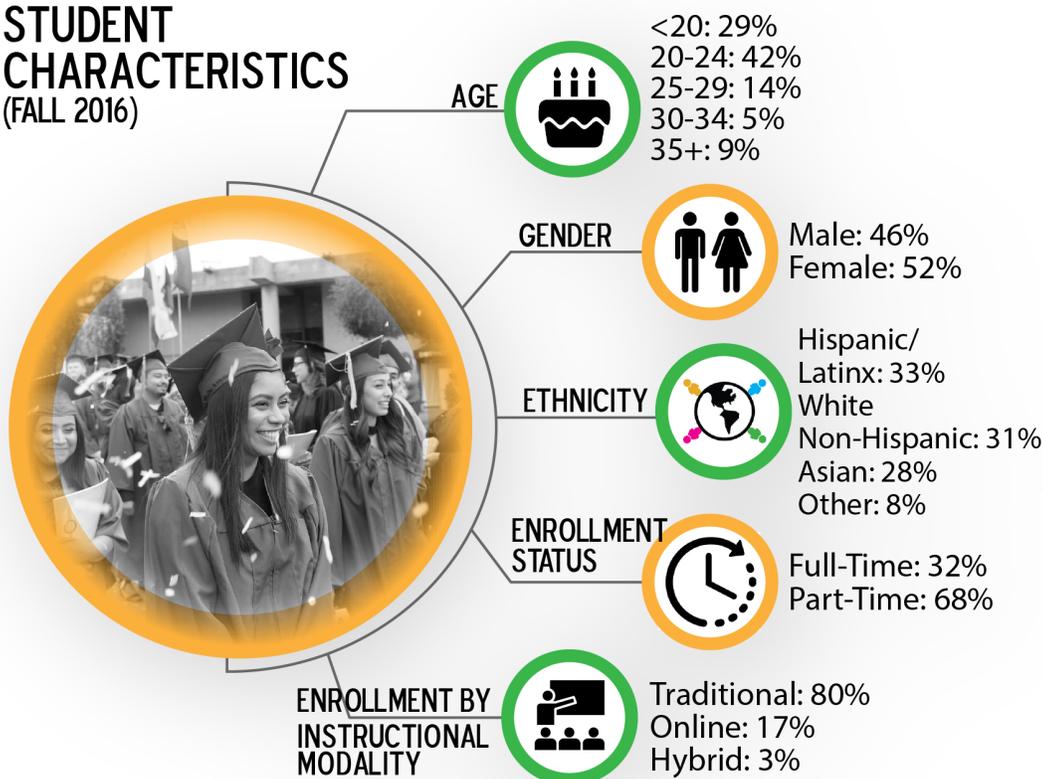
California Resident: \$46
Out-of-State: \$317
International Student: \$317

COLLEGE STAFFING (FALL 2016)

Full-Time Faculty: 140 Managers: 38
Part-Time Faculty: 389 Classified: 183

2016-17 UNDUPLICATED ENROLLMENT: 17,302*

STUDENT CHARACTERISTICS (FALL 2016)



SPECIAL PROGRAMS* (FALL 2016)

Number of students participating in categorical or special programs/services at GWC

California Work Opportunity & Responsibility to Kids (CalWORKs): 58

Disabled Students Programs and Services (DSPS): 422

Extended Opportunity Program & Services (EOP&S): 743

Foster Youth: 161

Veterans: 230

FINANCIAL AID (2015-2016)

TOTAL FINANCIAL AID AWARDED:
\$22,725,787

56% of GWC students received financial aid in 2015-2016

Pell Grant: 22%
BOG Waiver: 56%
Other Aid: 13%

AWARDS & TRANSFER*

2016-17 AWARDS

Associate Degrees:
1,423 (47%)

Certificates:
1,626 (53%)

2015-16 TOTAL TRANSFER VOLUME: 1,127

California State University (CSU) **69%**

University of California (UC) **11%**

In-State-Private **7%**

Out-of-State **13%**

The Personal Assessment of College Environment (PACE) Survey

The Personal Assessment of College Environment (PACE) survey is designed to obtain employees' perceptions of the campus climate and provide the college with data to promote more open and constructive communication among faculty, staff, and administrators. **Questions are categorized into four climate factors that impact student success and institutional effectiveness: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus (Figure 1).**

These four factor scores are combined to rate the overall campus climate. Campus climates can range from Coercive (worst environment) to Collaborative (ideal environment). In his study on institutional management, Rensis Likert, known for his 5-point Likert scale, indicated that the Collaborative system produces the best workplace environment in terms of productivity, job satisfaction, and communication. The middle systems are Consultative (System 3) and Competitive (System 2).

GWC administered the PACE survey during late fall 2014 and late fall 2016. GWC's fall 2014 survey results yielded an overall score of 3.593, placing GWC in the middle as a Consultative system. Additionally, the results showed GWC's four climate factor scores to be below the norm base (total average of all schools that also administered the survey). Based on survey results, the College, through Planning & Budget, set a goal of improving all four climate factors to be at or above norm base by the next survey administration. In order to move the needle on campus climate, many discussions on institutional effectiveness and organizational structures took place. Changes included program review process improvement and moving the college from a 2-VP model to a unique 3-VP model that focuses on integration and collaboration among all college core services. These changes, along with other improvements on campus, yielded positive results when the college administered the PACE survey for the second time in fall 2016. **For fall 2016, significant improvements were seen in all four climate factors, and GWC's overall PACE score increased to 3.776 compared to 3.774 for the norm base (Figure 2).**

Fig 1. The PACE Model

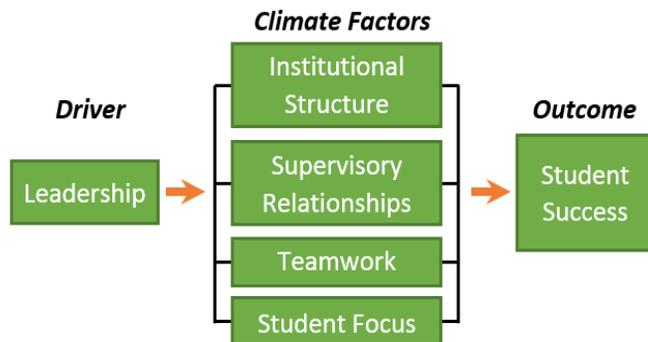
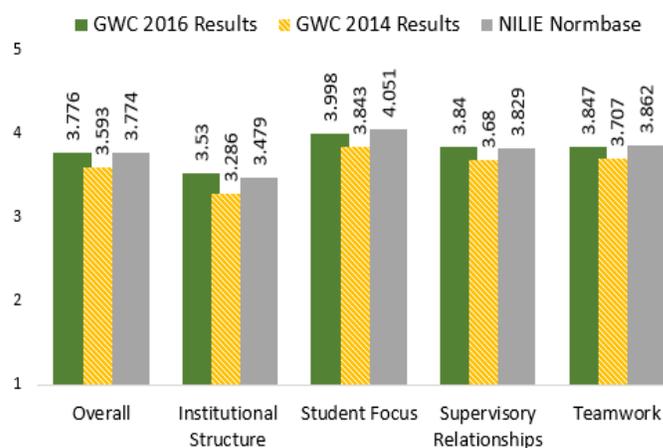


Fig. 2. PACE Results by Climate Factors



High Marks for GWC in the 2016-2017 Student End-of-Year Survey!

At the end of the spring 2017 semester, GWC administered a survey to all students enrolled in 6 or more units who had not yet earned more than 30 units at the college. The survey asked students about their overall satisfaction with the instruction and support services.



Summary findings from Student End-of-Year Survey (N=210)

- 88% planned to re-enroll at GWC in Fall 2017
- 88% "Very Satisfied" or "Satisfied" with their overall experience at the college
- 83% rated the quality of support services as "Good" or "Excellent"
- 85% rated the quality teaching as "Good" or "Excellent"
- 90% "Likely" or "Very Likely" to recommend GWC to close family or friends

What students liked most about GWC:

Supportive, friendly, and helpful faculty, staff and students; the campus location, layout and landscape; online classes; the convenience of parking and getting to class; class sizes; counseling; and various campus activities and events.

Recommended areas for improvement:

More food options; lower textbook costs; increased promotion of campus activities; expand library and tutoring services; more diverse offerings of classes and modalities; improve customer service; and restroom and campus cleanliness.