GOLDEN WEST COLLEGE

GOLDEN WEST COLLEGE
LET CHANGE BE THE TRADITION
GWC
Founded 1966
HUNTINGTON BEACH, CA

Application for
Reaffirmation
of Accreditation

Self-Study
2011-2012

Golden West College

Self Evaluation Report of Educational Quality and Institutional Effectiveness

In Support of Reaffirmation of Accreditation

Submitted by:
Golden West College
Golden West Street
15744 Golden West Street
Huntington Beach, CA 92647-2748

To:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Date Submitted

Certification Page

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Mr. Wes Bryan, President
Golden West College, 15744 Golden West Street, Huntington Beach, CA, 92647-2748

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's Accreditation status.

I certify there was broad participation by the campus community, and that the Board of Trustees has read the Report and was involved in the self evaluation process, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signed:

_____   11-22-12
Mr. Wes Bryan, President   Date
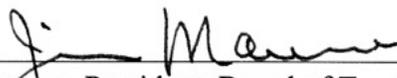
_____   11/21/12
Jim Moreno, President, Board of Trustees, Coast Community College District   Date

_____   11-20-12
Dr. Andrew Jones, Chancellor, Coast Community College District   Date
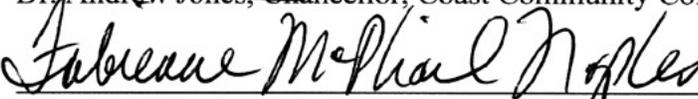
_____   12-3-12
Dr. Fabienne McPhail Naples, Vice President, Student Success   Date
Co-Chair, Accreditation Self-Study Team, Accreditation Liaison Officer
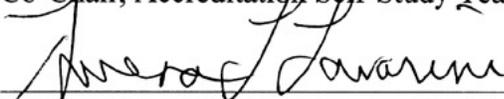
_____   12-3-12
Theresa Lavarini, Professor, Co-Chair, Accreditation Self-Study Team   Date

_____   12/3/12
Gregg Carr, Professor, President, Academic Senate 2012-2013   Date

_____   12-4-12
Connie Marten, Chairperson, Classified Senate 2012-2013   Date

_____   12/4/12
Dale Lendrum, President, Associated Student Government, 2012-2013   Date

GOLDEN WEST COLLEGE

LET CHANGE BE THE TRADITION

GWC

Founded
1966

HUNTINGTON BEACH, CA

Accreditation Self-Study 2001-2012

INTRODUCTION

Introduction

Description and History of the Institution
Golden West College (GWC) opened in 1966 with the goal of being a modern and forward-thinking community college. R. Dudley Boyce, the first college president, set this tone with the saying, "Let change be the tradition." Though the campus itself was unfinished when the College first opened, 2,000 day students and 3,000 night-students registered for the first term. The College is preparing to celebrate its forty-fifth anniversary, so this is an appropriate time to look back at the early years of Golden West College.

In the sixties, GWC worked to establish an identity, separate from Orange Coast College, which was the first and largest institution in the Coast Community College District. In the seventies the College focused on moving into the future. This was accomplished by inviting speakers, such as Ray Bradbury and Arthur C. Clarke, to make appearances on campus. In the eighties the college dealt with major budgetary problems. For the first time, GWC charged students fees to register for classes and to park on campus. The nineties were a time of stabilization and renewal. Enrollment increased, but budgetary restrictions prevented GWC from hiring new faculty until the end of the decade. As GWC entered the new millennium, the College met a new set of challenges, but also found cause for optimism.

The community, showing a strong sense of commitment to the campus, passed the "Measure C" Bond to improve campus facilities. This bond money has allowed the college to plan new buildings as well as renovate and upgrade existing campus infrastructure and buildings. Online instruction is growing and the campus is working to integrate new technology into the curriculum. Quality education and academic rigor remain the standard by which new technology and innovation are evaluated. In 2004-05 the college developed its first master plan along with related plans to guide the institution through 2010. Many of the goals identified in the Pathways document were accomplished during this time and were validated in both the Accreditation Self-study, and by the visiting teams. The Pathways document provided a framework that has enabled the College to revise its mission, vision and values. This document also included a newly framed educational philosophy for the College.

Population Served
The population in Orange County as a whole is becoming more diverse and more aged. Soon there will be a wave of Baby Boomers reaching the typical age for retirement. By the year 2025 individuals over age 65 will make up 17 percent of the population and by 2050 they will make up an estimated 21 percent of the Orange County population. In contrast, only 10 percent of the population was over age 65 in the year 2000. Today the 25 to 34 age group represents 16 percent of the Orange County population while the 35 to 44 age group represents 17 percent of the County residents. The younger than 14 age group comprises 23 percent of the population. By 2025, both the 25-34 and 35-44 age groups will have shrunk to 13 percent of the population and the younger than 14 age groups will be only 19 percent. Many of the older County residents may elect to delay retirement as their experience and technical skills will be in demand and their pension and/or social security resources may not be sufficient to support their preferred lifestyle.[1]

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1   Orange County Workforce Indicators 2010-11 (Irvine, CA: Orange County Business Council, 2010).

Today, Hispanics make up 33 percent of the Orange County population, but by 2025 Hispanics will be the largest ethnic group at 43 percent of the population and by 2050 this group is anticipated to represent 53 percent of the population. By contrast, the White population is currently 48 percent of the Orange County population, and the Asian population is 16 percent. By the year 2025 the White population is anticipated to be at only 34 percent while the Asian population will increase modestly to 18 percent. As the Hispanic population has been traditionally underrepresented in higher education institutions, Orange County faces a challenge to encourage and prepare young people from this group to pursue postsecondary education.[2]

Since 2001 net domestic migration has seen slightly more people moving out of Orange County than moving into the County. Population growth has occurred slowly through natural increases as opposed to massive in-migration in excess of normal out-migration.

Based upon an analysis of residential zip codes reported by enrolled students (see discussion below) an area of Orange and adjacent Los Angeles County that encompasses a 9-mile radius comprises the territory effectively served by Golden West College. This area is illustrated in the graph below.

## 9-mile Effective Service Area, Golden West College

Source: Environmental Systems Research Institute (ESRI)

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2 State of California, Department of Finance, *Population Projections for California and Its Counties 2000-2050, by Age, Gender and Race/Ethnicity* (Sacramento, CA: Department of Finance, July 2007).

The population in this effective service area was 1,509,368 in 2000 and is projected to be at 1,592,900 by 2015. The area is expected to slowly grow at an annual rate of .15 percent as compared to the state annual growth rate of .70 percent. The median age of the population in this 9-mile service area was 32.2 in 2000 and likely will be 33.5 by 2015. Per capita income for the effective service area had been $20,706 but is expected to be $29,200 in 2015. The median household income, projected at $79,051 by 2015, is expected to grow between 2010 and 2015 at an annual rate of 2.93 percent as compared to the state rate of 2.59 percent and the national rate of 2.36 percent.

Changes in Per Capita Income, 9-mile Effective Service Area
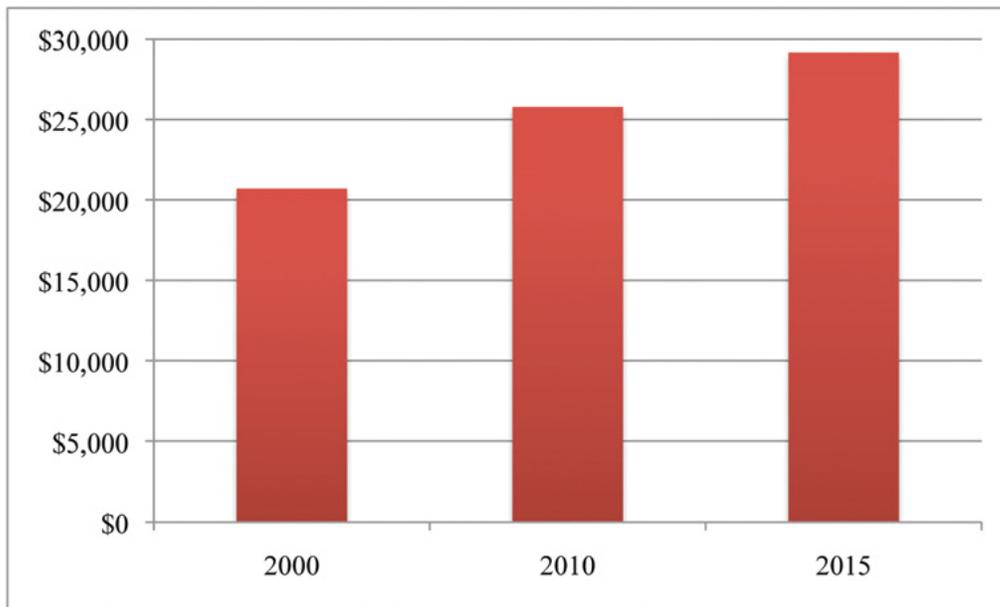
Source: ESRI data, analysis by Cambridge West Partnership, LLC

As is the case with Orange County as a whole, the age distribution in the 9-mile effective service area will shift as the number of older residents, age 55 and above, increases between 2000 and 2015. In addition, the 25 to 54 age group, which spans the prime working years, will shrink from 45 percent to 42 percent of the population in the effective service area.

Changes in Age Groups, 9-mile Effective Service Area

	19 or Less	20 to 24	25 to 34	35 to 54	55+
2015	0.283	0.079	0.159	0.256	0.223
2010	0.294	0.075	0.153	0.277	0.201
2000	0.301	0.073	0.175	0.278	0.172
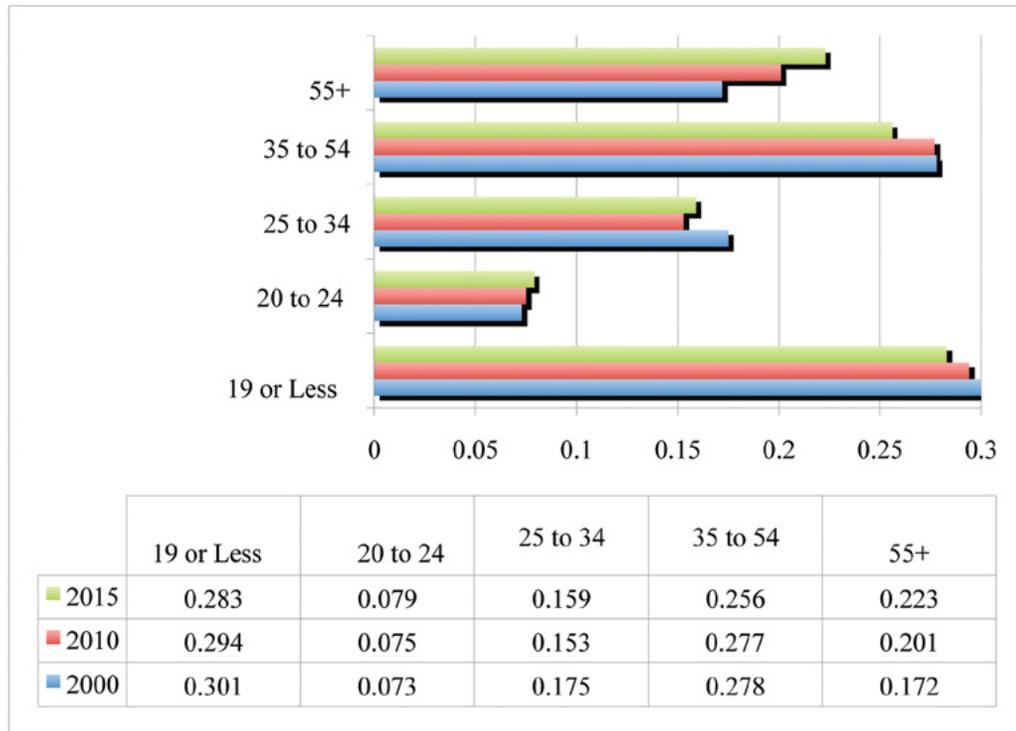
Source: ESRI data, analysis by Cambridge West Partnership, LLC

From now until 2015, the traditional college age population (age 20 to 24) in the 9-mile effective service area will continue to grow slowly by .6 percent. In the longer term the California Department of Finance expects the number of young adults in Orange County to shrink by 3 percent at 2020 and by 7.5 percent by 2050, compared to their percentages of the population in 2000. In part, this shift is due to the high cost of living and raising a family in Orange County. For GWC this young adults group is significant as 64 percent of the student enrollment in the recent four years has been composed of students in the traditional college age group or slightly younger.

## College-Age Population (20-24), 9-mile Effective Service Areas
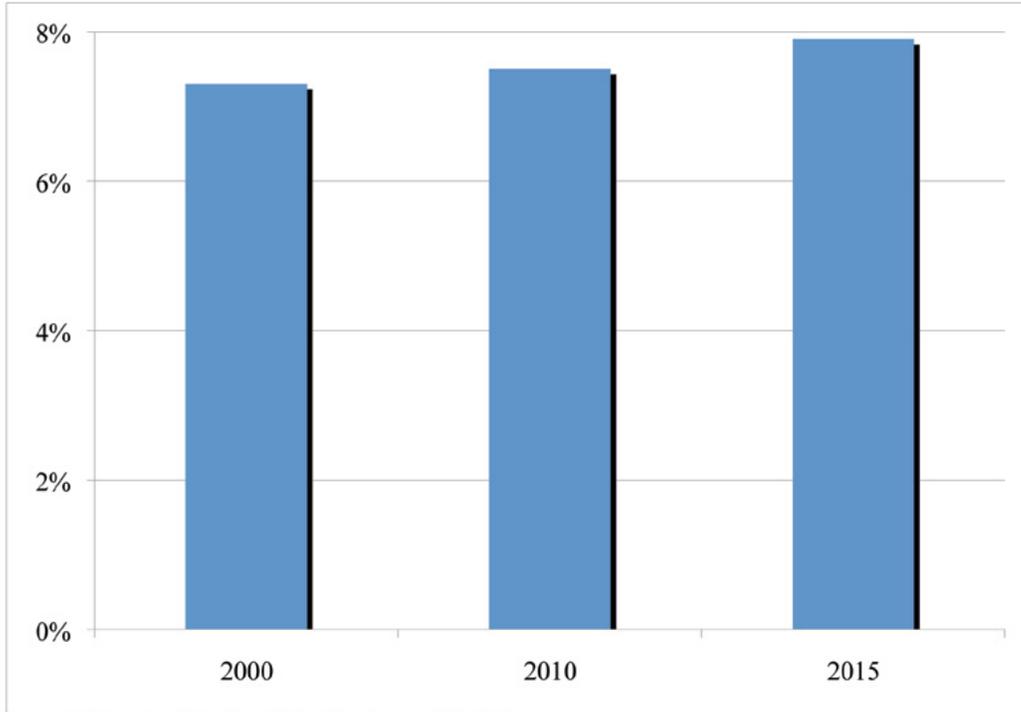
Source: ESRI, analysis by Cambridge West Partnership, LLC

Orange County Shifts in Selected Age Groups
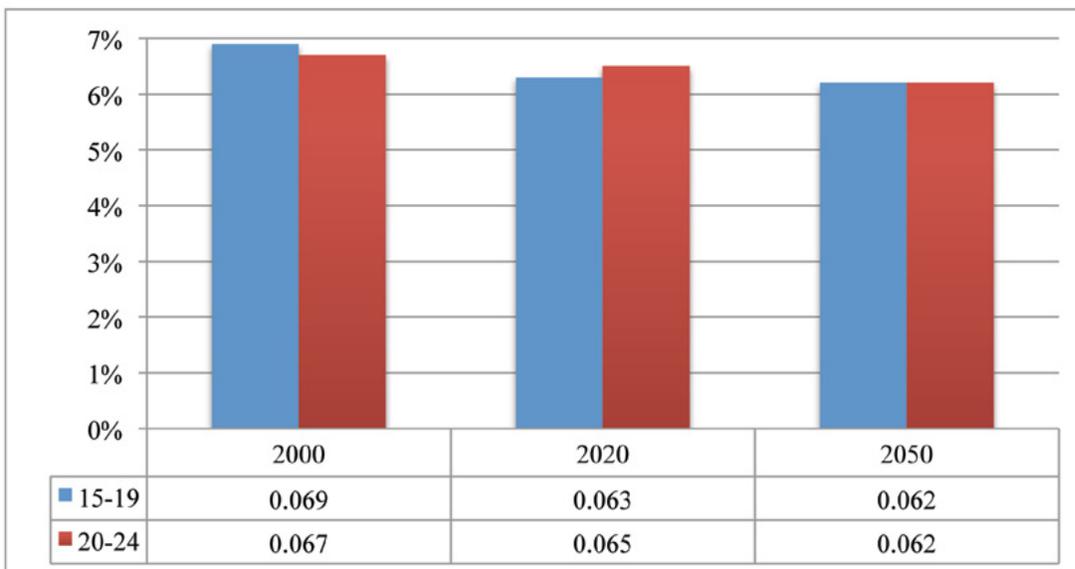
	2000	2020	2050
15-19	0.069	0.063	0.062
20-24	0.067	0.065	0.062

Source: State of California, Department of Finance, Population Projections for California and Its Counties 2000-2050 by Age, Gender and Race/Ethnicity; analysis by Cambridge West Partnership, LLC

Within the 9-mile effective service area, shifts in the ethnic composition of the population will not be as dramatic as they will be in the county as a whole, but there still will be parallels. The White population will decrease from 58 percent in 2000 to 50 percent in 2015 while the population self-identified as Hispanic will grow from 38 percent to 44 percent of the population in just that 9-mile radius area. The Asian population in this 9-mile effective service area will also slowly grow from 16 percent to 21 percent.

Changes in Ethnic Groups, 9-mile Effective Service Area

|	White Alone	Black Alone	American Indian Alone	Asian or Pacific Is Alone	Some Other Race Alone	Two or More Races	Hispanic Origin
2015	50%	2%	1%	21%	22%	5%	44%
2010	52%	2%	1%	19%	21%	5%	42%
2000	58%	2%	1%	16%	19%	4%	38%
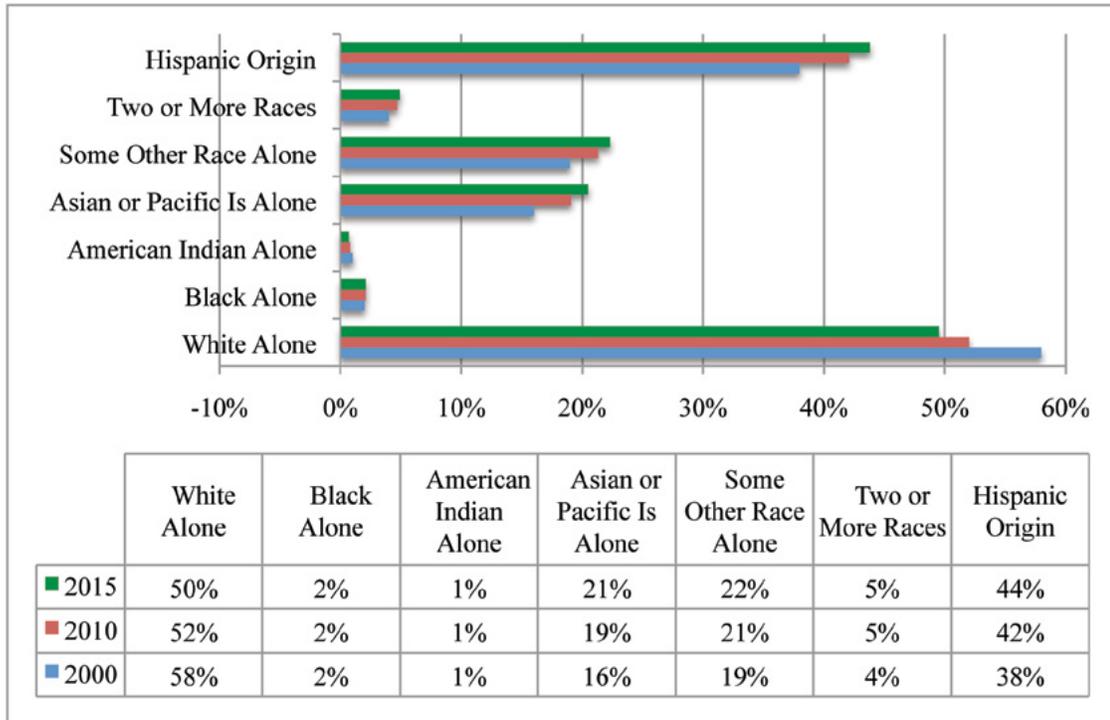
Source: ESRI data, analysis by Cambridge West Partnership, LLC

Given the traditional habits of participation in higher education, these shifts in age and race within the effective service area have implications for the educational services offered by the College. The college participation rate differences among various ethnic groups are described in the graph below. As the Hispanic population increases, outreach efforts will need to be made to encourage college attendance. The College has conducted a highly successful outreach effort, through the privately funded El Viento project, to encourage Hispanic students from low-income families to attend postsecondary education.

For the year 2010, the highest educational attainment among the population age 25 and older within the effective service area is described below. Those who are high school graduates plus those adults who earned no diploma represent 46 percent of the adult population. When those with some college education, but no degree, are added the group with high school graduation or less the result is 65 percent of the population have no college degree.

2010 Educational Attainment, Age 25+, 9-mile Effective Service Area
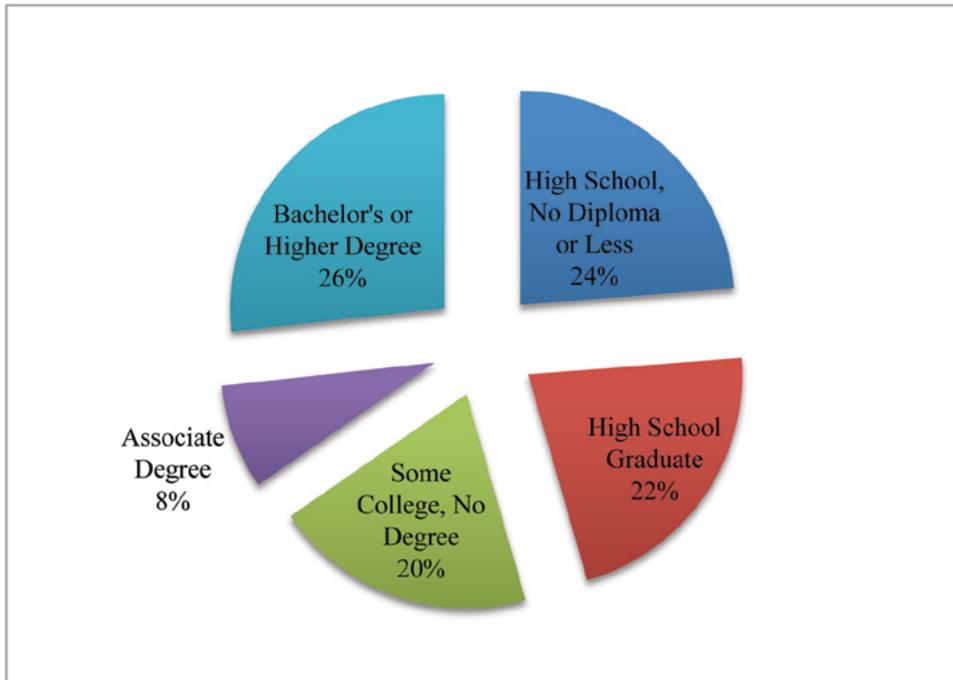
Source: ESRI, analysis by Cambridge West Partnership, LLC

Because so many students who attend the College do so immediately after completing high school, it is useful to take note of the long-term projections for high school graduates in Orange County. Over the ten-year period from 2009-10 to 2018-2019 the County is expected to see a -12.4 percent decline in the number of graduates from high school.

Orange County Projected Count of High School Graduates
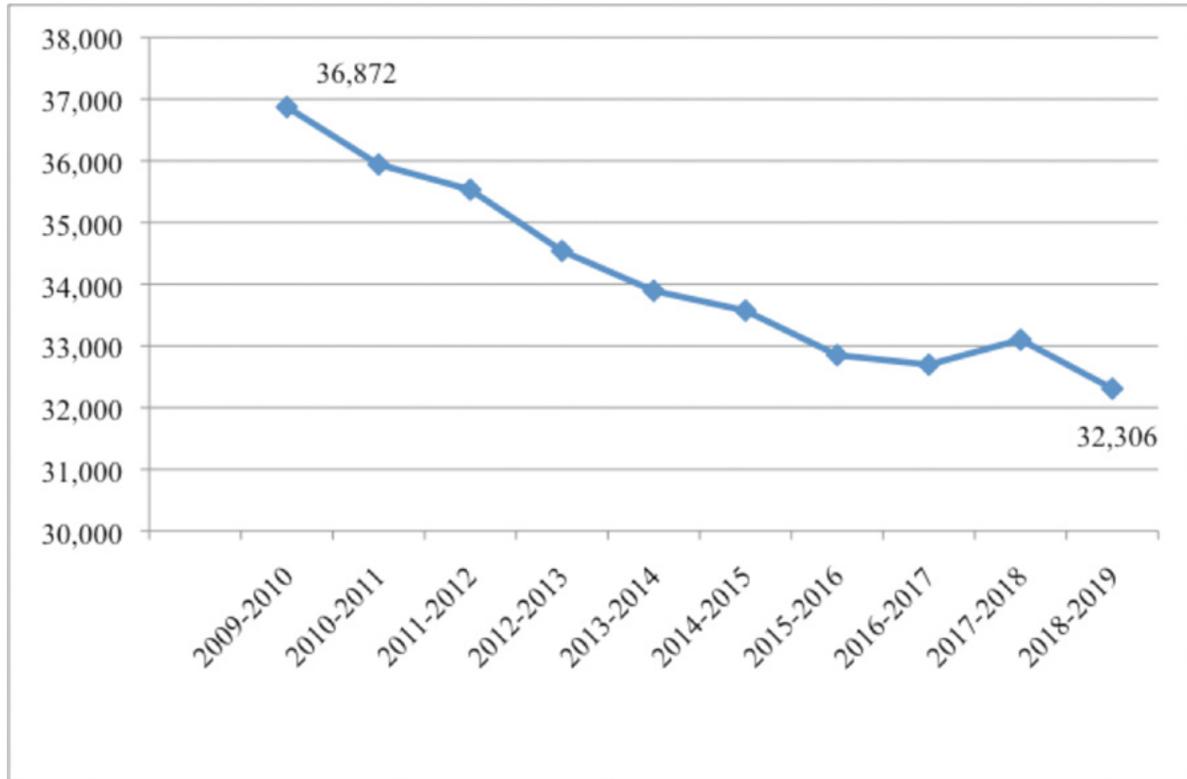
Source: State of California, Department of Finance K-12 Enrollment Series Report, October 2009

There are primarily two school districts that send high school graduates to the College. The largest school district is Huntington Beach Union High School District, which has nine high schools and approximately 16,000 students in grades 9 to 12. The most recent Academic Performance Index (API) score for this school district is 826, well above the Orange County and state average. For the most recent data year (2009) the District graduated 3,387 students and 2,285 or 67 percent went on to higher education.[3] This District annually sends an average of 600 students to the College: 250 to UC Irvine, 290 to CSU Fullerton or Long Beach, and most of the balance to community colleges. The 2009-10 senior class is 43 percent White, 23 percent Asian and 22 percent Hispanic. The entire high school in that academic year self-reported its ethnicity as 44 percent White, and 23 percent each Asian or Hispanic.

3 State of California, Department of Education, "District Enrollment by Grade," Data Quest, Extracted on January 25, 2011 from http://dq.cde.ca.gov/dataquest/Enrollment/GradeEnr

Garden Grove Unified is the second large school district that provides students for the College as it has seven high schools and approximately 15,000 students in grades 9 to 12. The most recent API score for this district is 802, which is close to the Orange County average for 2009 but above the state average. For the most recent data year (2009) the District graduated 3,309 students and 1,847 or 56 percent went on to higher education.4 On average, this District annually sends 300 students to the College, 190 to UC Irvine, 250 to either CSU Fullerton or Long Beach, and most of the balance to community colleges. The 2009-10 senior class is 44 percent Hispanic, 36 percent Asian and 17 percent White. The entire high school in that academic year self-reported its ethnicity as 50 percent Hispanic, 32 percent Asian, and 15 percent White.

Economy

The distribution of employment in Orange County, across the standard industries tracked by the Employment Development Department (EDD), is illustrated below. Out to 2018 the industries with the greatest growth, aside from domestic employment, are Education and Health Services

Orange County Employment Projections by Industry

Industry	2008	%	2018	%	% Change
Self Employed	124,300	7.7%	127,800	7.3%	2.8%
Unpaid Family & Private Household Workers	10,100	0.6%	14,300	0.8%	41.6%
Farm	4,600	0.3%	4,600	0.3%	0.0%
Natural Resources & Mining	600	0.0%	600	0.0%	0.0%
Construction	91,200	5.6%	99,500	5.7%	9.1%
Manufacturing	174,100	10.7%	168,000	9.6%	-3.5%
Trade, Transportation & Utilities	271,600	16.8%	292,800	16.7%	7.8%
Information	30,100	1.9%	29,800	1.7%	-1.0%
Financial Activities	113,100	7.0%	118,100	6.7%	4.4%
Business & Professional Services	266,600	16.4%	300,100	17.1%	12.6%
Education & Health Services	150,700	9.3%	183,900	10.5%	22.0%
Leisure & Hospitality	176,400	10.9%	195,900	11.2%	11.1%
Other Services	46,500	2.9%	49,600	2.8%	6.7%
Government	160,800	9.9%	171,100	9.7%	6.4%
Total	1,620,700		1,756,100		8.4%

Source: California Economic Development Department, 2008-2018 Industry Employment (Orange County)

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4 Ibid.

Because the College is located adjacent to Los Angeles County, it may be useful to take note of the distribution of employment in Los Angeles County, across the standard industries tracked by the EDD.

Los Angeles Employment Projections by Industry

Industry	2008	%	2018	%	% Change
Self Employed	360,600	7.9%	372,700	7.5%	3.4%
Unpaid Family & Private Household Workers	129,000	2.8%	181,800	3.6%	40.9%
Farm	6,900	0.2%	6,700	0.1%	-2.9%
Natural Resources & Mining	4,400	0.1%	4,500	0.1%	2.3%
Construction	145,200	3.2%	158,200	3.2%	9.0%
Manufacturing	434,500	9.5%	400,800	8.0%	-7.8%
Trade, Transportation & Utilities	803,300	17.6%	873,200	17.5%	8.7%
Information	210,300	4.6%	224,300	4.5%	6.7%
Financial Activities	235,700	5.2%	235,500	4.7%	-0.1%
Business & Professional Services	582,600	12.8%	654,100	13.1%	12.3%
Education & Health Services	503,400	11.0%	634,100	12.7%	26.0%
Leisure & Hospitality	401,600	8.8%	433,000	8.7%	7.8%
Other Services	146,100	3.2%	149,900	3.0%	2.6%
Government	603,700	13.2%	659,700	13.2%	9.3%
Total	4,567,300		4,988,500		9.2%

Source: California Economic Development Department, 2008-2018 Industry Employment (Los Angeles County)

As is the case in Orange County, much of the Los Angeles County job growth has been and will continue to be in the personal service sector where wages are relatively low and have weak growth. In both Orange and Los Angeles Counties it is more likely that new employees will be hired to replace retired workers rather than to fill newly created positions.

The current recession is prompting older workers in Orange County to remain in the workforce rather than to retire because either their retirement assets have dwindled and/or because there are not enough sufficiently educated new workers to replace them. The likely "holdovers" in replacement jobs are concentrated in the lower wage entry level jobs in the office and administrative support occupations where the median annual wage is around $33,000, sales positions with a median annual wage around $30,000 and food preparation where the median annual wage is approximately $18,000. What would be "starter jobs" for younger workers may become "survival jobs" for the aging population. With historically high unemployment, younger workers are often postponing entry into the workforce by continuing their education and living with their parents because they are underemployed.[5]

Student Cities of Residence

Perhaps one of the most interesting aspects of any college population is the origins of the students – where they come from and who they are. This characteristic of the institution is an important link between the external environment and internal conditions of the College.

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5   Orange County Workforce Indicators 2010-11 (Irvine, CA: Orange County Business Council, 2010).

A total of 11 cities within the District boundaries provided 43.9 percent of all students attending the College in fall 2009, down from 55.3 percent in 2001. Ten cities located outside of the District provided 36.7 percent of the total fall 2009 student body, up from 26.3 percent in fall 2001. An additional 6,550 fall-term students reported living in a zip code that was outside the District but not among those zips associated with the 10 primary out-of-District cities. In the last two years out-of-District students have made up the majority of students enrolled at the college.

Fall Term Change in Student Origins

	2001	2009
■ Inside District	55.3%	43.9%
■ Outside District	26.3%	36.7%
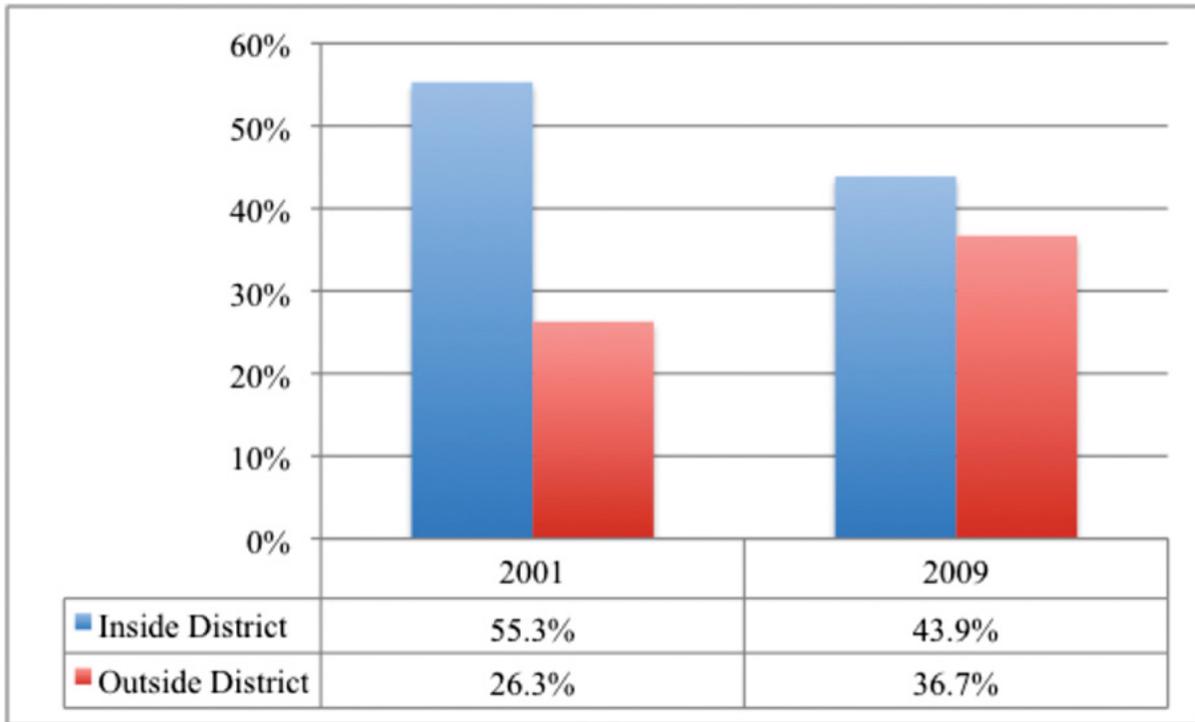
Source: Golden West College Office of Institutional Research; analysis by Cambridge West Partnership

On average, from fall 2001 through fall 2009, Huntington Beach generated the highest percentage of students, accounting for 20.9 percent. Westminster followed, providing an average of 13.5 percent of the fall student body over this period of time. Together these two cities account for 34 percent of the District students attending the College. However, between the two cities, the change in enrollment volume from 2001 to 2009 represents a 42 percent decline in enrollments. The collection of "all other zip codes" that are out-of-District contributed an average of 25 percent of all students in the fall terms from 2001 through 2009. The change in enrollments from these locations between 2001 and 2009 translates to a 40 percent gain. Of the leading ten specific out-of-District cities, Long Beach provided the highest fall term percentage of all enrollments with an average of 4.1 percent. Santa Ana and Anaheim followed at 3.8 percent and 3.0 percent respectively. However, the change in enrollments from these three leading out-of-District cities between 2001 and 2009 actually translates to a -13 percent loss in the share of all students. Conversely, the change in the share of fall term enrollments between these two points in time for the city of Irvine (116 percent) and Laguna Beach (60 percent), indicate that the traditional patterns of external student origins may be shifting. The details described above are illustrated on the table below.

The "open enrollment" concept fostered by the State in 1985 has essentially leveled the playing field for all community colleges in California, but has had its greatest impact on colleges that were in close proximity to other community colleges. For those institutions that have offered distance education through online courses, the "open enrollment" practice facilitates enrollment for students who live a considerable geographic distance away from the campus. Golden West, being one of three colleges in the Coast District, shares students with Orange Coast and Coastline Colleges. The Coast District is bordered by the following community college districts and shares students with all of them: Long Beach, Cerritos, North Orange, Rancho Santiago, and South Orange. By analyzing the zip codes reported by enrolled students, an effective service area for the college can be identified. For Golden West College that area extends to a 9-mile radius from the college location and includes the following communities.

Huntington Beach	Stanton
Surfside	Westminster
Sunset Beach	Garden Grove
Seal Beach	Fountain Valley
Long Beach (portions of the south and east side)	La Palma
Rossmoor	Buena Park (south side)
Los Alamitos	Anaheim (west side)
Hawaiian Gardens	
Cerritos (south side)	Santa Ana
Cypress (south side)	Costa Mesa
	Newport Beach (small portion of the east side)
Midway City	

The following table provides a more detailed analysis of the 21 cities with the greatest representation in the student body and the "all other zip codes" that support student enrollment at Golden West College. The most recent four fall terms of data have been highlighted for emphasis in this table, but to conserve space the percentage of distribution and change calculations are not shown.

Key Cities for Enrollment

IN-DISTRICT CITIES	FA 2001	FA 2002	FA 2003	FA 2004	FA 2005	FA 2006	FA 2007	FA 2008	FA 2009
Corona Del Mar	20	14	16	20	12	14	14	18	14
Costa Mesa	339	340	361	342	328	353	464	401	416
Fountain Valley	823	800	727	724	775	858	848	817	834
Garden Grove	23	28	18	22	19	15	13	2	1
Huntington Beach	4,065	4,117	3,653	3,647	3,469	3,707	3,747	3,645	3,561
Midway City	222	263	254	265	253	247	248	251	248
Newport Beach	139	138	113	114	95	108	119	146	152
Seal Beach	194	187	182	163	179	181	189	172	148
Sunset Beach	23	23	22	15	14	13	18	15	13
Surfside	7	11	3	3	3	2	6	7	8
Westminster	2,394	2,439	2,241	2,291	2,292	2,526	2,567	2,423	2,435
TOTAL IN-DISTRICT	**8,249**	**8,360**	**7,590**	**7,606**	**7,439**	**8,024**	**8,233**	**7,897**	**7,830**
% SHARE OF ENROLLMENT	**55.3%**	**54.1%**	**54.2%**	**52.6%**	**53.0%**	**53.5%**	**52.7%**	**46.0%**	**43.9%**
OUT-OF-DISTRICT CITIES									
Anaheim	518	518	506	519	493	545	573	571	579
Buena Park	99	132	129	127	111	130	157	141	165
Cypress	147	184	186	190	176	204	197	178	212
Irvine	83	105	93	85	95	171	201	214	214
Laguna Beach	66	57	69	61	63	125	122	117	126
Lakewood	83	106	104	119	108	125	122	117	126
Long Beach	770	743	744	705	677	657	755	698	776
Los Alamitos	136	146	150	173	176	196	194	176	189
Santa Ana	627	652	620	618	619	659	690	726	819
Stanton	221	267	237	255	215	238	247	255	263
All Other Zip Codes	3,925	4,180	3,565	4,004	3,865	3,935	4,134	6,063	6,550
TOTAL OUT-OF-DISTRICT	**6,675**	**7,090**	**6,403**	**6,856**	**6,598**	**6,985**	**7,392**	**9,256**	**10,019**
% SHARE OF ENROLLMENT	**44.7%**	**45.9%**	**45.8%**	**47.4%**	**47.0%**	**46.5%**	**47.3%**	**54.0%**	**56.1%**
TOTAL ALL ENROLLMENTS	**14,924**	**15,450**	**13,993**	**14,462**	**14,037**	**15,009**	**15,625**	**17,153**	**17,849**

Source: Office of Institutional Research, Golden West College; analysis by Cambridge West Partnership, LLC

Students Who Attend the College

Over the past six fall terms, more women have attended the College than men. The average distribution has been 54 percent female, 45 percent male.

Fall Term Distribution by Gender

	2006	2007	2008	2009	2010	2011
Female	7,041	7,508	7,240	7,467	7,252	7,083
Male	5,892	6,016	5,921	6,102	6,227	6,072
Unknown	45	43	104	104	143	157
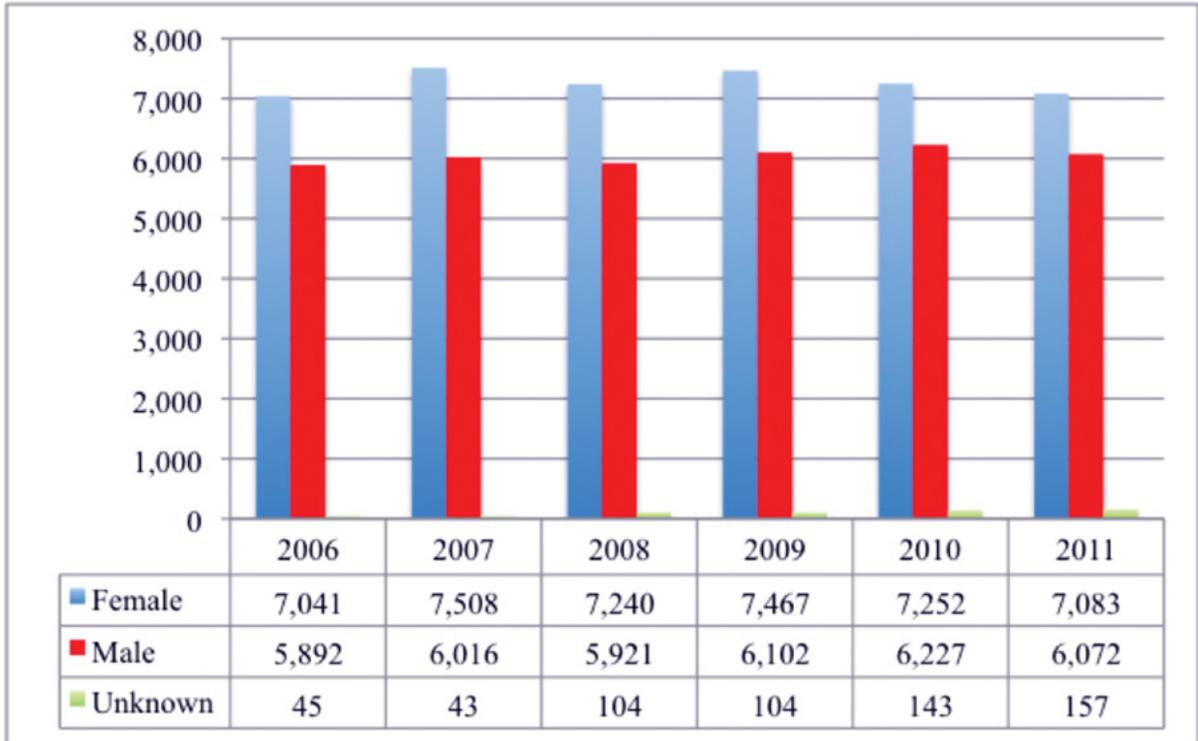
Source: Golden West College Office of Institutional Research

Viewed over several years the College is a surprisingly "young" institution, compared to other community colleges in the State, with 64 percent of its students age 24 or younger.

Fall Term Distribution by Age Ranges

	19 or Less	20 to 24	25 to 29	30 to 34	35 to 39	40 to 49	50 +
2006	3,610	4,761	1,533	815	604	899	756
2007	3,566	4,887	1,735	862	709	958	850
2008	3,409	4,866	1,886	863	615	838	788
2009	3,529	5,194	2,000	905	612	812	621
2010	3,761	5,227	1,965	842	540	772	515
2011	3,831	5,174	1,917	817	470	641	462
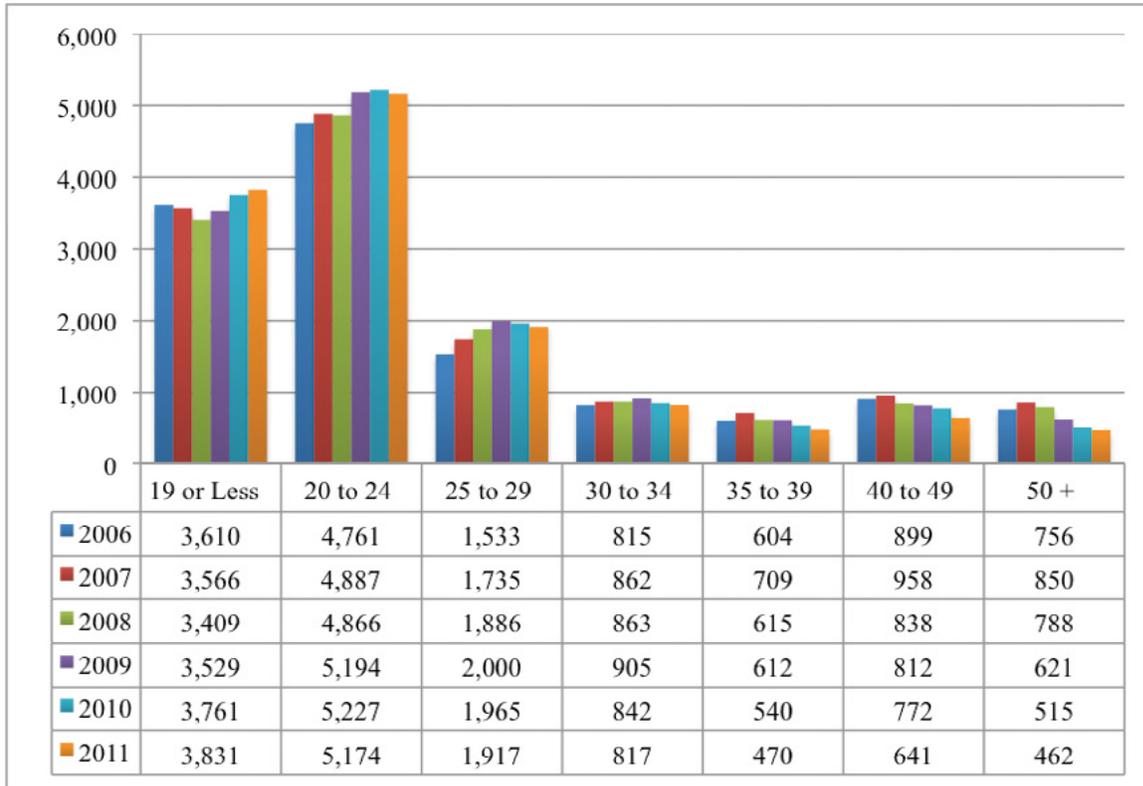
Source: Golden West College Office of Institutional Research

Over the last three fall terms, the largest ethnic groups attending the College have been on average White Non-Hispanic (37 percent), Asian (28 percent), and Hispanic (24 percent). As illustrated below the trend shows a slight increase in the number of Hispanic students from 2009 to 2011.

Fall Term Student Ethnicity
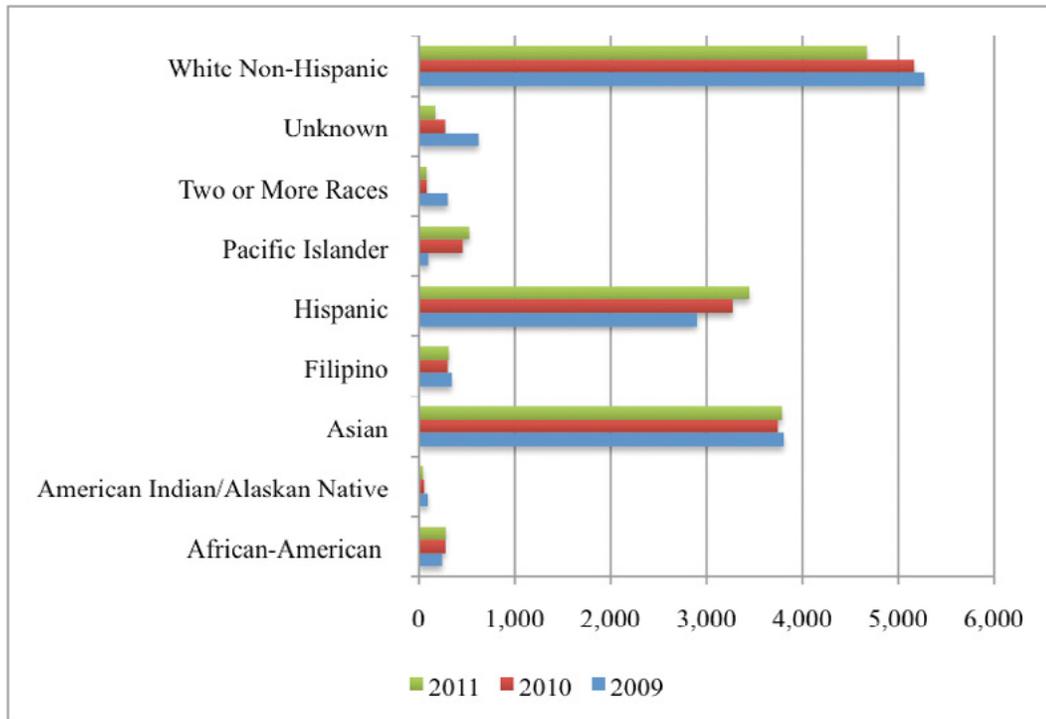

Source: Golden West College Office of Institutional Research

From an access equity perspective the student population attending the College generally matches the population in the Coast Community College District with respect to gender and ethnicity. A much higher percentage of Asian students are enrolled at the College than are found in the official service areas as a whole.

As is commonly the case at public community colleges, most GWC students attend college part-time, taking less than 12 credit hours per term. On average in the last six fall terms, two-thirds of the students completed a unit load of less than 12 units while one-third completed 12 units or more as full-time students. Within the broad categories of full-time vs. part-time, there are three notable concentrations of student unit loads. Among all students, 25 percent are completing 12 to 14.9 semester units or four to five courses. Another 26 percent are completing a 3 to 5.9-unit load or commonly one course per term. Approximately 24 percent of the students are completing a heavier part-time load of 6.0 to 11.9 units or two to four courses.

Fall Term Full-time vs. Part-time Student Status

	2006	2007	2008	2009	2010	2011
Part-Time	8,168	8,713	9,224	9,242	8,799	8,472
Full-Time	4,631	4,654	4,039	4,426	4,823	4,840
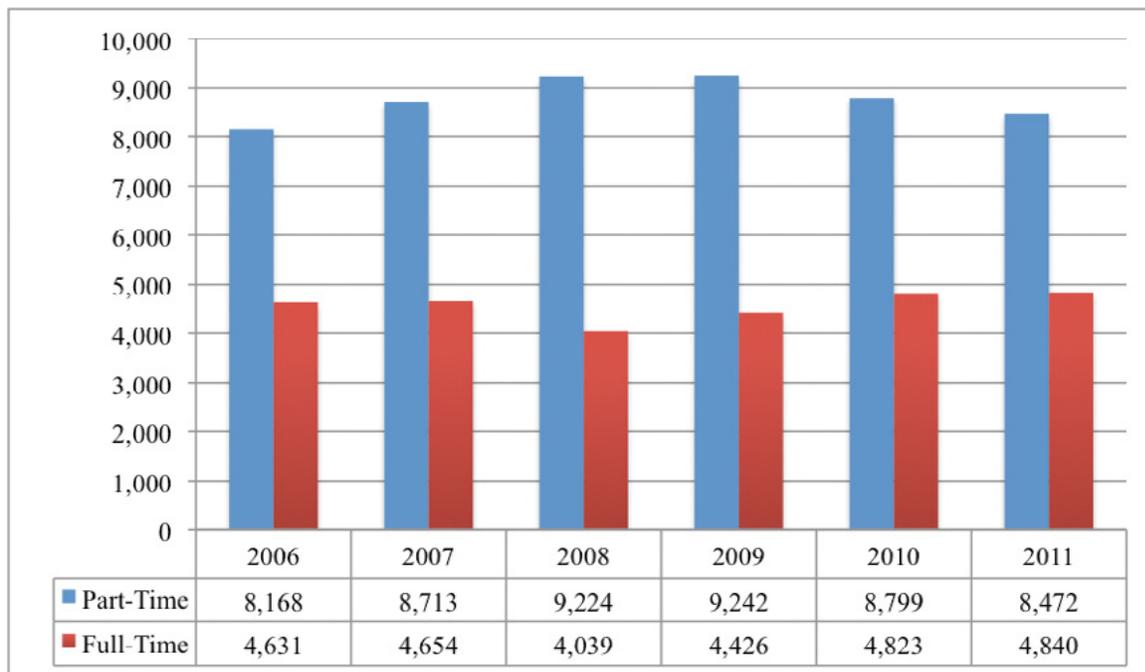
Source: Golden West College Office of Institutional Research

A very large portion (70 percent) of the students attends the College during the day, whereas 23 percent attend only in the evening. A small group representing 7 percent had an unknown attendance pattern, which generally means they were enrolled in a class where the meeting times were to be arranged such as an online distance education course.

Fall Term Time of Day Attending

	2006	2007	2008	2009	2010	2011
Day	8,814	9,302	8,903	9,578	9,799	9,911
Evening	3,354	3,307	3,257	3,095	2,863	2,406
Unknown	810	958	1,105	1,000	960	995
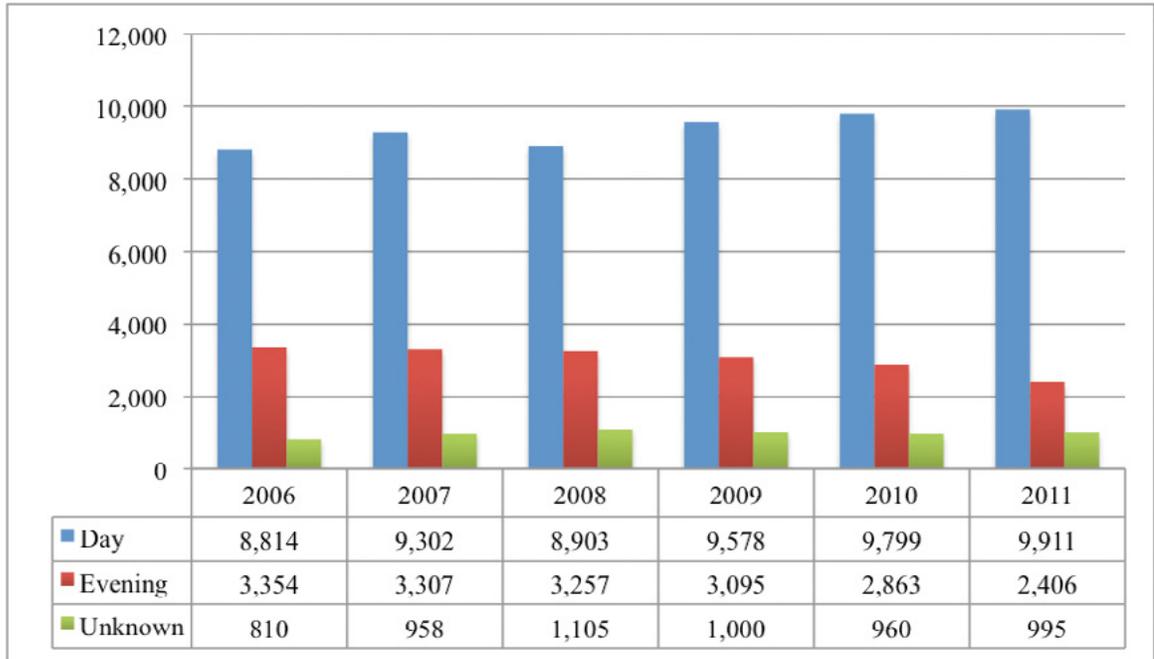
Source: Golden West College Office of Institutional Research

In considering the academic preparation of the first-time students, it should be noted that two-thirds of the students place into English and English as a Second Language classes that are below the transfer level composition course. In fall 2010, the percentage of students placing into English G100 was slightly lower for the high school students taking the exam through the SOAR program (33 percent) vs. the regular College student population (36 percent).

English/ESL Placement Recommendations
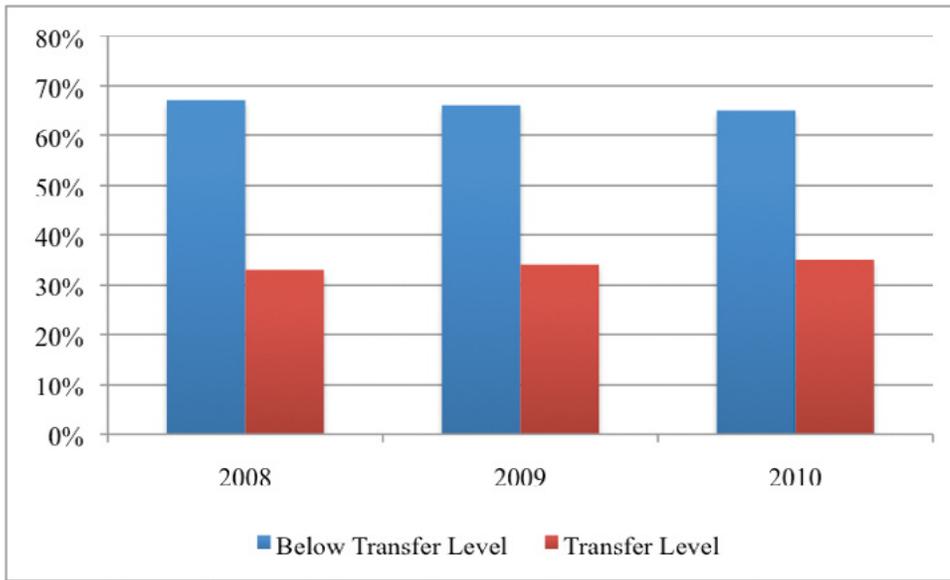
Source: Golden West College Office of Institutional Research

In the discipline of mathematics 60 percent of the students place into courses below the transfer level. In fall 2010, the percentage of students from the College placing into various transfer level math courses (41 percent) was about the same as for the high school students taking the exam through the SOAR program.

Mathematics Placement Recommendations
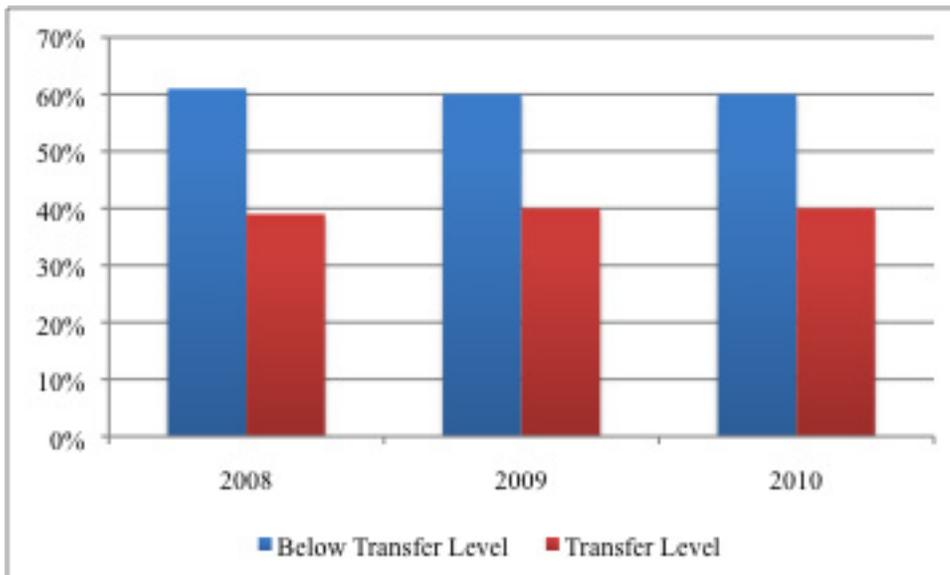
Source: Golden West College Office of Institutional Research

The Institution from Within

From fall 2006 to fall 2011, the College has increased the unduplicated student headcount by 3 percent. Within the overall headcount, the balance between those students attending full-time vs. those attending part-time has changed. Between fall 2006 and 2011 there was a 4 percent growth in part-time students and 5 percent growth in full-time students.

Fall Term Unduplicated Student Headcount

	2006	2007	2008	2009	2010	2011
Unduplicated Headcount	12,944	13,273	13,265	13,673	13,622	13,312
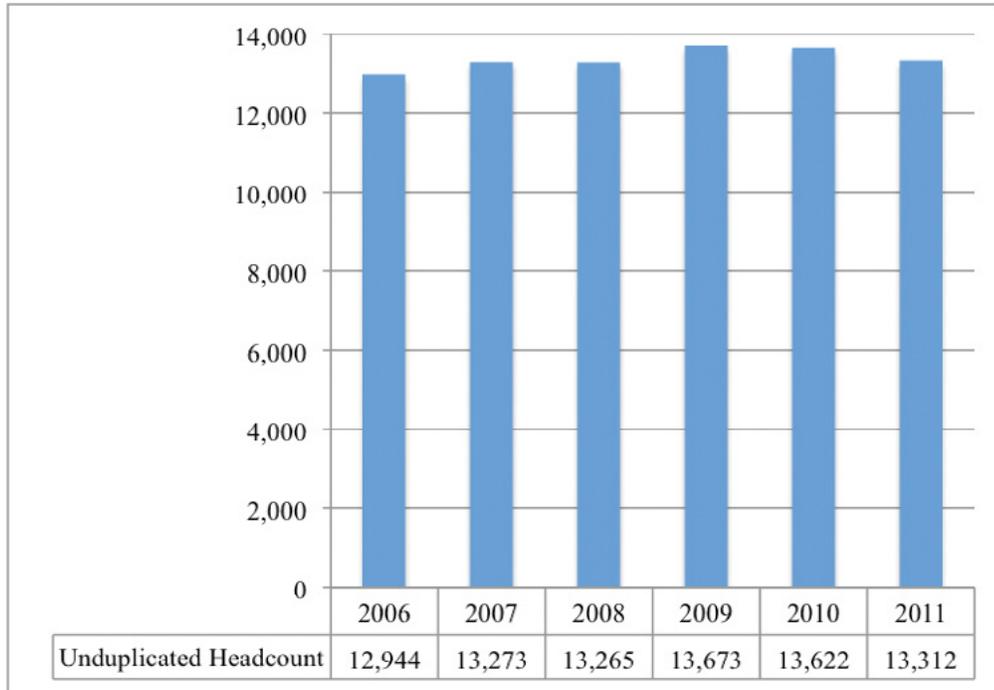
Source: Golden West College Office of Institutional Research

Over the last six fall terms the Full-time Equivalent Student (FTES) volume has increased by 6 percent or 289 units of FTES.

Fall Term FTES Trends

	2006	2007	2008	2009	2010	2011
▪ FTES	4,893	5,085	4,923	5,132	5,307	5,182
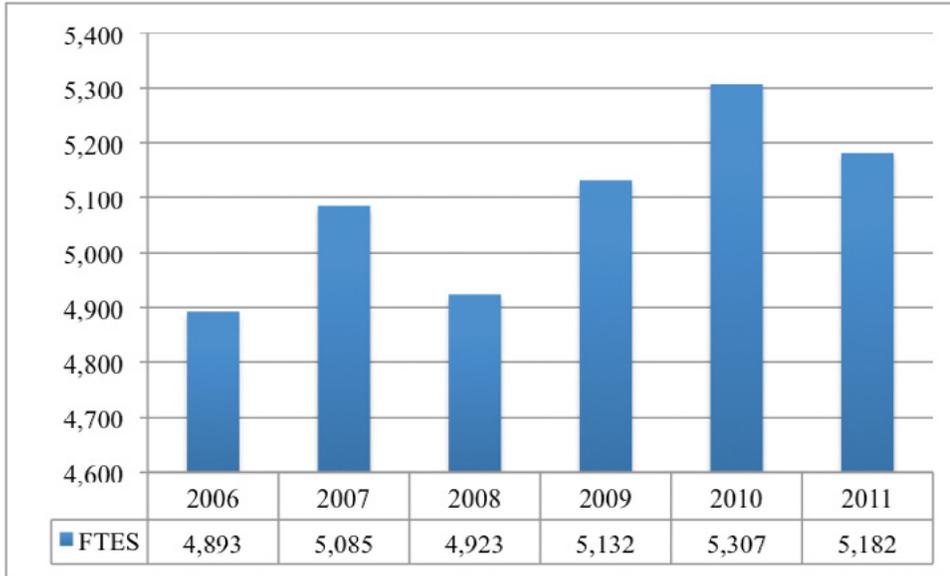
Source: Golden West College Office of Institutional Research

However, it should be noted that during non-stabilization years, the College has hit its fiscal year apportionment targets by utilizing FTES generated during the winter intercession summer terms. Unfortunately, the availability of funding for offering classes during these non-primary terms for the purpose of meeting the enrollment target has been and will continue to be unreliable. In addition, the cost per FTES for offering non-primary term classes is much higher than offering classes during the primary (fall and spring terms).

Most FTES produced by the College comes from traditional offerings (85 percent) as compared to distance education FTES (15 percent). Within the FTES generated by the College, the portion created by distance education offerings has increased nearly 65 percent from 2005-06 to 2010-11. Golden West College has a higher percentage of enrollments in distance education than the state as a whole and the second highest level among the three schools in the Coast Community College District. In 2010-11 FTES from distance education was 15 percent of all FTES generated at the College. Within Orange County, only Coastline College and Saddleback College have a higher percentage of enrollments in distance education than does Golden West.

Annual FTES by Mode of Instruction
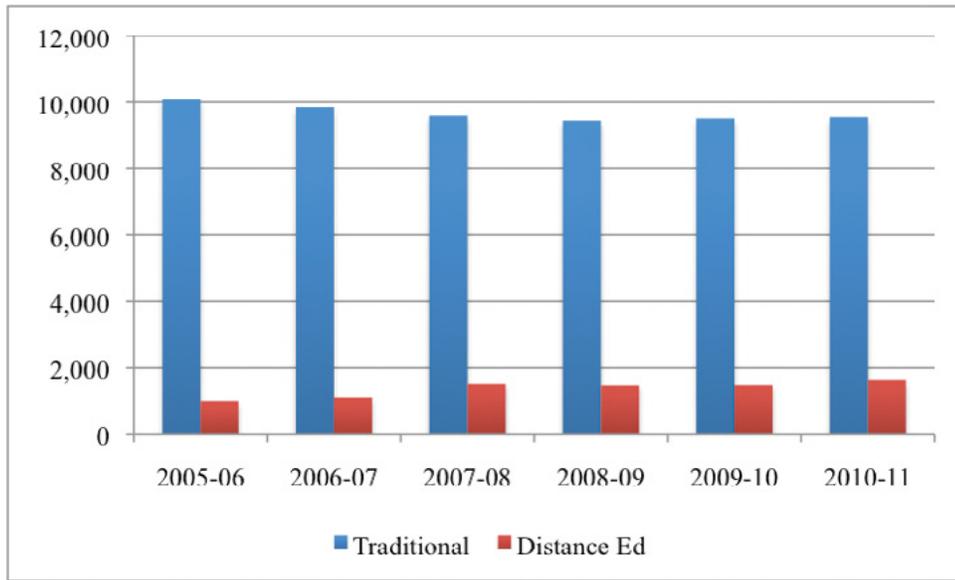
Source: Golden West College Office of Institutional Research

In the process of seeking admission to the College new students are asked to select from a list of 16 goals to indicate their primary purpose in attending the institution. Among the first-time students over the last five fall terms, the majority (63 percent) intended to transfer to a four-year institution. Although on average 13 percent of these students did not respond to the goals question or indicated undecided, the next largest group (17 percent) indicated some form of career and technical education goal that did not involve transfer. As the College is an open admission institution it is not entirely surprising to find that 8 percent of these students reported that they were pursuing enrichment as to their goal or purpose for attending.

First-time Student Goals Declared on the Application for Admission
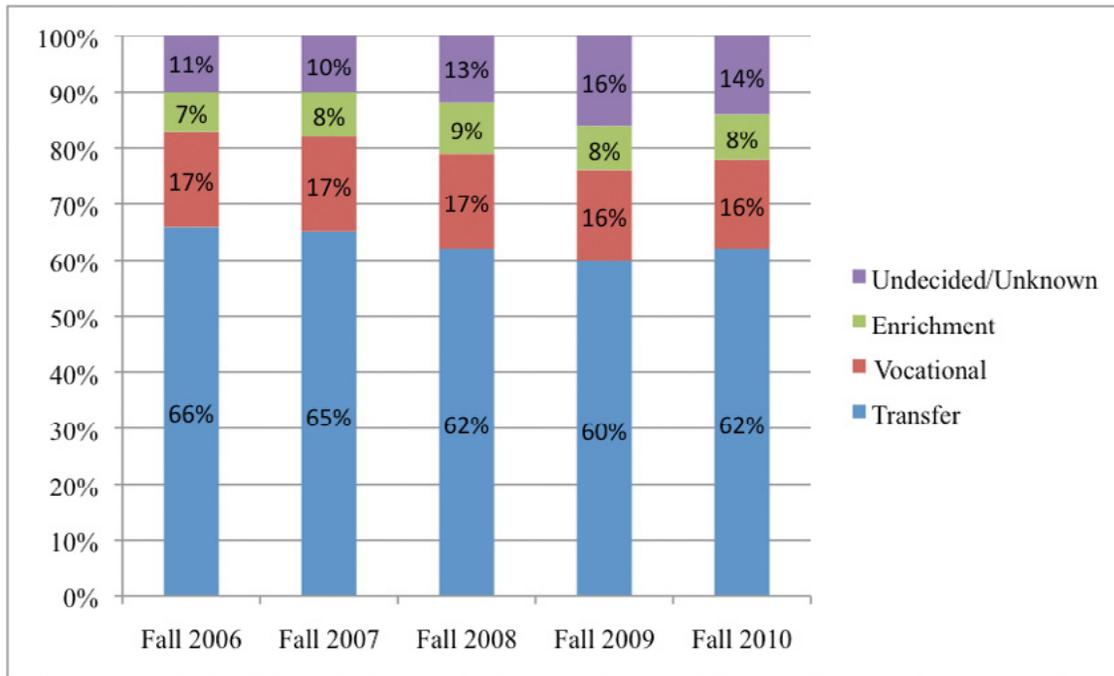
Source: Golden West College Office of Institutional Research

Institutional Effectiveness- Student Achievement and Support

The College has supported a culture of evidence by systematically considering data about the performance of the institution compared to established goals and key performance indicators and is starting to do the same with respect to student learning outcomes.

As expressed in the Accountability Reporting for Community Colleges (ARCC) framework, in recent years Golden West College was significantly higher (10 percent greater) than statewide performance and on par with the peer-group performance with respect to the Student Progress and Achievement Rate indicator.

In this analysis the denominator of the ratio consists of first-time students in the California community college system in 2002-03, 2003-04, 2004-05 and 2005-06. They are followed respectively to 2007-08, 2008-09, 2009-10 and 2010-11. Students are placed into the denominator count if they earned 12 units and attempted a transfer math or English course and attempted a high level vocational course. These students are also included in the numerator of the ratio if they were awarded a degree or certificate, or if they became transfer directed or prepared or actually transferred.

Student Progress and Achievement Rate

	2002-2008	2003-2009	2004-2010	2005-2011
GWC	58%	61%	61%	62%
Peer-Group	59%	60%	61%	61%
State-Wide	52%	52%	54%	52%
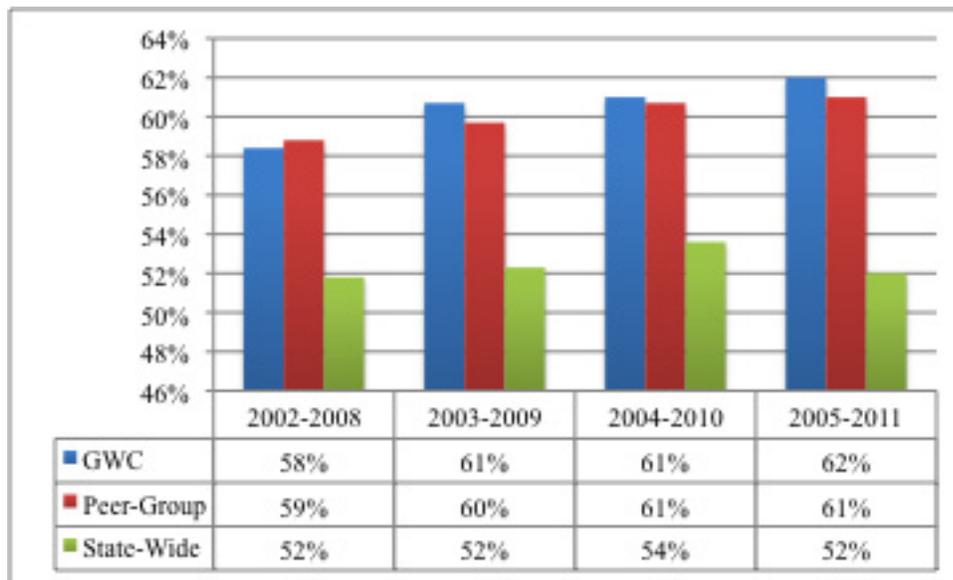
Source: Golden West College Office of Institutional Research

Within the student progress and achievement outcome options the count of degrees and certificates of achievement can be readily identified on an annual basis and it is a key performance indicator monitored by the College. The numbers of awards had been increasing in both categories from 2005-06 to 2008-09. For some reason, perhaps changes to the graduation requirements, there was a decrease in the count of degrees awarded although the number of certificates awarded remained the same in 2009-10 compared to 2008-09 and increased in 2010-11. Over this six-year period the College has averaged 763 degrees and 473 certificates awarded annually.

Degrees and Certificates of Achievement Awarded

	Degrees	Certificates
2005-06	782	327
2006-07	781	401
2007-08	769	490
2008-09	878	527
2009-10	729	526
2010-11	635	556
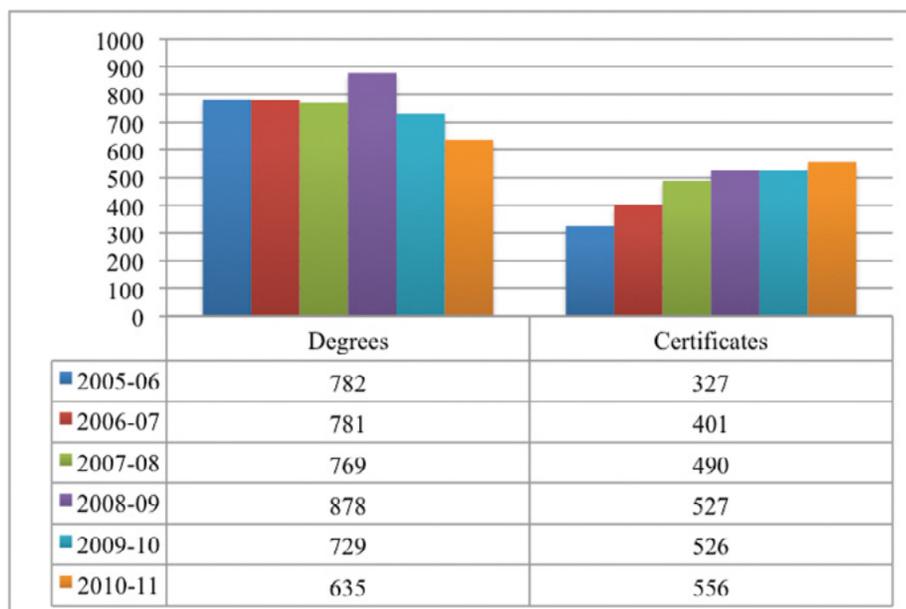
Source: Golden West College Office of Institutional Research

Details of Degrees and Certificates Awarded
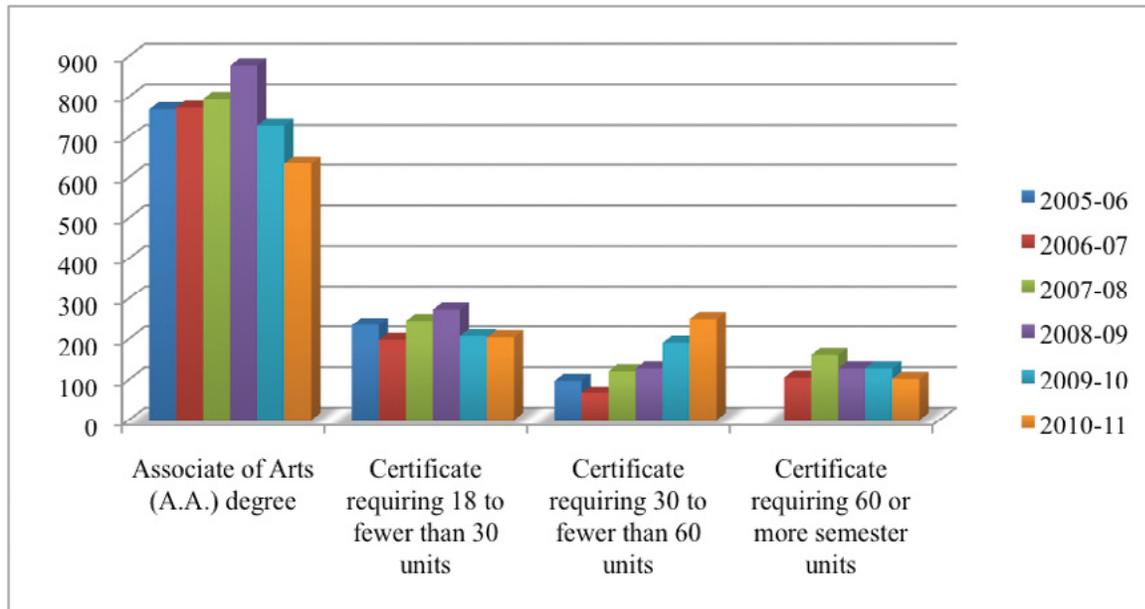
Source: Golden West College Office of Institutional Research

After 2005-06 the College began to award Associate Degrees in specific discipline areas; therefore, a comparison from that year through 2009-10 is a little misleading. Nevertheless, the two discipline areas with the most degrees awarded are Interdisciplinary Studies (84.6%) and Health (8.0%). Until 2009-10 the term Interdisciplinary Studies was used to denote the transfer preparation Associate Degree program offered by the college. From 2009-10 forward Associate Degrees were available under more curriculum-specific areas. Among the certificate awards the three most popular areas of all certificates granted are Public and Protective Services (24.8%), Health (24.3%) and Commercial Services (23.5%).

Although it is incorporated in the student progress and achievement measure of the ARCC framework it is useful to consider the transfer experience of students who attended the College and are now enrolled at one of the two public university systems in California. Over the last six years the College has averaged an annual transfer count of 6-8 students to CSU and 105 to UC. Revenue pressures on the public universities have prompted them to restrict the numbers of community college transfer students they can accept. CSU Long Beach in particular is a very impacted institution but is the primary campus to which Golden West College students transfer. CSULB sharply curtailed the numbers of transfers in recent years and those decisions show in the trend of transfers below. The extent of the College's success in sending students to the two public university systems is illustrated in the graphic below. Transfer preparation is a major function of the community college system but acceptance of those students within the public university systems depends upon the resources available to those systems.

Annual, Full-Year Transfers to CSU and UC

	05/06	06/07	07/08	08/09	09/10	10/11
CSU Total	588	632	663	590	432	746
UC Total	112	116	96	117	95	95
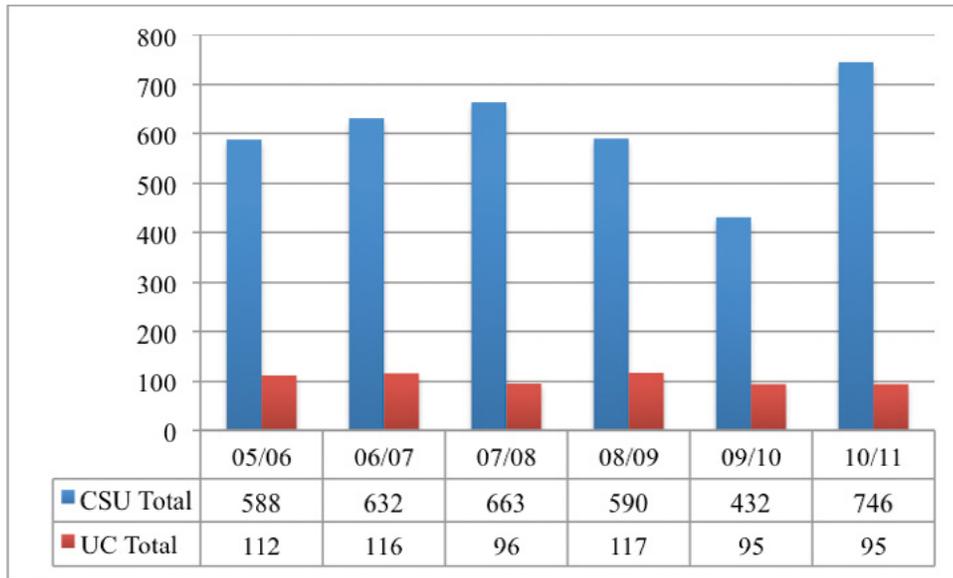
Sources: California State University Analytic Studies Office and University of California, Office of the President

As an alternative, transfer-bound students from the College have been seeking seats at in-state private institutions and out-of-state schools. The count of students from the College who have successfully transferred to in-state private or out-of-state institutions has been steadily climbing over the academic years for which data is available (2009-10 is the most recent year). On average the College annually has sent 169 students to private institutions in the state and 127 students to out-of-state schools. From 2004-05 to 2009-10 there has been a 27% change in the numbers of students accepted at in-state private schools and a 49% change in the numbers accepted at out-of-state institutions. Over this period of time the leading out-of-state institutions are University of Nevada at Las Vegas and Ashford University. Among the in-state private schools the most popular are: (1) University of Phoenix (annual average of 73 students); (2) Chapman University (annual average of 17 students); (3) Vanguard University (annual average of 15 students); (4) University of Southern California (annual average of 13 students); and (5) National University (annual average of 12 students).

Full-Year Transfers to Out-of-State and In-State Private Schools

	ISP	OOS
2004-05	133	97
2005-06	133	121
2006-07	171	118
2007-08	222	143
2008-09	179	141
2009-10	169	145
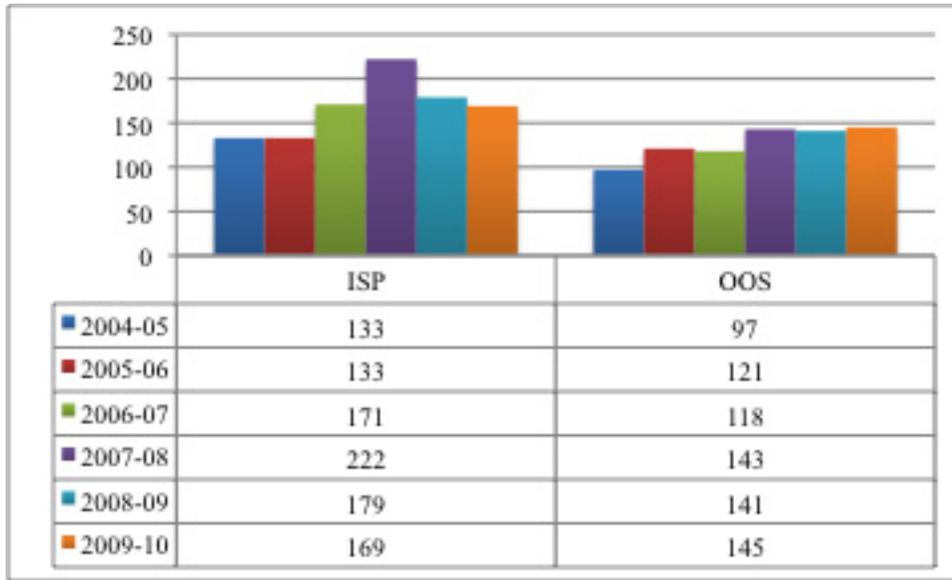
Source: California Community College Chancellor's Office, Research/Analysis and Accountability Unit Reports

Students attending GWC are also substantially above the statewide performance on the ARCC indicator of the "Percent of Students Earning 30 units". For career and technical education students who neither transfer to a four-year institution nor receive an award from the community college, the accomplishment of 30 units translates to substantial gains in wages upon leaving the college experience. Two years after leaving the community college these students have been shown to earn about as much as the vocational student who completes an occupational degree or certificate. For those students intending to transfer the accomplishment of 30 credit hours is an important momentum milestone as they are halfway to the transfer point.

In this analysis the denominator of the ratio is the same as the student progress and achievement indicator. The students who successfully complete 30 credit hours are in the denominator and are also included in the numerator.

Percent of Students Who Earned at Least 30 Units

	GWC	Peer Group	State-Wide
2002-2008	77.3%	71.1%	71.2%
2003-2009	79.9%	72.1%	72.4%
2004-2010	79.6%	72.4%	72.8%
2005-11	81.4%	73.3%	71.3%
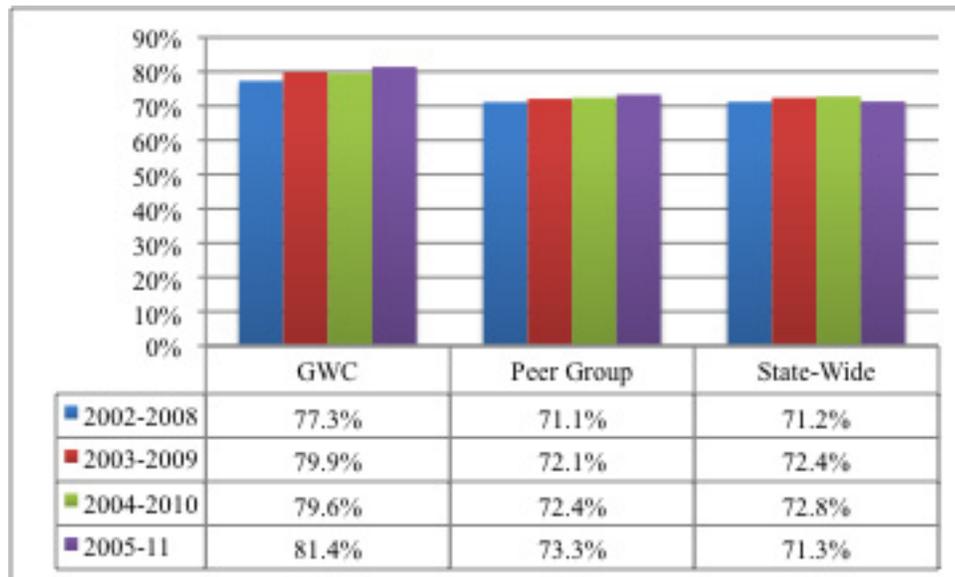
Source: Golden West College Office of Institutional Research

A common measure of organizational performance is the success rate of students enrolled in the credit instructional program. The rate is a comparison of those students who earned a grade of C or better to the count of all students enrolled after the normal add and drop period.

Fall Term Student Success Rates Overall and by Type of Course

	2006	2007	2008	2009	2010	2011
Transfer	64.9%	65.2%	69.0%	69.2%	68.3%	68.0%
Basic Skills	58.2%	61.7%	62.0%	61.8%	59.4%	58.8%
Vocational	76.7%	76.2%	76.4%	75.0%	69.2%	69.5%
Overall	64.4%	65.2%	68.2%	68.4%	67.2%	66.9%
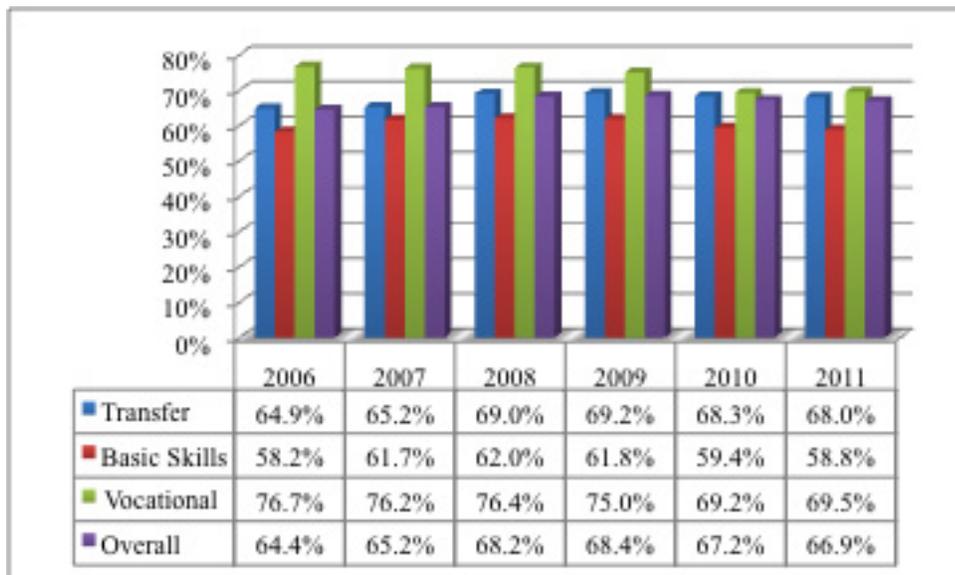
Source: Golden West College Office of Institutional Research

When student academic performance is analyzed from the perspective of student equity the College has acknowledged that there have been sporadic disproportionate impacts within the transfer level curriculum in both English and math. To address the success performance issues the College has set a goal of not having any student group achieve course success rates in math and English *below* 80% of the reference group performance (male in the case of gender success and Caucasian in the case of ethnicity success) in a disproportionate impact analysis. In a five-year average all groups were at or above the disproportionate impact threshold. However, the success rate for African-American students was the lowest of all groups and was exactly at the cutting point of the disproportionate impact threshold.

As expressed in the ARCC framework, in recent years Golden West College was slightly behind its peer group but roughly on par with statewide performance on the "Basic Skills Credit Course Success Rate" indicator. In this analysis the denominator of the ratio consists of students enrolled in one or more credit nor-degree applicable basic skills courses during 2007-08, 2008-09, 2009-10 or 2010-11. Successful students, defined as those who earned a final course grade of A, B, C or pass, are also placed into the numerator count. The potential importance of this performance indicator rests in the observation that two-thirds of the entering students are placed into basic skills level English and/or math curriculum.

Annual Credit Basic Skills Successful Course Completion Rate

	2007-08	2008-2009	2009-2010	2010-2011
GWC	59.3%	59.5%	62.5%	58.5%
Peer Group	62.1%	63.8%	63.0%	63.8%
State-Wide	60.3%	61.5%	61.4%	61.7%
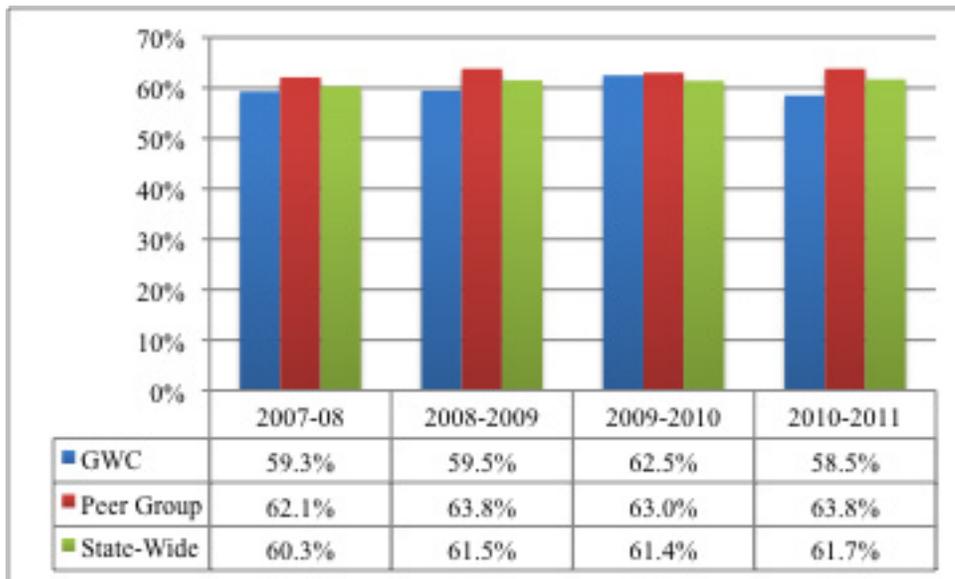
Source: Golden West College Office of Institutional Research

As expressed in the ARCC framework, in recent years Golden West College was significantly higher than statewide performance on the "Basic Skills Improvement Rate" (56.2%) indicator. In this analysis the denominator of the ratio consists of students enrolled in one or more credit basic skills math, English composition, or reading courses below the transfer level during 2005-06 to 2007-08, 2006-07 to 2008-09, 2007-08 to 2009-10 and 2008-09 to 2010-11. Successful students were defined as those who earned a final course grade of A, B, C or pass. They were followed respectively for three academic years, including the term of qualifying enrollment, and placed into the numerator count if they successfully completed a higher-level course in the same discipline.

Basic Skills Credit Course Improvement Rate

	2005-2008	2006-2009	2007-2010	2008-11
GWC	63.4%	62.0%	62.0%	63.8%
Peer Group	52.6%	54.8%	57.6%	58.4%
State-Wide	46.6%	53.2%	58.6%	56.2%
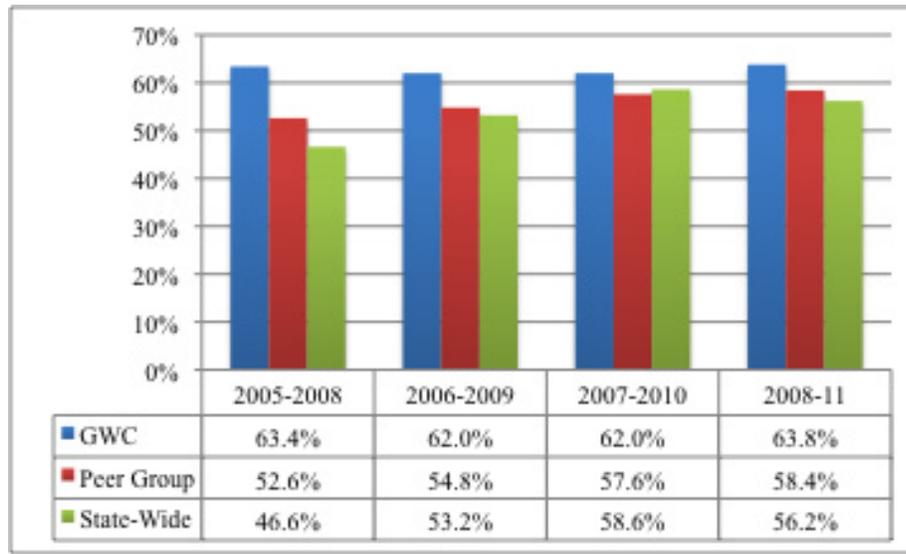
Source: Golden West College Office of Institutional Research

Asian students are disproportionately impacted with respect to accessing transfer-level English composition courses while Hispanic, American Indian and disabled students are adversely impacted with respect to accessing transfer-level math instruction. Within the basic skills offerings 40% of all students do not complete the English series successfully while less than 52% of all students in math developmental courses are able successfully to complete. When transfer ready cohorts were inspected the College found that American Indian, African-American and disabled students were consistently not equitably represented among those who achieved that status after six years of enrollment.

The relative portion of total FTES among the transfer, vocational and basic skills curriculum offerings has remained stable during the last four academic years. On average the transfer offerings represent 65 percent, vocational about 27 percent and basic skills roughly 8 percent of the total FTES.

Annual FTES by Curriculum Type

	2005-06	2006-07	2007-08	2008-09	2009-2010	2010-11
Transfer	7,461	7,603	7,874	7,883	8,140	8,397
Vocational	3,169	3,150	3,547	3,401	3,140	3,140
Basic Skills	1,033	1,015	981	998	975	915
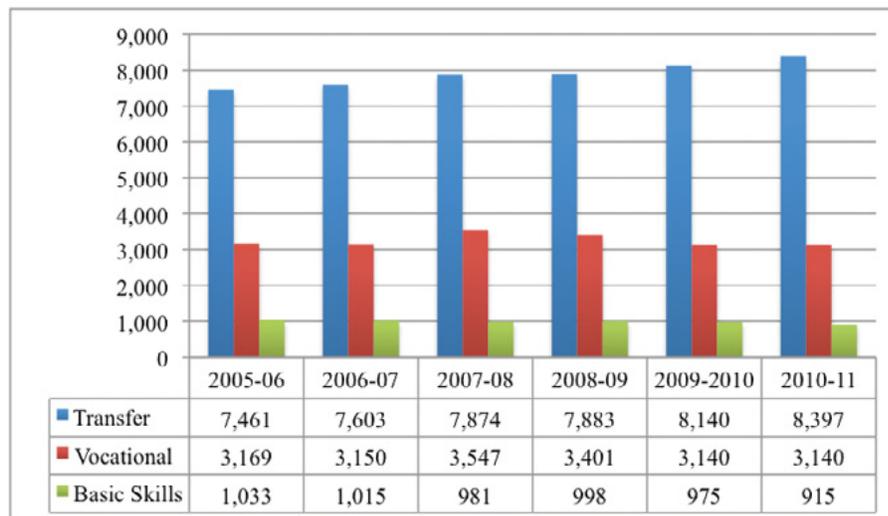
Source: Golden West College Office of Institutional Research

Non-Instructional College Resources to Support the Educational Mission

Support Service Offices

The College provides a diverse set of programs to support student learning. These programs do not necessarily generate FTES but make an important contribution to the college experience. They focus support on students who are at greatest risk of failure in higher education including students who are the first generation in the family to attend college, have of minority racial backgrounds, low-income families and physical, mental, or emotional disabilities.

In the *administrative services* area, these support services include:
- Bookstore
- Maintenance and Operations (classroom preparation and maintenance)
- Public Safety (fostering a safe environment for students and staff)
- Technology Support Services (campus network and computer equipment maintenance)
- Child Care Center
- College Support Services (Copy Center, mailroom, Facilities Keys Administration)
- Community Services (Not-for-Credit Instructional Programs)
- Facilities Construction

In the *executive* area, these support services include:
- College Promotions and Outreach (college preparation and opportunity information)
- Staff Development
- Foundation and Community Relations
- Institutional Research

In the *instructional support* area, these support services include:
- Athletics
- Course offerings in English as a Second Language
- Library (books, AV materials, electronic databases, reference resources)
- Math Computer Lab
- Puente Program
- Reading and Writing Center
- Student Computer Center
- Tutorial and Learning Center

In the *student services* area, these support services include:
- Admissions and Records
- Assessment Center (placement testing and orientation)
- CalWORKs/Re-entry
- Career and Employment Services Center
- Counseling and Guidance
- Disabled Students, Accessibility Center for Education (ACE) and High Tech Center
- Extended Opportunity Programs and Services (EOP&S)/CARE
- Financial Aid
- International Students Center and Program
- Student Health Center
- Student Activities/ Intercultural Center
- Transfer Center
- Veterans' Resource Center

Services in all of these areas have been reduced by the current shortfall of revenue. The areas are being supported by a combination of categorical funding, general funds and funds from the Associated Student Body and other ancillary funds.

It is important to the College that students succeed, persistently enroll in one term after the next, and achieve their educational goals. These kinds of services represent a commitment to support student efforts, but recent budgetary challenges threaten the capacity to continue the services at the same level and to meet larger future demands for assistance.

Library and Learning Resources

A new Library/Learning Resources Center opened during summer 2011. The three-story facility is located at the main western entrance to the campus. The new building provides less space, 37,900 assignable square feet (ASF), than the current building at 46,233 ASF, for library space alone. However, the new building is a modern, technologically-enhanced structure that takes advantage of changes in the information environment to support student learning. The new building allows the library staff to develop strategies that adapt to twenty-first century student demands and needs. Academic support functions such as the tutoring services, writing assistance, the Student Computer Center and the High Tech Lab for the physically-challenged are co-located in the new building.

The library faculty collaborates with classroom faculty. The library is a vital resource for students who need to complete the information literacy graduation requirement. Faculty can help students meet this requirement by increasing the number of assignments that require library and information systems use. However, some of the state resource reductions pose a significant challenge to the library staff to maintain their electronic equipment and resources. The library staff has set goals to improve both faculty and student satisfaction with library services, and to improve the student ratings regarding the adequacy of the library equipment, materials and facilities.

The Learning Resources/Student Support staff anticipates using the new spaces to promote better interaction and collaboration with other support programs. The staff also expects to increase the use of online tutoring and incentives to enhance the access to and availability of the computing center for all students.

College-wide Staffing Patterns

Since 2006, the overall workforce at the College has declined by 10 percent. The number of classified managers and educational administrators declined the most (-17.4 percent and -17.1 percent respectively) over this period of time. In addition to these changes, a number of positions have remained vacant as part of a strategy to conserve resources.

Employee Groups by Full-time Equivalency

	Tenured Faculty	Academic Temporary	Educational Admin.	Classified Managers	Classified Support
2006	188.9	126.3	18.1	23.0	205.0
2007	179.5	124.4	14.0	24.0	199.7
2008	188.5	117.8	15.1	25.5	193.5
2009	184.0	116.7	15.0	24.5	191.9
2010	157.0	131.5	15.0	19.0	183.2
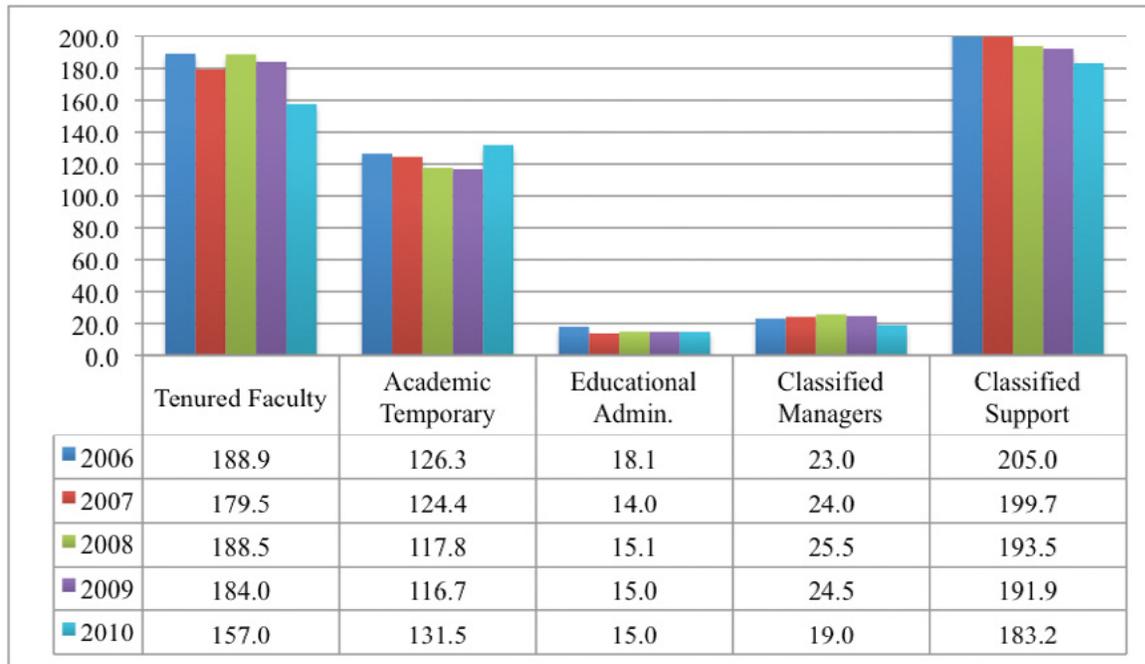
Source: Golden West College Office of Institutional Research

Organization of the Self Evaluation

On July 1, 2011 the new Vice President for Student Success was hired. The Vice President for Student Success was established as the Accreditation Liaison Officer and began organizing co-chairs and sub-committee chairs for the accreditation process. A presentation and timeline for the accreditation process was made to the campus on September 8, 2011 at the College-wide Opening day, to the Academic Senate on September 13, 2011 and to campus committees (Intro01: *Academic Senate Minutes (9/13/2011)*.

The President established the Academic Issues Council (AIC), composed of the President, VPs, Institutional Researcher, and Academic Senate officers, as the GWC accreditation core planning team. The Vice President of Student Success and the Academic Senate President would report to AIC on progress, issues, and challenges to completing the self-evaluation. The timeline for developing the self-evaluation was coordinated among the three colleges within the Coast Community College District and is reflected in the 2011-12 Accreditation Self-Study Timeline document (Intro02: *GWC Self-Evaluation Timeline 011012).*

GWC Accreditation Subcommittees

Standard I.A Subcommittee: Institutional Mission and Effectiveness

CO-CHAIRS
Wes Bryan, President
Theresa Lavarini, Associate Professor, English
Academic Senate President

MEMBERS
Karen Roakes, Staff Assistant

Planning and Budget Committee:
Rob Bachmann, Associate Dean and Director, Student Health Services
Gregg Carr, Full Time Faculty Union Representative
Michael Carrizo, Division Office Coordinator Criminal Justice Training Center
Susana Castellanos-Gaona, Division Office Coordinator, Counseling
Louise Comer, Director, Fiscal Services
Crystal Crane, Director, Personnel Services
Gonzalo Garcia, Instructor/Librarian

Albert Gasparian, Dean, Health and Physical Education
Karen Hinton, Counselor
Janet Houlihan, Vice President
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Linda Kiser, Secretary, Career and Technical Education
Chip Marchbank, Faculty Coordinator/Counselor, EOPS
Connie Marten, Staff Development Trainer
Lynn Mayer, Director, Accessibility Center for Education
Christina Oja, Executive Assistant to the President
Pam Pacheco, Staff Assistant, New Media Center
Dr. Omid Pourzanjani, Dean, Career and Technical Education
Dave Sams, Information Systems Technician Senior
Sherrill Spencer, Admissions & Records Technician III
Jerry Spiratos, Information Systems Technician III
Dwayne Thompson, Associate Dean, Institutional Research

Thomas Truong, Account Clerk Senior, Bookstore
Travis Vail, Instructor, Math & Sciences
Susan Wall, Fiscal Services
Linda York, Instructor, Counselor
Bella Tran, ASGWC Student Representative

Academic Issues Council
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Janet Houlihan, Vice President
Amanda Best, Associate Professor, Art-Ceramics, IPD Chair
John Dunham, Instructor, Math & Sciences Academic Senate Vice President
Martie Ramm Engle, Associate Professor, Theater Arts, and Academic Senate Vice President
Fabienne McPhail Naples, Vice President , Student Success
Dwayne Thompson, Associate Dean Institutional Research

Standard I.B Subcommittee: Improving Institutional Effectiveness

CO-CHAIRS
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Dwayne Thompson, Associate Dean, Institutional Research

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Treisa Cassens, Professor, Librarian
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Theresa Lavarini, Associate Professor, English Academic Senate President

Janelle Leighton, Director, International Students and Student Activities
Pam Pacheco, Instructor, Sociology
Evangelina Rosales, Instructor, Cosmetology

Standard II.A Subcommittee: Student Learning Programs & Services

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Martie Ramm Engle, Associate Professor, Theater Arts, Academic Senate Vice President
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Barbara Jones, Professor, Computer Business Applications

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Albert Gasparian, Dean, Health, Physical Education, and Athletics
Linda York, Professor, Counselor

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Adrienne Burton, Supervisor, Financial Aid
Shirley Donnelly, Administrative Director, Student Enrollment Services
Leilani Johnson, Instructor, Health and Physical Education

Janelle Leighton, Director, International Students
Chip Marchbank, Professor, Counselor, Faculty Coordinator, EOP/S
Lynn Mayer, Director, Accessibility Center for Education
Jennifer Ortberg, Director, Admissions & Records

Standard II.C Subcommittee: Library and Learning Support Services

CO-CHAIRS
Jorge Ascencio, Associate Dean, Learning Resources and Distance Education
Treisa Cassens, Professor, Librarian

MEMBERS
Gregg Carr, Professor, Coordinator, Learning Resources
Keisha Cosand, Professor, English

Julie Davis-Wolfe , Professor, Library
Gonzalo Garcia, Instructor, Librarian
Roxanna Ross, Professor, Library Science

Standard III.A Subcommittee: Human Resources

Crystal Crane, Director, Personnel Services

Janet Houlihan, Vice President ,
Student Life and Administrative Services

Theresa Lavarini, Associate Professor, English,
Academic Senate President

Standard III.B Subcommittee: Physical Resources

Joe Dowling, Director, Maintenance & Operations

Janet Houlihan, Vice President ,
Student Life and Administrative Services

Nick Mitchell, Professor, Physical Education

Teresa Speakman, Associate Professor, Chemistry

Facilities, Safety, and Land Development Committee

Standard III.C Subcommittee: Technology Resources

Gonzalo Garcia, Instructor/Librarian

Janet Houlihan, Vice President ,
Student Life and Administrative Services

Anthony Maciel
Director, Technology Support Services

Jimmy Nguyen, Instructor, Counselor

College Technology Committee:

Jorge Ascencio, Associate Dean
Learning Resources & Distance Education

Wes Bryan, President

Maria Chovan, Professor, Learning Resources/
Social Sciences

Joan Deniken, Lab Instructional Assistant,
Chemistry

Sean Glumace, Web/Multi-Media Programmer,
Instructor, Digital Arts

Fabienne McPhail Naples
Vice President, Student Success

Jennifer Ortberg, Director, Admissions & Records

Pam Pacheco, Staff Assistant, New Media

Jerry Spiratos, Information Systems Technician II

Standard III.D Subcommittee: Financial Resources

Gregg Carr, Professor, Coordinator, Learning Resources

Louise Comer, Director, Fiscal Services

Janet Houlihan, Vice President , Student Life and Administrative Services

Candy Lundell, Coordinator, Community Education and Activities

Linda York, Professor, Counselor

Standard IV.A Subcommittee: Decision-Making Roles and Processes

CO-CHAIRS
Ron Lowenburg, Dean, Criminal Justice and Nursing

Diane Restell, Professor, Nursing

MEMBERS

Dr. Nikki Plaster, Instructor, Biology

Abraham Tarango, Professor, English

Derrick Watkins, Instructor, Criminal Justice

Ronald Wilkinson, Instructor, Sign/Interpreting

Standard IV.B Subcommittee: Board

CO-CHAIRS
Wes Bryan, President

Ron Lowenburg, Dean,
Criminal Justice and Nursing

Diane Restell, Professor, Nursing

MEMBERS
Academic Issues Council:
Jaima Bennett, Professor, Arts & Letters, CCI Chair

Amanda Best, Associate Professor, Art-Ceramics,
IPD Chair Janet Houlihan, Vice President

John Dunham, Instructor, Math & Sciences
Academic Senate Vice President

Martie Ramm Engle, Associate Professor, Theater Arts
Academic Senate Vice President

Theresa Lavarini, Associate Professor, English
Academic Senate President

Fabienne McPhail Naples, Vice President

Dwayne Thompson, Associate Dean
Institutional Research

Reports of this magnitude seldom come together by the diligent work of committee members alone; often their work is bolstered and supported by additional resources and expertise that has been provided by unnamed individuals. It is always risky business to start naming those additional individuals because it is a given someone will be left out. However, it would not be right to not make an attempt to express our gratitude to some of the individuals that played important roles in assisting the college in completing our Accreditation Self Evaluation, all the way to production of the final document you are reviewing.

So it is with gratitude and appreciation that we recognize the following individuals for their professional assistance in helping the college produce this important document. Their input and assistance helped make it a self-reflective report that we are proud to send to the commission. Fred Trapp and Cambridge West Partnerships, CCCD Board of Trustees Accreditation Committee and Trustees Mary L. Hornbuckle and Lorraine Prinsky, Vice Chancellor of Educational Services Andreea Serban, Susana Castellanos-Gaona, Debbie Bales, David Dluzak, Sean Glumace, Sharon Jazwiecki, Minnie Higgins, Karen Rokes and Christina Oja.

Organization of the Institution

The College has evolved through a series of organizational changes since the last accreditation campus visit in 2006-07. At that time the administrative organization was as illustrated below.
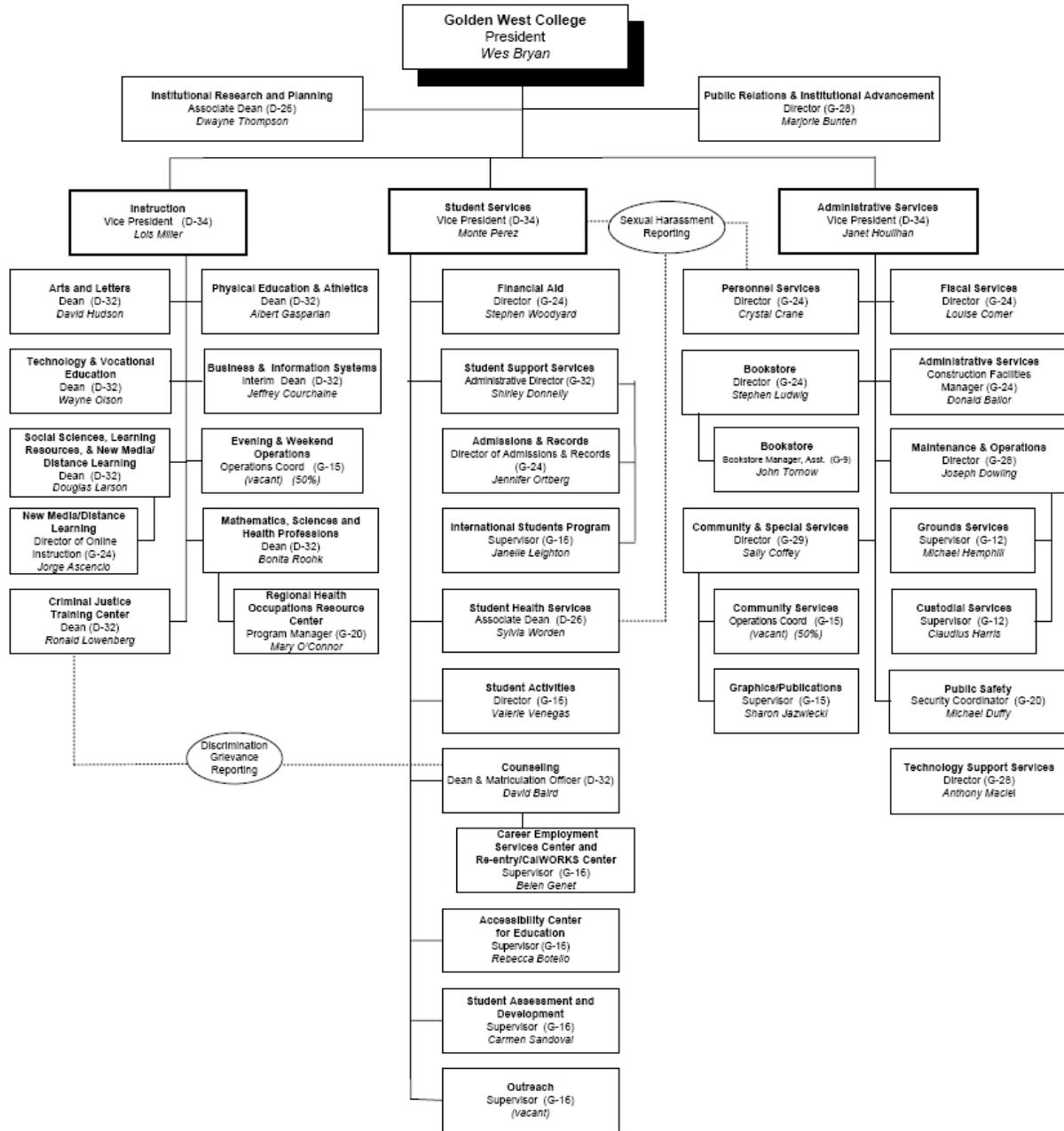
Key retirements at the conclusion of academic year 2007-08 and 2009-10 prompted the reorganization of reporting relationships as illustrated in the graphics that follow. The Student Services Vice President position was vacant in 2009-10; the Instruction Vice President position was vacant in 2010-11.

Administrative Positions
2008-2009

Golden West College
President
Wes Bryan

Institutional Research and Planning
Associate Dean (D-26)
Dwayne Thompson

*Outreach, Career & Employment Services
Supervisor (G-16)
Belen Genet

College Foundation and Community Relations
Director (G-28)
Marjorie Bunten

*College Promotions
Supervisor (G-16)
Deborah Bates

Sexual Harassment Reporting

Administrative Services
Vice President (D-34)
Janet Houlihan

Fiscal Services
Director (G-24)
Louise Comer

Administrative Services
Construction Facilities
Manager (G-24)
Donald Bailor

Maintenance & Operations
Director (G-28)
Joseph Dowling

Grounds Services
Supervisor (G-12)
Michael Hemphill

Custodial Services
Supervisor (G-12)
Claudius Harris

Public Safety
Security Coordinator (G-20)
(vacant)

Public Safety
Supervisor (G-15)
Brent Theobald

Personnel Services
Director (G-24)
Crystal Crane

Bookstore
Director (G-24)
Stephen Ludwig

Bookstore
Bookstore Manager, Asst. (G-9)
John Torrow

Community & Special Services
Director (G-29)
Sally Coffey

Swap Meet
Supervisor (G-15)
Terrence Venable (50%)

Graphics/Publications
Supervisor (G-15)
Sharon Jaziwiecki

Technology Support Services
Director (G-28)
Anthony Maciel

Student Services
Interim Vice President (D-34)
Stanley Francus

Student Health Services
Associate Dean (D-26)
Sylvia Worden

Financial Aid
Director (G-24)
Stephen Woodyard

Financial Aid
Supervisor (G-15)
Adrienne Burton

Student Activities
Director (G-16)
Valerie Venegas

Student Assessment and Development
Supervisor (G-16)
Carmen Sandoval

Student Support Services
Administrative Director (G-32)
Shirley Donnelly

Admissions & Records
Director of Admissions & Records (G-24)
Jennifer Ortberg

International Students Program
Supervisor (G-16)
Janelle Leighton

Accessibility Center for Education
Supervisor (G-16)
Rebecca Botello

Counseling
Dean & Matriculation Officer (D-32)
David Baird

Instruction
Vice President (D-34)
Lois Miller

Physical Education & Athletics
Dean (D-32)
Albert Gasparian

Business & Social Sciences
Dean (D-32)
Jeffrey Courchaine

Mathematics, Sciences and Health Professions
Dean (D-32)
Bonita Roohk

Regional Health Occupations Resource Center
Program Manager (G-20)
Mary O'Connor

Criminal Justice Training Center
Dean (D-32)
Ronald Lowenberg

Arts and Letters
Dean (D-32)
David Hudson

Career & Technical Education
Dean (D-32)
Omid Pourzanjani

Learning Resources & Distance Education
Dean (D-32)
Douglas Larson

New Media/Distance Learning
Director of Online Instruction (G-24)
Jorge Ascencio

Discrimination Grievance Reporting

*Temporary reporting relationship.
These positions will report to the College President for a period of two years.

10/17/08

GWC

7/1/10

Administrative Positions
2010-2011

Golden West College
President
Wes Bryan

Institutional Research and Planning
Associate Dean (D-26)
Dwayne Thompson

College Foundation and Community Relations
Director (G-28)
Marjorie Bunten

Outreach & College Promotions
Supervisor (G-16)
Deborah Bales

Bookstore

Administrative Services
Vice President (D-34)
Janet Houlihan

- **Fiscal Services**
  Director (G-24)
  Louise Comer
- **Administrative Services Construction Facilities**
  Manager (G-24)
  Donald Bailor
- **Maintenance & Operations**
  Director (G-28)
  Joseph Dowling
- **Grounds Services**
  Supervisor (G-12)
  (vacant)
- **Custodial Services**
  Supervisor (G-12)
  Claudius Harris
- **Public Safety**
  Security Coordinator (G-20)
  Brent Theobald
- **Personnel Services**
  Director (G-24)
  Crystal Crane
- **Community & Special Services**
  Director (G-29)
  (vacant)
- **Swap Meet**
  Supervisor (G-15)
  Terance Venable (50%)
- **Graphics/Publications**
  Supervisor (G-15)
  Sharon Jazwiecki
- **Technology Support Services**
  Director (G-28)
  Anthony Maciel
- **Evening Operations**
  Evening Information
  Coordinator (G-12)
  John Tornow

Sexual Harassment Reporting

Student Services
Interim Vice President (D-34)
Stan Francus

- **Student Health Services**
  Associate Dean/Director (D-26)
  Robin Bachmann
- **Financial Aid**
  Director (G-24)
  (vacant)
- **Financial Aid**
  Supervisor (G-15)
  Adrienne Burton
- **Student Activities**
  Director (G-16)
  Valerie Venegas
- **Student Support Services**
  Administrative Director (G-32)
  Shirley Donnelly
- **Admissions & Records**
  Director of Admissions &
  Records (G-24)
  Jennifer Ortberg
- **International Students Program**
  Supervisor (G-16)
  Janelle Leighton
- **Accessibility Center for Education**
  Interim Supervisor (G-16)
  JoAnn Busenbark
- **Counseling**
  Dean & Matriculation Officer (D-32)
  David Baird

Discrimination/Grievance Reporting

Instruction
Vice President (D-34)
(vacant)

- **Physical Education & Athletics**
  Dean, & Athletic Director (D-32)
  Albert Gasparian
- **Business & Social Sciences**
  Dean (D-32)
  Jeffrey Courchaine
- **Mathematics, Sciences and Health Professions**
  Dean (D-32)
  Bonita Rootik
- **Regional Health Occupations Resource Center**
  Program Manager (G-20)
  Mary O'Connor
- **Criminal Justice Training Center**
  Dean (D-32)
  Ronald Lowenberg
- **Criminal Justice Training Center**
  Coordinator (D-16)
  Steven Ames
- **Arts and Letters**
  Dean (D-32)
  David Hudson
- **Career & Technical Education**
  Dean (D-32)
  Omid Pourzanjani
- **Learning Resources & Distance Education**
  Dean (D-32)
  Douglas Larson
- **New Media/Distance Learning**
  Director of Online Instruction
  (G-24)
  Jorge Ascencio

The current administrative organization for the College is illustrated in the graphic below.

DRAFT
Administrative Positions

Golden West College
Friday, March 04, 2011

Grant Funded

Full-time faculty 80-100% reassign time

Area without Dean Assignment TBD

Previously Reported to VP Student Services

PAGE

1 OF 1

President
Wes Bryan

Student & Administrative Support
Vice President,
Janet Houlihan

Student Success
Vice President,
(Vacant)

Student Discipline

Student Grievance

Personnel Services
Director, (G-24)
Crystal Crane

Fiscal Services
Director, (G-24)
Louise Comer

Technology Support Services
Director, (G-28)
Anthony Maciel

College Support Services
Supervisor, (G-15)
Sharon Jazwiecki

Facilities Construction
Manager, (G-24)
Donald Bailor

Evening Information
Coordinator, (G-9)
John Tornow

Maintenance & Operations
Director, (G-28)
Joseph Dowling

Custodial Services
Supervisor, (G-12)
Claudius Harris

Managed Services

College Foundation&
Community Relations
Director, (G-28)
Marjorie Bunten

Outreach & College
Promotions
Supervisor, (G-16)
Deborah Bales

Institutional Research &
Planning
Associate Dean, (D-26)
Dwayne Thompson

Student Health Services
Director, (D-26)
Rob Bachmann

Accessibility Center for
Education
Director, (D-16)
Lynn Mayer

Student Activities
Director, (G-16)
Valerie Venegas

Public Safety
Coordinator, (G-20)
Brent Theobald

Community & Special
Services

Community Services
Coordinator, (G-20) OCD
Candy Lundell

Swap Meet
Supervisor, (G-15) 50%
Terrance Venable

Bookstore

Child Care

Food Services

Physical Education & Athletics
Dean, (D-32)
Albert Gasparian

Counseling & Matriculation
Dean, (D-32)
David Baird

EOPS/CARE/
CalWORKS

Enrollment Services
Admin Director,(G-32)
Shirley Donnelly

Admissions Records
Director, (G-24)
Jennifer Ortberg

International Students
Supervisor, (G-16)
Janelle Leighton

Financial Aid

Financial Aid
Supervisor, (G-15)
Adrienne Burton

Arts & Letters
Dean, (D-32)
David Hudson

Career & Technical Education
Dean,(D-32)
Omid Pourzanjani

Business & Social Sciences
Dean, (D-32)
Jeffrey Courchaine

Learning Resources &
Distance Education

Online Instruction
Director,(G-24)
Jorge Ascencio

Math & Sciences
Dean, (D-32)
Bonnie Roohk

Nursing
Coordinator

R.H.O.R.C.
Program Manager (G-20)
Mary O'Connor

Criminal Justice
Dean, (D-32)
Ronald Lowenberg

Criminal Justice
Center
Coordinator, (D-16)
Steven Ames

Certification of Continued Institutional Compliance with Eligibility Requirements

1. **Authority**

   Golden West College (GWC) is evaluated and accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. It is part of the Coast Community College District (CCCD) and is authorized by the State of California to operate as a public institution of higher education and to award degrees and certificates. This accreditation and state authorization allows the college to offer courses that parallel the first two years of the curricula for state universities (Intro03: *GWC Catalog 2011-2012, "General Information- Mission, Vision, Values," p. 7* and Intro04: *GWC Catalog 2011-2012, "General Information- Approvals and Accreditations," p. 8).*

2. **Mission**

   CCCD's mission is defined and adopted in Board Policy 1200 and GWC's mission is published in the current catalog and web page. The mission supports the population served by the college, and it clarifies GWC's commitment to student learning. The mission, vision, and core values are published in the catalog and on the web (Intro05: *Board Policy 1200, District Mission and Vision;* Intro06: *GWC Mission, Vision, and Values Web Page*). An additional discussion of ways in which the College conforms to this eligibility requirement is found in standards I.A; I.A.2; I.A.3.

3. **Governing Board**

   The CCCD governing board is responsible for guaranteeing the quality, the integrity, and the financial stability of the institution as it ensures the achievement of the college mission (Intro07: *Board Policy 2201, Board of Trustee's Standards for Administration*). The membership of the five elected Board members is appropriate for it to fulfill all board responsibilities with five elected members (Intro08: *Board Policy 2010, Board Membership).* The governing board reflects the interest of its constituents and the public in its activities and in its decisions (*Intro09: Biographies- CCCD Board of Trustees 031912*). None of the board members has ownership or other personal financial interest in the college (Intro10: *Board Policy 2710, Conflict of Interest* and Intro11: *Board Policy 2712, Conflict of Interest Business Operations*). The Board adheres to its conflict of interest policy as it dutifully ensures the academic and fiscal integrity of the College. An additional discussion of ways in which the College and District conforms to this eligibility requirement is found in standards IV.B.1; IV.B.1.a; IV.B.1.b; and IV.B.1.c.

4. **Chief Executive Officer**

   GWC has a Chief Executive Officer (CEO) who has been appointed by the governing board (Intro12: *Biography- CCCD Chancellor 031912* and Intro13: *Board Policy 2430, Delineation of Authority to Chancellor and College Presidents*). The CEO administers board policies, and he does not serve as the chair of the governing board. The College President, Wes Bryan, administers board policies and does not serve as the chair of the governing board. President Bryan is a long-time employee in the District and had served as a faculty member, Academic Senate President and Vice President for Instruction at the College. He has been the President of the College since 2005. An additional discussion of ways in which the College conforms to this eligibility requirement is found in standards IV.B.1.j; IV.B.2; and IV.B.3.e.

5. **Administrative Capacity**

   The number of administrative staff at GWC supports the services necessary to carry out the institution's mission. Organization charts for the College are included earlier in this introductory chapter. Their preparation and experience is detailed in the catalog (Intro14: *GWC Catalog 2011-12, "Administration & Faculty," pp. 189-195*). An additional discussion of ways in which the College conforms to this eligibility requirement is found in standard III.A.2.

6. **Operational Status**

   GWC serves students who are actively pursuing its degree and certificate programs, as well as life-long lea Janet Houlihan (VP) rning goals. Information about the operation of the College and its students was provided in the initial portion of this introductory chapter. Additional details are found in the College schedule of classes (Intro15: *GWC Schedule Web Page*).

7. **Degrees**

   GWC offers a wide range of educational programs, 49 of which lead to Associate Degrees (Intro16: *GWC Catalog 2011-12, "Graduation Requirements," pp. 40-48* and Intro17: *GWC Catalog 2011-12, "Majors, Areas of Emphasis, Career Certificate Requirements," pp. 57-95*).

8. **Educational Programs**

   GWC's degree programs are congruent with its mission, are based on typical higher education fields of study, and are conducted at levels of quality and rigor appropriate to the degrees offered. Many of the programs are of two academic years in length. The catalog documents the courses, units and curricular sequence of the educational programs (Intro17: *GWC Catalog 2011-12, "Majors, Areas of Emphasis, Career Certificate Requirements," pp. 57-95*). Seven degree programs and 16 certificate programs can be completed with 50 percent or more of the required courses offered through online instruction. Those are detailed in the College's substantive change proposal approved by ACCJC at the January 2012 meeting (Intro18: *GWC Distance Education Application – October 2010 Edition*).

   Instructors are contractually obligated to teach to the standards of their disciplines and to honor the official course outline of record, both of which ensure that courses are conducted with quality and rigor and focus on identified student outcomes, per Faculty Contract Article VI., Section 1(a) - Academic Freedom and Responsibility. An additional discussion of ways in which the College conforms to this eligibility requirement is found in standard II.A.

9. **Academic Credit**

   GWC awards academic credit based on accepted practices of higher education (Intro19: *GWC Catalog 2011-12, "Course Load Limit," p. 15* and Intro20: *GWC Catalog 2011-12, "Awarding of Credit, Supplementary Methods," p. 17*). The College policies and practices are consistent with ACCJC policies on the award of credit, transfer credits and institutional degrees and credits. An additional discussion of ways in which the College conforms to this eligibility requirement is found in standards II.A.2.h and II.A.6.a.

10. **Student Learning and Achievement**

    GWC defines and publishes student learning outcomes for all of its courses and programs. The official course outlines of record contain the course learning outcomes. The program learning outcomes are located on the College web and are available as a PDF to be downloaded

(Intro21: *GWC Instructional Program Learning Outcomes Web Page*). The assessment of these outcomes ensures that students completing the college's courses and programs (i.e., degrees and certificates) are achieving these expected outcomes. Evidence of completed assessment efforts is documented through the five-step model and found in the program reviews (Intro22: *Program Review Web Page*). Data about the completion and transfer rates of first-time freshmen cohorts attending the College from 1993 to 2007 are located at the Chancellor's Office (Intro23: *Chancellor's Office Student-Right-To-Know Rate Disclosure Website*). Data about student completion rates for career and technical programs deemed to be in preparation for gainful employment is located at the College web pages (Intro24: *GWC Gainful Employment Program Disclosures Web page*). An additional discussion of ways in which the College conforms to this eligibility requirement is found in standards II.A.1.a; II.A.1.c; II.A.2.b; II.A.2.e; II.A.2.f and II.A.2.i.

11. General Education

GWC's degree programs feature a component of general education that ensures the breadth of knowledge and promotes the academic inquiry of its students (Intro25: *GWC Catalog 2011-12, "AA Degree GE Requirements," pp. 41-43*). Mathematics, Reading, Writing, and Speaking Competency requirements are also stipulated in the above documents. The college has learning outcomes for the students who complete each portion of its general education pattern. The Board of Trustees has adopted a policy that provides philosophy and criteria to the selection of courses for the degree and general education patterns (Intro26: *Board Policy 4025, Philosophy and Criteria for the Associate Degree and General Education*). An additional discussion of ways in which the College conforms to this eligibility requirement is found in standards II.A.3.a; II.A.3.b and II.A.3.c.

12. Academic Freedom

At GWC, both intellectual freedom and independence are guaranteed (Intro27: *Board Policy 4030, Academic Freedom;* Intro28: *CCA_NEA & CCCD Agreement, "Academic Freedom," p. 4; and* Intro29: *CCCD & CFE Agreement 2011-12, "Academic Freedom," p. 6-7*). An additional discussion of ways in which the College conforms to this eligibility requirement is found in standard II.A.7.

13. Faculty

GWC has 123 full-time faculty members (as of June 2012) who are qualified to conduct the institution's programs, as they have met California State mandated minimum qualifications. District/College hiring policy outlines guidelines for selection of faculty members (Intro30: *Board Policy 7121, Employee Recruitment and Selection*). Qualifications of the faculty are described in the catalog (Intro14: *GWC Catalog 2011-12, "Administration & Faculty," pp. 189-195*). An additional discussion of ways in which the College conforms to this eligibility requirement is found in standards II.A.2.a; II.A.2.b; III.A.1; III.A.1.a and III.A.1.c.

14. Student Services

GWC provides student services that are supportive of student learning for all of its students. (Intro31: *GWC Catalog 2011-12, "Student Services," pp. 25-31*). An additional discussion of ways in which the College conforms to this eligibility requirement is found in standard II.B.1.

15. Admissions

GWC adheres to admission policies in support of its mission that identify the qualifications of students who are suitable for its programs (Intro32: *Board Policy 5010, Admissions Policy and* Intro33: *GWC Catalog 2011-12, "Admissions, Registration, Matriculation," pp. 9-24*). An application for admission may be filed as a paper document or online (Intro34: *GWC Admissions Application; and* Intro35: *Admissions Web Page*).

16. Information and Learning Resources

GWC provides to its students sufficient information and learning resources and services in support of its mission and its educational programs (Intro36: GWC *Catalog 2011-12, "Student Learning Services," p. 30).* A description of library databases, services and agreements for access to external resources are located on the library web page (Intro37: *GWC Library Web Page*). An additional discussion of ways in which the College conforms to this eligibility requirement is found in standards II.C; II.C.1 and II.C.1.e.

17. Financial Resources

GWC has a funding base, financial resources and plans for financial development, which are adequate to support its mission, educational programs, promote institutional effectiveness being regularly improved and to ensure fiscal stability. Multiple years of College budget information are located at the District web pages (Intro38: *Budget Information Web Page*). Financial statements for the College Foundation are located in the multiple years of annual reports posted to the Foundation web page (Intro39: *GWC Foundation Annual Reports Web Page*). An additional discussion of ways in which the College conforms to this eligibility requirement is found in standards III.D; III.D.1.b and III.D.1.c.

18. Financial Accountability

On April 1st of each year, GWC contracts with an independent certified public auditor. The audit is conducted in accordance with standards applicable to financial audits contained in Governmental Accounting Standards Board Statements Numbers 34 and 35 using the Business Type Activity Model recommended by the Chancellor's Office committee on Fiscal and Accountability Standards, and it follows the guidelines and requirements as set forth in the California Community Colleges "Contracted District Audit Manual." The College student loan default rate over the last several years is shown in the table below.

GWC Two Year Student Loan Default Rate

Year	Rate
2007	8.3%
2008	11/6%
2009	13.2%
2010	12/1%

Source: GWC Financial Aid Office

*unofficial, draft version of 2010 rate

(Intro40: *GWC Student Loan Default Evidence 050812*)

The College is in compliance with federal law detailed in Title IV. Multiple years of College budget information are available at the District web pages (Intro38: *Budget Information Web Page*). An additional discussion of ways in which the College conforms to this eligibility requirement is found in standards III.D.2; III.D.2.a and III.D.2.d.

19. Institutional Planning and Evaluation

GWC evaluates and publicizes how well it is accomplishing its purposes via its mission statement. The College has evidence of planning for improvement in all areas. The institution assesses the progress it has made in achieving its goals and uses an evaluation cycle and planning tied to resource allocation to make decisions for improvement (Intro41: *GWC Goals 2010-2016;* Intro42: *Accreditation Employee Survey 2011Results ALL items1-3, 35, 41, and 50; and Intro43: GWC Key Indicators of Institutional Performance 2010-11).* GWC has well-defined decision-making processes and lines of authority that serve to facilitate planning and institutional effectiveness (Intro44: *GWC Core Planning Structure 101811 and* Intro45: *GWC Planning Timelines 2007-2013*). An additional discussion of ways in which the College conforms to this eligibility requirement is found in standards I.B; I.B.3; I.B.5; I.B.6; II.A; II.A.1.c; II.A.2.a; II.A.2.e; II.A.2.f; II.B.4; II.C.2; III.A.6; III.B.2.b; III.C.2; III.D.1.a; III.D.3; IV.A.5; IV.B.3.g.

20. Public Information

GWC publishes its catalog and schedule, and uploads on its web site, precise and up-to-date information. The catalog and web site address the purposes and objectives of the College, admission requirements and procedures, rules directly affecting students, as well as information about programs and courses, degrees, refund policies, and academic credentials of faculty and administration (Intro46: GWC Catalog 2011-12 Web Page). An additional discussion of ways in which the College conforms to this eligibility requirement is found in standards II.A.6; II.A.6.a; II.A.6.c; II.B.2.a; II.B.2.b; II.B.2.c; II.B.2.d.

21. Relations with Accrediting Commission

GWC adheres to the eligibility requirements, the accreditation standards, and the policies of the Commission. The college fully agrees to disclose any and all information required by the Commission (Intro47: Board Policy 3200, Intro48: Accreditation and Board Policy 2223, Board of Trustees' Accreditation Committee). The disclosure of the College to the Commission is always honest, timely, and accurate in accordance with Commission policy. The College is accredited by several other entities as documented in the catalog and web page (Intro04: *GWC Catalog 2011-12, "General Information- Approvals and Accreditations," p. 8*; and Intro49: *GWC Accreditation Web Page*). An additional discussion of ways in which the College conforms to this eligibility requirement is found in standard IV.A.4.

Certification of Continued Institutional Compliance with Commission Policies

The Governing Board of the CCCD and the College continues to operate in compliance with ACCJC policies. Selected policies, identified in Appendix 8 of the Manual for Institutional Self-Evaluation (June 2011), are discussed in the self-evaluation report as detailed in the chart below. Page references are to the location of the policy in the Accreditation Reference Handbook, July 2011.

Commission Policy	Standards
Distance & Correspondence Education p. 52	II.A.1, II.A.1.b, II.A.2, II.A.2.d, II.B.1, II.B.3.a, II.C.1, II.C.1.c
Institutional Compliance with Title IV, p. 69	eligibility requirement 18, III.D.2.d
Institutional Advertising, Student Recruitment, & Representation of Accredited Status, p. 67	II.A.6.c
Institutional Degrees & Credits, adopted January, 2012	eligibility requirement 9, II.A.2.h
Award of Credit, p. 30; Transfer Credit, p. 112	eligibility requirement 9; II.A.2.h, II.A.6, II.A.6.a, III.A.1.a
Integrity and Ethics, p. 70	eligibility requirements 20, 21; II.A.1, II.A.6c, II.A.7, III.A.1, III.A.4.c, III.B.1, III.D, III.D.2, III.D.2.e, III.D.2.f, IV.A.4, IV.A.5, IV.B.1, IV.B.1.b, IV.B.3, IV.B.3.g
Contractual Relationships with Non-Regionally Accredited Organizations, p. 47	III.D.2.f

Three additional policies appear as footnotes in the standards, but were not included in the Appendix 8 listing.

Footnote	Commission Policy	Standards
2	Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals, p. 82	II.A.2, II.A.8, I.IB.1
3	Closing an Institution, p. 34	I.A.6.b
6	Policy & Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems, p. 59	II.A.6.c, IV.B.3

Responses to 2007 Recommendations

Recommendation 1

The team recommends that the college review College Goals to ensure that they are aligned with the mission and measurable so that the degree to which they are achieved can be determined and widely discussed (Standards I.A.1, and I.B.2).

Progress and Accomplishments

This recommendation has been met (see April 2008 Progress Visit Report). The Visiting Team, in its April 2008 Progress Visit Report, indicated GWC had made substantial progress and had met this Recommendation. Additionally, the Team recommended two items of evidence for inclusion in this 2010 Midterm Report regarding this Recommendation:

1. New College Goals promised in the March 2008 GWC Progress Report; and
2. Validation of the viability of the proposed two-year cycle for review of the College Goals

Analysis

1. <u>New College Goals.</u> The review of an institution's goals is an important process. It is also a slow process for an institution like GWC that values broad constituent participation. The process began in 2006-07 with the Institutional Effectiveness Committee's review of the College Goals. That review lead to the review and revision of the College Mission Statement and then a revision of the College Values in 2008-09. In Fall 2009, the College began in earnest developing new College Goals. A series of surveys and half-day workshops produced agreement on the broad, long-term goal areas. Specific, measurable goals within these goal areas will be developed during Spring 2010.

2. <u>Validation of viability of two-year program review cycle.</u> A joint taskforce of the Academic Senate and the Instructional Planning Team was formed in 2007-08 to review feedback collected after the 2006-07 program review cycle. The taskforce concluded that the two-year cycle was more viable than the previous one-year cycle due to the workload. However, a number of changes were still necessary. For example, the program review report template needed to be reworked. The taskforce thought the template should be more focused, less repetitive, and have more guidance on how to complete the forms. Additionally, the taskforce developed a report template for the program vitality review process, as well as guidelines for proper follow-up to a completed program vitality review.

List of Supporting Evidence

- Intro50: *College Goals Review Process 2007-2011*
- Intro51: *Mission Statement Development 2007-08*
- Intro52: *Values Statement Development 2008-09*

Recommendation 2

The team recommends that the college initiate and sustain dialogue about Student Learning Outcomes to reach a broad-based understanding of outcomes and assessment (Standards I.B.1, I.B.2, and I.B.5).

Progress and Accomplishments

This recommendation has been met. The Visiting Team's conclusion in its April 2008 Progress Visit Report states:

> *There is evidence of a sustained dialogue on outcome and assessment. SLOs on course, program and general education levels are discussed, and evident in completion of course SLOs and Program SLOs.*
>
> *There is a framework for continuous implementation of outcome and outcomes assessment planned through the use of eLumen. There is intent as well as evidence that the college is evaluating its planning processes through either the Commission's or the Cal rubrics; the evaluation is a self-assessment within a cross-function group as defined in the IE Committee, and the Planning and Budget Committee. The college will expand this self-assessment to other planning groups. The 5-column model is used in this self-assessment.*
>
> *These instruments and processes developed by the college serve a dual function as both the tools of assessment, as well as educational tools for the campus on the concepts of outcomes and assessment.*
>
> The college has made satisfactory progress and has met this recommendation.

In addition to the information set forth in the Progress Visit Report, GWC has continued to demonstrate its commitment to reaching a broad-based understanding of outcomes and assessment in the following three ways.

1. Through the ongoing efforts of the Institutional Effectiveness Committee (IEC). The IEC functions as a subcommittee of GWC Planning and Budget Committee. The role of the IEC has been to provide a framework for the documentation of assessment and the integration of results in evidence-based decision-making across the campus. The IEC's duties include:
   - Coordinating campus-wide participation in assessment activities
   - Consulting with campus faculty and staff in developing assessment programs
   - Reviewing and providing feedback on assessment plans and reports as needed
   - Monitoring the College's compliance with the accreditation process
   - Reporting findings of assessment activities to the college community
   - Preparing the periodic Institutional Effectiveness Report

2. The appointment by the College president of a faculty SLO Coordinator in Fall 2008 and four part-time release faculty SLO Coordinators in Fall 2011.

3. The creation of GWC Assessment Philosophy during the 2008-2009 academic year that defines the purpose and philosophy of student learning and assessment. The IEC facilitated the development and sharing of the GWC Assessment Philosophy through the College's governance process and this generated a fair amount of dialogue during that time, and presently, on related issues.

4. Creation of General Education (2008) and Institutional SLOs (2011).

Analysis

After the IEC was created, a full-time SLO coordinator was appointed, and an Assessment Philosophy was adopted the campus continued to dialogue about outcomes and assessment. Listed below are the highlights of that sustained dialogue:

1. Creation of general education and institutional learning outcomes through the governance process led by the Council for Curriculum and Instruction (CCI)

2. Alignment of course, program, and institutional outcomes

3. All GWC programs have identified and published expected SLOs

4. Inclusion of SLO agenda items at relevant core college planning committee meetings (Planning and Budget, Academic Senate, Instructional Planning Team, Student Success, Institutional Effectiveness, and Council on Curriculum and Instruction)

5. SLO training with individual faculty members, and at department meetings by the SLO Coordinators

6. Completion of three assessment cycles by Student Services programs

7. Planning goals to increase student learning and educational

8. Adoption of the California Assessment Institute's (CAI) rubric for assessing GWC's progress toward implementing an SLO framework

9. Incorporation of reporting program SLO assessment into program review

10. Adoption of a modified 5-column (Nichols) reporting model for SLO documentation

11. Revision of the GWC Values Statement under the leadership of Planning and Budget to expand the scope of the GWC Mission and Vision statements toward the improvement of all facets of student learning

List of Supporting Evidence
- Intro53: *GWC Assessment Philosophy*
- Intro54: *GWC Institutional Student Learning Outcomes*
- Intro52: *GWC Values Statement Development 2008-09*

Recommendation 3

The team recommends that the college stabilize, make vibrant, and validate the nascent planning structure. The team further recommends that the college formalize processes to evaluate the effectiveness of the various components of the Core planning structure, including its committees, processes, and planning tools (Standards I.B.1, I.B.2, I.B.3, I.B.4, and I.B.5).

Progress and Accomplishments

This recommendation has been met. The Visiting Team's conclusion in its April 2008 Progress Visit Report states:

> *The college has made notable progress in institutionalizing the new planning structure. Conversation with senior staff and senior faculty leadership validates that institutional planning is indeed taking root at the college; and there are more formalized definitions, and detailed processes in place.*
>
> *The newly created planning map and working glossary provide a precise college-wide vocabulary for explaining the interaction among SLOs, program review, planning processes, and college goals in the planning cycle. The 5-column model for assessing the implementation of committee objectives also made clear that the goals of planning are operationalized, and evaluated on a regular cycle.*

GWC has met this recommendation.

Analysis

The Visiting Team noted GWC's creation and institutionalization of its core planning structure: the Overall Planning Process Model. This Model stresses the cyclical nature of integrated strategic planning, implementation, and evaluation. Institutional effectiveness and the interaction of SLOs in all aspects of this Model are the predominant themes of the model. The evidence of the operational aspects of this Model is manifested by the integrated planning between the instructional, student, and administrative service areas of the college, the program review process, assessment of committee objectives, and oversight by the Institutional Effectiveness Committee (IEC).

Since Fall 2007, standing committees have completed annual assessment plans in the fall semester that include a review of the committee's mission with respect to GWC mission and goals, identification of annual objectives, means of assessment, and criteria for success. At the start of the subsequent fall semester, the committees have reported their analyses of the data collected over the past year, and how they used the results to make improvements and plan for the current year's goals. These completed assessment plans have been submitted to the IEC and posted on the GWC Intranet.

Since the Progress Visit Report, a joint taskforce between the Instructional Planning Team (IPT) and the Academic Senate reviewed the program review process. As a result of this collaborative work, the college adopted a new program review template that was used to prepare the 2006-2008 program review reports submitted in Fall 2008. Adjustments have been made including moving Program Review from Fall 2012 to Spring 2013. Programs will be given data elements in Fall 2012, and some additional modifications will be made to the Program Review Template for use in Spring 2013.

List of Supporting Evidence
- Intro55: *Program Review Templates (2008) and Program Vitality Template and Follow Up Recommendations 2009*
- Intro56: *GWC Overall Planning Process Model*
- Intro57: *Core Planning Structure and Advisory Committees Structure*
- Intro58: *Program Review Timeline 2012-13*

Recommendation 4

The team recommends that the college identify and formalize key performance indicators for Institutional Effectiveness, and clarify the connection of Institutional Effectiveness to the Program Review process (Standard I.B.6).

Progress and Accomplishments
This recommendation has been met. The Visiting Team's conclusion in its April 2008 Progress Visit Report states:

> *The college has clearly defined for itself the meaning of Institutional Effectiveness and articulated that understanding on paper. The college has made significant progress in dialogue, clarification, and documentation.*

The college has met this recommendation.

List of Supporting Evidence
- Intro59: *GWC Key Performance Indicators Report Draft 2010-11*
- Intro56: *GWC Overall Planning Process Model*
- Intro60: *ACCJC Rubric for Evaluating Institutional Effectiveness*

Recommendation 5

The team recommends that the college evaluate its current progress in defining and establishing student learning outcomes, and through broad based and inclusive dialogue renew its efforts to develop a common understanding of student learning outcomes. The college must establish student learning outcomes for courses, programs, and degrees (Standards II.A.1.c, II.A.2, and II.A.3).

Progress and Accomplishments
This recommendation has been met. The work achieved to satisfy this recommendation continues to serve as the foundation for the improvement of student learning on campus.

- Conclusions of the Visiting Team set forth in **the April 2008** Progress Visit Report:

  » "Adequate assessment of current progress on SLOs at all levels."

  » "Evidence that the college has reached the Developmental level in the Commission's rubric for SLOs."

  » Evidence needed for the 2009 Progress Report: 1) SLO process needs to move toward assessment, and through the 5-column model to Column 5, where the impact on program improvement is felt; and 2) All programs SLOs completed by Spring 2009.

- Conclusions of the Visiting Team set forth in the **April 2009** Progress Visit Report:
  - » "Only a limited number of disciplines and areas are at the next stage activities [assessment and program improvement]."
  - » "No documented information as to where the products [of assessment] are housed, and how they are connected."
  - » "Substantial progress in the completion of the writing of SLOs, but did not see evidence of … movement to Column 5 [that] correlates to the Commission's SLO rubric level four, Sustainable Continuous Quality Improvement."
  - » "The College did not fully resolve the deficiencies addressed by this recommendation within the timeline established in the June 2008 Action Letter from the Commission."
  - » Evidence needed for the 2010 Midterm Report: 1) SLO implementation plan using the Commission rubric and timeline; and 2) Student Services assessment continue and complete its third cycle.

Analysis

The evidence needed for the 2009 and 2010 reports as cited above has been generated. Program SLOs have been identified and the college instructional programs are moving toward the next stage of activities for assessment of courses and programs. The college student support services programs are also moving toward completion of their third full cycle of assessment. In support of this movement the college created an SLO Implementation Plan, as recommended by the Visiting Team, to guide it through this process.

The following paragraphs provide the current status on the Committee's Conclusions and Recommendations.

- Self-Assessment. GWC has continued its self-assessment through the use of the California Assessment Institute's (CAI) Self-Assessment of Progress Towards Implementing a Student Learning Outcomes Framework rubric (for SLOs specifically), and the ACCJC's Self-Assessment of Institutional Effectiveness rubric (for Program Review, Planning, and SLOs generally). One or both or these rubrics were used by the following committees in their self-assessments based on the relevant application of SLOs within the scope of duties of each committee: Planning and Budget (P & B), Student Success Planning Team (SSPT), Instructional Planning Team (IPT), and the Institutional Effectiveness Committee (IEC). Data from the 2011-12 academic year shows the college at the Proficiency level.

- Broad Based SLO Dialogue. One of the significant events in the development of campus-wide SLO dialogue was the new approach taken with faculty SLO assessment leadership. During the Fall of 2011, following the recommendation of the Institutional Effectiveness Committee and approval of the Academic Senate, the College president appointed four partial release time faculty SLO Coordinators. The goal was to create a structure that was sustainable and created a synergy of efforts. The coordinators are now better able to facilitate SLO discussions in multiple venues.

- The SLO Coordinators met with nearly all of the instructional programs during the Fall and Spring 2011-12 semesters to review and update their course, program, and institutional SLOs. The meetings were tailored to meet the needs and assessment maturity of the various departments, but contained the general messages discussed in standing college committee meetings. The meetings ranged from over a dozen faculty and staff at department meetings to just one or two faculty members.

- SLO issues have been consistent agenda items for most standing college committee meetings.

- Course and Program SLOs. The Council on Curriculum and Instruction (CCI) worked during the 2006-2008 academic years to create the General Education requirements for the GWC AA Degree. Then, during the 2008-2009 academic year it worked to align the individual courses in their respective GE areas by reviewing the SLOs for each course and mapping them with the GE outcomes.

- Institutional SLOs (iSLOs). The Institutional Effectiveness Committee (IEC) and CCI developed the College's institutional SLOs during the Spring 2011. GWC's iSLOs grew out of the foundation work of the Lumina Foundations' Degree Qualifications Profile.

- Movement of the SLO Process Through the 5-step Model. GWC is on target with its plan to move through the 5-column model for all of its course and program SLOs by Fall 2012. During Fall 2009, each department submitted its plan for the assessment of its course and programs to the SLO Coordinator. This plan included an inventory of where each of its courses was on the 5-column model, an indication of whether the course is a component of a program (certificate, degree, or General Education), a semester-by-semester assessment plan between Fall 2009 and Spring 2012 for all of its courses, and the identification of a responsible faculty member for this process within each department. During the fall and spring of 2011-12, the SLO coordinators met with members of each department to focus on course and program assessments.

- SLO Management. At the time of the March 2008 Progress Report, GWC piloted eLumen and planned to implement it during the 2008-2009 academic year. (eLumen is a software application designed to manage information related to the development, assessment, and reporting of course and program SLOs.) However, due to its complexity there was never broad-based acceptance of eLumen by. Instead, the College has chosen to use a modification of the simple 5-column model for reporting SLO assessment activity and document the closing of the loop. This reporting model has been incorporated into program review for program SLOs and posted to the web. Course assessment results are submitted to the SLO coordinators and stored in Drop box folders.

- SLO Implementation Plan. The SLO coordinator in 2008 developed an SLO implementation plan. The plan is a living document that is periodically updated and refined by the new SLO coordinators to reflect experience gained through the assessment process. The plan covers the following areas:
  1. Purpose and philosophy of student learning and assessment
  2. Assessment philosophy that aligns with the mission, vision, and culture of the college

3. Establishment of assessment goals and activities
4. Definition of roles, and responsibility for the complete integration of SLOs at the course and program levels
5. Needed resources, and the training process for faculty and staff
6. Establishment of a reporting structure

- <u>Student Services</u>. The student services programs have identified outcomes for their third full assessment cycle. These outcomes were aligned with college goals, and were incorporated into their individual program reviews submitted in fall 2008. The SLO Coordinators worked with student services programs to refine the outcomes in fall 2011.

<u>Recommendation 7</u>

The team recommends that the college commit to student equity and diversity through implementing the goals of the student equity task force, in order to assure equitable access and learning support for all of its students (Standards II.B.3.a, and II.B.3.d).

Progress and Accomplishments
This recommendation has been met. The conclusion of the 2009 Visiting Team was as follows:

The 2008 Team report indicated that the College had satisfied this recommendation. The continued emphasis and progress is commendable and the 2009 Visiting Team agrees with that conclusion.

Analysis
Evidence in support of this conclusion is the 2008 Visiting Team's conclusion that GWC had made "substantial progress on this recommendation, both in building an appropriate process, a committee, plans, and related resources to conduct the work of student equity." GWC has continued to work on the implementation of these goals since the April 2008 Progress Visit. It published the Student Equity Progress Report in 2008 to detail those efforts.

The 2009 Visiting Team noted the continued emphasis in this area, and the strong evidence in support of institutionalized student equity practices. The 2009 Visiting Team commended GWC for its work and agreed with the 2008 Visiting Team conclusion that this recommendation has been met.

The Student Equity Committee (SEC) is a standing subcommittee of the Student Success Committee. During 2008-09, the SEC reviewed updated research related to student equity. That review revealed a few equity issues the College needed to address. During Fall 2009, the SEC more closely studied the issues and developed objectives with the appropriate departments to mitigate equity issues in three areas: 1) Disproportionately low placement rates into transfer-level English, 2) Disproportionately low placement rates into transfer-level math, and 3) Disproportionately low transfer-ready rates for certain traditionally under-represented groups.

Supporting Evidence
- Intro61: *Student Equity Plans and Research 2005-2011*

Recommendation 16

*The team recommends that the college and district adhere to the Commission policy for the evaluation of institutions in multi-college districts by immediately delineating specific district functions as distinct from those of the colleges' functions, and communicate these delineated functions to all college and district constituencies, so there is a clear understanding of their respective organizational roles, authority and responsibilities for the effective operations of the colleges, and in meeting the Accreditation Standards. (Standards IV.B, IV.B.3, IV.B.3.a, IV.B.3.g, and **Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems, January 2004**)*

This recommendation has been met. The Visiting Team's conclusion in its April 2009 Progress Visit Report states:

> *The 2009 Team found that the District has addressed the Commission policy for the evaluation of institutions in a multi-college district by clearly defining the respective organizational roles, authorities, and responsibilities for the District and its colleges.*

Commission Concern:
The college must demonstrate that it is in compliance with Eligibility Requirement 10, which requires the college to "define and publish for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes."

Work on this concern is in process. The Visiting Team, in its April 2008 Progress Visit Report concluded the college had not yet met this Commission Concern; however, it noted the college's "significant progress" towards its satisfaction. Evidence in support of the April 2008 "significant progress" conclusion was the development of the infrastructure to manage the identification, publishing, and assessment of SLOs at the course and program levels. Some of the components of that infrastructure, and their current status, are set forth below.

- **Update of faculty SLO coordinator position and new appointment**. The College President appointed a new faculty SLO Coordinator in Fall 2008, who began his three-year term on a 100 percent reassigned time basis in Spring 2009. The position had been vacant for a year and a half after the resignation of the previous coordinator.

- **Council on Curriculum and Instruction (CCI) requirement for all departments to submit program level SLOs along with descriptions of majors and certificates, and the required and elective courses necessary for those programs**. As of February 2010, all active courses have identified SLOs. The SLOs are published in the Course Outline of Record and housed in the GWC Office of Instruction electronic database and campus Intranet. All student services programs, and all instructional programs, have identified program level SLOs and descriptions as required by CCI.

- GWC has published its institutional General Education (GE) SLOs, and all other program SLOs (i.e., majors, areas of emphasis, and certificates) on the College web site. The program level SLOs are also housed in the GWC Office of Instruction electronic database and campus Intranet. The program level SLOs for all majors, areas of emphasis and certificate programs are published on the College web site.

- **Mapping of courses to General Education SLOs**. Beginning in 2008-2009, the Council on Curriculum and Instruction used the GE SLOs, in addition to the course descriptions, in its evaluation of courses to determine their proper placement in all GE areas.

Supporting Evidence
- Intro62: *GWC pSLOs Majors/Areas of Emphasis/Certificates of Achievement*
- Intro63: *GWC pSLOs General Education Option 1*

Commission Concern:
The Commission expects that institutions meet standards that require the identification and assessment of student learning outcomes, and the use of assessment data to plan and implement improvements to educational quality, by fall 2012. The Commission therefore requires that the College demonstrate in its next comprehensive evaluation report that the College has met these standards. (Standards I.B.1, II.A.2.e, II.A.2.f, II.B.4, and II.C.2)

The College has addressed the Commission Concern and meets each of the five assessment-related standards listed. The College has identified expected student learning outcomes across the College for all levels - courses, programs, and institutional. Assessment of student learning is ongoing, leads to demonstrated changes to improve educational quality, and is integrated with program review. At GWC, program review is the beginning point for the College's integrated strategic planning process. Data from program review reports and resource requests informs a substantial amount of resource allocation decisions involving faculty and classified hires, supplies, and equipment needs.

Below are links to the College's the detailed responses from GWC's comprehensive self-evaluation to the Standards listed in the Commission Concern. Included here are bulleted summaries of the evidence cited in the report:

- **I.B.1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

  GWC meets the standard.

  » Dialogue about the improvement of student learning and institutional processes occur at all levels of the College in both formal and informal settings. The primary forum for formal dialogue falls within the extensive structure of well-established, on-going college planning committees, subcommittees, task forces, and advisory councils

  » Evidence of dialogue for student learning and improving processes is documented in the agendas, minutes, summaries, and planning documents produced by these committees.

  » Specific examples of assessment, dialogue, and institutional change regarding students' basic skills, adoption of College goals, committee effectiveness, program review, and informal discussions of student learning are cited in College's comprehensive self-evaluation.

- **II.A.2.e The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

  GWC meets the standard.

  » CCI ensures the relevance, appropriateness, and currency of all new and revised courses and programs through on-going systematic review. CCI's role is to evaluate and approve courses, certificates, and degrees developed and renewed by faculty and to ensure their quality and effectiveness.

  » All CTE programs perform the State required biennial review to affirm that the graduates of the program are facing a labor market where there are job opening.

  » **Program review permits faculty to assess whether courses' outlines and SLOs are in need of revision and whether they need to be revaluated and re-approved by CCI.**

  » **The Program review report follows a basic Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis format.**

  » The PVR process determines the vitality and continued viability of a program in response to concerns identified during program review regarding significant changes in enrollment, labor market demand, faculty availability, or facility and equipment costs and availability. This PVR process provides an opportunity to gather more data and information in response to these concerns. The evaluation may lead to program improvement, possible suspension or elimination of the program.

    - The evaluation and planning of instructional programs also occurs in various ongoing committees such as IPT, ERC/Student Success Committee, and the SSSC.

- **II.A.2.f The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

  GWC meets the standard.

  - GWC actively engages in an ongoing, systematic, and integrated process of assessing SLOs. The IEC coordinates this process.

  - Assessment is an ongoing, cyclical process, which permeates the institution.

  - GWC also employs four SLO faculty Coordinators who take an active part in implementing the ongoing, systematic, and integrated process of assessing SLOs.

  - Program review is a means of ensuring the ongoing, systematic, and integrated process of assessing SLOs. The reporting of SLO assessment is embedded in the program review process.

- **II.B.4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

  GWC meets the standard.

  - Program Review and Program Vitality Review are the primary processes used for the examination and evaluation of Student Services programs on a regular and ongoing basis. All support services go through a comprehensive program review every two years using the strategic planning method Strengths, Weaknesses/Limitations, Opportunities and Threats (SWOT) Analysis.

  - Student Services units use SLOs created by individual divisions and departments to evaluate and provide evidence regarding how the unit is contributing to student success, learning and achievement.

  - GWC demonstrates its commitment to its achievement of student learning outcomes through its integration of SLO assessment with the program review process.

- **II.C.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

  GWC meets the standard.

  - GWC uses a variety of methods to evaluate its library, Tutoring and Learning Center, Student Computer Center, and Writing and Reading Center including program review that reviews services and sets goals aligned the College goals.

  - Staff collect, monitor, and compile statistics for state reports. In addition, the library faculty works with the college research office staff to design and develop questionnaires to survey faculty and students about library resources and services.

  - The library maintains a drop-box at the public services desk.

  - The Library and Learning Resources areas examine their programs on a two-year cycle as part of the College-wide program review process.

  - The library and learning support courses regularly assess the identified SLOs

Thematic Overview

Institutional Commitments

The college mission statement declares its commitment to student learning. This commitment is clearly reflected in the comprehensive instructional programs and student support services offered. (Standard I)

The college ensures that the quality of programs—instructional, learning support, and student services—are high through 1) ongoing assessment of student learning and administrative outcomes which are used to make improvements at all levels; 2) clearly defined faculty-driven curriculum processes; 3) ongoing faculty development as well as consistent faculty evaluations which are geared toward constructive feedback; and 4) the periodic program review, planning, and budgeting processes. (Standard II)

Personnel practices are in place and designed to select and support well-qualified faculty, administrators, and staff. College faculty are evaluated on a regular basis which leads to peer dialogue and constructive feedback. In addition, the college's commitment to providing excellent facilities is reflected in the current facilities expansion and recognition of the importance of more consistently updating technology planning and support. Under the leadership of the Planning and Budget (P&B) Committee, the College community relies on the inclusive and longstanding master planning and resource allocation processes. Financial resources are well managed at the District and College level. (Standard III)

The shared governance council and committee structure at the College clearly delineates decision-making roles. The faculty has primary responsibility for student learning programs and services through the Academic Senate, Curriculum Committee, and elected department chairs. The Board of Trustees follows its bylaws and understands the shared governance processes within the College and District. The College president provides leadership and essential support to the master planning process, and to College-wide program review cycles, which includes the faculty-led assessment of expected student learning outcomes. (Standard IV)

Evaluation, Planning, and Improvement

The P&B Committee systematically oversees program review, master planning, and resource allocation at the College. It also monitors the College progress toward meeting its planning objectives and the ACCJC Recommendations from the previous accreditation self study and ACCJC team visit. P&B links the goals of programs, departments, and divisions to the mission statement. Planning systems are in place for faculty, staff, technology, equipment and facilities needs. (All standards)

Assessment processes and the work toward further developing a culture of inquiry and evidence have been significantly improved with the shift to a new model for coordinating faculty assessment of student learning outcomes. The new model uses four faculty on part-time release working together and with other members of the Institutional Effectiveness Committee (IEC) to assist faculty across the College. (All standards)

Student Learning Outcomes

Student and administrative outcomes work is facilitated by the Institutional Effectiveness Committee (IEC), which is co-chaired by a partially-released faculty member and the Associate Dean for Institutional Research and Planning. The process has been faculty and staff driven and supported by the President. (Standards I and II)

Organization

The college is well organized and has a clear and inclusive governance, reporting, and decision-making structure to support its mission and student learning.

Dialogue

The College committee and administrative structure facilitates college-wide dialogue on student learning and in decision-making. Regularly, under the leadership of P&B Committee, formal dialogue takes place in the appropriate College committees regarding the mission statement and it is revised when necessary. The P&B Committee addresses planning and budget development; IEC addresses assessment of outcomes processes. Both groups communicate with the Academic Senate through formal member representatives. In turn, senators, faculty and staff leadership, and managers report to their respective constituencies. At each stage, there is opportunity for dialogue and to influence decisions. (Standards I and IV)

Dialogue on student learning occurs across the College within the extensive committee structure as well as within each department. IEC, the Academic Senate, the Instructional Planning Team (IPT), and the Strategies for Student Success Committee (SSSC) take the lead in College-wide dialogue on student learning. Each department or program bi-annually completes a program review, including outcomes assessments, and reviews its accomplishments, its challenges and adjusts its planning after dialogue within the department. (All standards)

Institutional Integrity

The college is committed to a culture of honesty and truthfulness, which it strives to maintain in the manner it represents itself to both internal and external stakeholders. The catalog is reviewed by program and department chairs as well as the appropriate vice presidents. There is an institution-wide effort to ensure that information is easily accessible, accurate, and current in print and electronic formats. (Standards I and II)

Personnel practices are in place, consistent, and maintain confidentiality in recruitment, selection, and evaluation of employees. Financial integrity is ensured by an inclusive budget development process and regular audits of the district budget. The District's Measure C Oversight Committee guarantees that those funds are used appropriately. (Standard III)

The College committee structure is inclusive and their objectives are clearly identified. The Board of Trustees adheres to its bylaws and respects governance processes at the college. (Standard IV)

Introductory Chapter List of Evidence

Links to evidence are available at www.goldenwestcollege.edu/accreditation2011-2012.

Intro01: Academic Senate Minutes (Tuesday, September 13, 2011)
AcademicSenateMinutes9_13_11.pdf

Intro02: GWC Self-Evaluation Timeline 011012
GWCSelfEvaluationTimeline011012.pdf

Intro03: GWC Catalog 2011-2012, "General Information- Mission, Vision, Values," p. 7
GWCCatalog2011_12GeneralInformationMissionVisionValuesp7.pdf

Intro04: GWC Catalog 2011-2012, "General Information- Approvals and Accreditations," p. 8
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Intro05: Board Policy 1200, District Mission and Vision
BP1200MissionStatement.pdf

Intro06: GWC Mission, Vision, and Values Web Page
http://www.goldenwestcollege.edu/about.html#mission

Intro07: Board Policy 2201 Board of Trustee's Standards for Administration
BP2201BoardOfTrusteesStandardsForAdministration.pdf

Intro08: Board Policy 2010 Board Membership
BP2010Board Membership.pdf

Intro09: Biographies- CCCD Board of Trustees 031912
BiographiesCCCDBoardOfTrustees031912.pdf

Intro10: Board Policy 2710 Conflict of Interest
BP2710ConflictOfInterest.pdf

Intro11: Board Policy 2712 Conflict of Interest Business Operations
BP2712ConflictOfInterestBusinessOperations.pdf

Intro12: Biography- CCCD Chancellor 031912
BiographyCCCDChancellor031912.pdf

Intro13: Board Policy 2430 Delineation of Authority to Chancellor and College Presidents
BP2430DelineationOfAuthority.pdf

Intro14: GWC Catalog 2011-12, "Administration & Faculty," pp. 189-195
GWCCatalog2011_12_AdministrationAndFaculty_ pp189_195.pdf

Intro15: GWC Schedule Web Page
http://www.goldenwestcollege.edu/schedule.html

Intro16: GWC Catalog 2011-12, "Graduation Requirements," pp. 40-48
GWCCatalog2011_12_GraduationRequirements_ pp40_48.pdf

Intro17: GWC Catalog 2011-12, "Majors, Areas of Emphasis, Career Certificate Requirements," pp. 57-95
GWCCatalog2011_12MajorsAreasOfEmphasisAndCareerCertificateRequirements_ pp57_95.pdf

Intro18: GWC Distance Education Application – October 2010 Edition
GoldenWestCollegeDistanceEdApplicationOct2010Edition060611.pdf

Intro19: GWC Catalog 2011-12 Course Load Limit p. 15
GWCCatalog2011_12_CourseLoadLimit_p15.pdf

Intro20: GWC Catalog 2011-12, Awarding of Credit, Supplementary Methods, p. 17
GWCCatalog2011_12_AwardingOfCreditSupplementaryMethods_ p17.pdf

Intro21: GWC Instructional Program Learning Outcomes Web Page
http://www.goldenwestcollege.edu/slo/

Intro22: Program Review Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

Intro23: Chancellor's Office Student-Right-To-Know Rate Disclosure Website
http://srtk.cccco.edu/index.asp

Intro24: GWC Gainful Employment Program Disclosures Web page
http://www.goldenwestcollege.edu/gepd/index.html

Intro25: GWC Catalog 2011-12, "AA Degree GE Requirements," pp. 41-43
GWCCatalog2011_12_AADegreeGERequirements_ pp41_43.pdf

Intro26: Board Policy 4025 Philosophy and Criteria for the Associate Degree and General Education
BP4025PhilosophyAndCriteriaForTheAssociateDegreeAndGeneralEducation.pdf

Intro27: Board Policy 4030 Academic Freedom
BP4030AcademicFreedom.pdf

Intro28: CCA_NEA & CCCD Agreement, "Academic Freedom," p. 4;
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Intro29: Board Policy 7121 CCCD & CFE Agreement 2011-12, "Academic Freedom," p. 6-7
CCCDandCFE_Agreement2011_12AcademicFreedom_pp6_7.pdf

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BP7121EmployeeRecruitmentAndSelection.pdf

Intro31: GWC Catalog 2011-12, "Student Services," pp. 25-31
GWCCatalog2011_12StudentServices_pp25_31.pdf

Intro32: Board Policy 5010 Admissions Policy
BP5010AdmissionsPolicy.pdf

Intro33: GWC Catalog 2011-12, "Admissions, Registration, Matriculation," pp. 9-24
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Intro34: GWC Admissions Application
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Intro35: Admissions Web Page
http://www.cccapply.org/applications/CCCApply/apply/Golden_West_College.html

Intro36: GWC Catalog 2011-12, "Student Learning Services," p. 30
GWCCatalog2011_12_StudentLearningServices_ p30.pdf

Intro37: GWC Library Web Page
http://www.goldenwestcollege.edu/library/index.html

Intro38: Budget Information Web Page

http://www.cccd.edu/facultystaff/budgetInformation.aspx

Intro39: GWC Foundation Annual Reports Web Page
http://www.goldenwestcollege.edu/foundation/reports.html

Intro40: GWC Student Loan Default Evidence
GWCStudentLoanDefaultEvidence050812.pdf

Intro41: GWC Goals 2010-2016
GWCGoals2010_2016DRAFT_Goals_Only.pdf

Intro42: Accreditation Employee Survey 2011Results ALL items1-3, 35, 41, and 50
AccreditationEmployeeSurvey2011ResultsALL.pdf

Intro44: GWC Core Planning Structure 101811
GWCCorePlanningStructure10182011.pdf

Intro45: GWC Planning Timelines 2007-2013
GWCPlanningTimelines2007_2013.pdf

Intro46: GWC Catalog 2011-12 Web Page
http://www.goldenwestcollege.edu/catalog/

Intro47: Coast Community College District BOARD POLICY Chapter 4 Business Operations BP 3200
Accreditation
BP3200Accreditation032112copy.pdf

Intro48: Board Policy 2223 Board of Trustees' Accreditation Committee 03-21-12 copy
BP2223AccreditationCommittee032112copy.pdf

Intro49: GWC Accreditation Web Page
http://www.goldenwestcollege.edu/accreditation/

Intro50: College Goals Review Process 2007 to 2011
CollegeGoalsReviewProcess2007To2011.pdf

Intro51: Mission Statement Development 2007-08
MissionStatementDevelopment200708.pdf

Intro52: Value Statement Development 2008-09
ValueStatementDevelopment2008_09.pdf

Intro53: GWC Assessment Philosophy
GWCAssessmentPhilosophy.pdf

Intro54: GWC Institutional Student Learning Outcomes
GWCInstitutionalSLOs.pdf

Intro55: Program Review Templates (2008) and Program Vitality Template and Follow Up
Recommendations 2009
ProgramReviewTemplates2008AndProgramVitalityTemplateAndFollowUpRecommenda-
tions2009.pdf

Intro56: GWC Overall Planning Process Model
GWCOverallPlanningProcessModel.pdf

Intro57: Core Planning Structure and Advisory Committee Structure Charts, fall 2011
CorePlanningStructureAndAdvisoryCommitteeStructureChartsFall2011.pdf

Intro58: Program Review Timeline 2012-13
ProgramReviewTimeline2012_13.pdf

Intro59: GWC Key Performance Indicators Report Draft 2010-11
GWCKeyPerformanceIndicatorsReportDraft2010_11.pdf

Intro60: ACCJC Rubric for Evaluating Institutional Effectiveness
ACCJC_RubricForEvaluatingInstitutionalEffectiveness.pdf

Intro61: Student Equity Plans and Research 2005-2011
StudentEquityPlansAndResearch2005_2011.pdf

Intro62: GWC pSLOs Majors/Areas of Emphasis/Certificates of Achievement
GWCpSLOsMajors_AreasOfEmphasis_CertificatesOfAchievement.pdf

Intro63: GWC pSLOs General Education Option 1
GWCpSLOsGeneralEducationOption1.pdf

Accreditation Self-Study 2011-2012

STANDARD I.A
Mission

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Associate Dean, Institutional Research

I.A Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

I.A.1
The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

I.A.1 Descriptive Summary

During the academic year or 2007-08 the college reviewed its mission statement as a first step in reviewing the college's vision, values and goals, which would then provide direction for a thorough review and re-energized college plan. It was understood that this would be a multi-year effort as the College repositioned itself for the challenges of the 21st century. At the February 13, 2008 meeting of the College Planning and Budget (P&B) Committee the committee approved the new mission statement (I.A.1.01: Planning and Budget Committee Minutes, December 12, 2007; and I.A.1.02: *Planning and Budget Committee Minutes, February 13, 2008*).

I.A.1 Self Evaluation

GWC meets the standard.

The mission statement is clearly focused on the students the College intends to serve, their educational goals, and the kind of educational environment we endeavor to provide for our students. A current set of descriptors that describes how well the College is addressing its stated mission can be found on our web site under the heading "Quick Facts". This page includes information about the institution, staffing, student characteristics, program awards and transfers (I.A.1.03: *Quick Facts*). A more detailed analysis is included in the GWC Educational Master Plan (I.A.1.04: *GWC Educational Master Plan*) and in program review data (I.A.1.05: *Program Reviews 2006, 2008, 2010 and 2012*). The unduplicated 12-month headcount for 2009-10 was 20,800 as reported in Integrated Postsecondary Education Data System (IPEDS) report of 2011 (I.A.1.06: *IPEDS Data Feedback Report 2011*). The GWC Educational Master Plan describes external conditions impacting the College (I.A.1.07: *GWC Educational Master Plan (2011), "Scan of Conditions External to GWC," pp.11-32) and the internal conditions, student characteristics and experiences, impacting the types of student we serve (I.A.1.08: GWC Educational Master Plan (2011), "Scan of Conditions Internal to GWC," pp.33-53*).

GWC's Mission Statement is as follows:

Golden West College's mission is to create an intellectually and culturally stimulating learning environment for students and the community. Our students improve their basic skills, develop and enhance career opportunities, and/or prepare for transfer to a four-year institution as they become productive citizens and lifelong learners.

The College mission statement appears in all major College publications, including the catalog (I.A.1.09: *GWC Catalog 2011-12 web page; College home web page;* I.A.1.10: *GWC Home Web Page; and Educational Master Plan* (I.A.1.11: *GWC Educational Master Plan*).

With this new College mission statement finalized, the College could focus its efforts in revising and aligning its Vision, Values and Goals, with the revised vision statement. The College completed this work during the academic year 2008-09. This work was coordinated and finally approved by the College P&B Committee. These statements also appear in all major College publications and posters that appear in many campus locations (I.A.1.09: *GWC Catalog 2011-12; web page*; I.A.1.10: *GWC Home Web Page;* and I.A.1.04: *GWC Educational Master Plan*; and I.A.1.12: *Mission, Vision, Values Poster*).

GWC's Vision & Value Statement(s) is as follows:
Vision
Golden West College is committed to excellence and endeavors to provide an optimum teaching and learning environment. This will be demonstrated by innovation, which embraces demographic and technological changes.

Values
Our values are the ideals that guide us in our commitment to student learning and to the vitality of our community. The following ten ideals (in alpha order) represent the foundation for our mission. They guide us in our daily decisions, as well as inspire and motivate us to accomplish our goals.

Access and Equity. *We value and strive to ensure open access to our College and equitable opportunities for all the residents of our community.*

Campus Environment. *We value and support "Spirit of Place" through which the people, buildings, and grounds all serve to convey to our students that they are welcome and that our College is a special place of learning.*

Collaborative Climate. *We support active participation based on trust, openness, consistency, and respect in the College's decision-making process. We encourage students, faculty, and staff to work together to solve problems by listening to one another, by speaking honestly, and by demonstrating ethical behavior and responsibility for the good of the College.*

Excellence and Innovation. *We work to provide a quality educational environment for students by embracing a culture of assessment and continual improvement. We are inspired by our founding president's dictum to "Let Change Be the Tradition," to encourage innovation, creative problem solving, and to welcome changes that will enhance the College's ability to fulfill its mission.*

Inclusiveness and Diversity. *We value diversity and recognize the contributions of all individuals. We support the free and open exchange of thoughts and ideas in an environment that embraces mutual respect and civility.*

Leadership. *We promote active leadership for students, faculty, and staff at all levels of the institution and through partnerships with the community at large. We embrace our responsibility to clearly communicate, inspire, and proactively respond to the changing needs of our students and community.*

Learning. We *aspire to high academic standards and support the personal growth of all our students. We are committed to student learning that culminates in identified student outcomes.*

Stewardship and Sustainability. *We are responsible for utilizing and developing our human, environmental, and fiscal resources efficiently and effectively and in a manner consistent with the principles of health and sustainability.*

Teaching. *We value the primary role that faculty play in providing students with a dynamic and challenging environment that maximizes learning. We also acknowledge the important roles that classified staff and managers perform in support of students and their learning.*

Technology. *We value the role that technology plays in reducing barriers to learning, increasing access to educational opportunities, creating new ways of addressing students' learning needs, and enhancing the administrative aspects of serving students and faculty.*

In fall 2009, the College began in earnest developing new College Goals. A series of surveys and half-day workshops produced agreement on the broad, long-term goal areas. Specific, measurable goals within these goal areas were worked on in the spring of 2010. The College completed this task in fall 2010 and reaffirmed them with the adoption of the College Educational Master Plan in spring 2011. The College P&B Committee continues to work with the Institutional Effectiveness Committee to refine both the measurement and assessment of the progress the College is making on these goals. [See the discussion at standard I.A.3 for process evidence]

GWC College Goals 2010-16
1. Institutional Mission and Effectiveness
    GWC will demonstrate a strong commitment to student learning. The College will ensure program excellence through the assessment of student learning, student achievement, and service outcomes.

2. Student Learning Programs and Services
    a. Instructional Programs
        GWC will maintain and refine a portfolio of strong programs that support our institutional mission.

    b. Student Support Services
        GWC will strengthen student support pathways by delivering effective services that minimize barriers and promote student enrollment, persistence, and completion.

c. Library and Learning Support Services

GWC will maintain, assess, and strengthen both services and resources in the Library, Tutoring Center, learning centers, and computer laboratories.

3. Resources

a. Human Resources

As we realign our staffing, GWC will maximize the benefits of diversity, strengthen staff development activities, and increase the effectiveness of evaluations.

b. Facilities & Campus Environment

GWC will create, maintain, and enhance a safe campus environment conducive to student learning by utilizing resources in ways that are sustainable.

c. Technology

GWC will leverage technology resources to facilitate student learning, campus communication, and institutional effectiveness.

d. Fiscal Resources

GWC will effectively manage financial resources to sufficiently support, maintain and enhance student learning programs and services.

4. Participatory Governance and Leadership

a. Planning Processes & Decision-Making

GWC will utilize participatory governance and effective, ethical leadership to continuously assess and improve the institution.

b. District Collaboration

GWC will proactively engage in participatory governance activities with sister colleges and district offices to better serve our students and community while maintaining college autonomy.

5. Community Engagement

a. Community Relations

GWC will actively seek additional opportunities to serve as the educational center for its local community.

b. Business, Industry and Governmental Partnerships

GWC will utilize systematic processes for building partnerships with local businesses, industries and governmental agencies to promote contract education, student internships, faculty externships, and fundraising.

I.A.1 Actionable Improvement Plan
None

I.A.2
The mission statement is approved by the governing Board and published.

I.A.2 Descriptive Summary
During the time the College was reviewing the Mission Statement, Vision, and Values, along with the revision of the College Goals, the Board of Trustees formed a standing Board Committee on Accreditation. This committee received regular reports from the colleges related to the work each college was taking related to concerns raised by both the College and the Commission. The College President provides ongoing reports to this committee, as well as the full board on efforts the College was making on both accreditation recommendations as well as College planning. All of these efforts came together when the College presented, and the Board approved the College Educational Master Plan (I.A.1.04: *GWC Educational Master Plan*; I.A.2.02: *Board Policy 1200, Mission and Vision*).

I.A.2 Self Evaluation
GWC meets the standard.

The mission Statement is approved by the governing Board and published in all major College publication and on the web (I.A.2.03: *GWC Catalog 2011-12*; I.A.2.04: *College Home Web Page*; I.A.2.05: *GWC Educational Master Plan* (2011); I.A.2.06: *GWC Presentation re 2020 Planning CCCD Board of Trustees Agenda March 16, 2011*; I.A.2.07: *Various Board Minutes re College Plans, Spring 2011*; and I.A.2.08: *Board Approval of Educational Master Plan, July 20, 2011*; I.A.2.09: *Minutes from Board accreditation During the Last Two Years*; and I.A.2.10: *Board Approval of Mission Statement – Sept., 5, 2012*).

I.A.2 Actionable Improvement Plan
None

I.A.3
Using the institutions governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

I.A.3 Descriptive Summary
The College began to discuss and review its mission statement during the academic year or 2007-08 as a first step in reviewing the College's vision, values and goals, which would then provide direction for a thorough review and re-energized College plan. The College completed this task in fall 2010 and reaffirmed all of the segments of the plan with the adoption of the Educational Master Plan in spring 2011 (I.A.2.11: *Educational Master Plan (2011)*).

I.A.3 Self Evaluation
GWC meets the standard.

The College used the committees identified in its Core Planning Structure to engage the campus constituents in a variety of ways to develop the components of this new plan and make recommendations throughout its development through final adoption. Each of the committees that compose the core planning structure adopts annual planning objectives using the five-column model adopted by the College P&B Committee. (I.A.3.01: *Core Planning Structure 10182011* and I.A.3.02: *P&B Committee Planning Objectives 2008-09 to 2011-12*). The planning objectives demonstrate the time and effort over the past five years that the committee invested in these reviews and the number of other tasks that were related and influenced by these deliberations, over a number of years. In addition to the planning objectives evidence is provided related to how the College mission, values and goals were developed and adopted (I.A.3.03: College Goals Review Process 2007 to 2011; I.A.3.04: *Value Statement Development 2008-09*; I.A.3.05: *Mission Statement Development 2007-08*; I.A.3.06: *Program Review Templates (2008)* and *Program Vitality Template and Follow Up Recommendations, 2009*).

The College Educational Master Plan includes a description of the College's program review process, including an overview of each program, planning and growth forecasts (I.A.3.07: *GWC Educational Master Plan, "Program Review High Points," pp. 69-109*). The plan also outlines key planning assumptions and strategic priorities for the future (I.A.3.08: *GWC Educational Master Plan, "Key Planning Assumptions and Strategic Priorities," pp. 110-111*). The plan also outlines curricular opportunities for improvement, potential program changes and adjustments, and then discusses recommendations for new initiatives related to College Goals and District Themes (I.A.3.09: *GWC Educational Master Plan, "Opportunities for the Future," pp. 127-149*). Some examples discussed in the plan include:

> The plan document illustrated the full range of AA degrees and transfer programs in the academic divisions of:–Arts and Letters; Business, Social Sciences, Math, and Sciences; Career and Technical Education; Physical Education and Athletics; and Learning Resources and Distance Education. In support of transfer programs, the College maintains articulation agreements with major four-year institutions, resulting in a substantial number of courses across the curriculum certified as California Articulation Number (CAN). Ten new transfer programs have been added over the last two academic years following the model Transfer Curriculum formats from SB1440 legislation.

> While the College struggles to stay current with advances in technology, it has managed to maintain its ability to offer a large selection of quality online courses effectively. Its Criminal Justice Training Center, School of Nursing, Cosmetology and Automotive programs are well respected.

> Additionally, the College offers additional non-credit continuing education, personal and professional development, health and Art classes and community activities through its Community Education program (I.A.3.10: *Community Services Calendar of Events, Summer 2012*).

The College offers an array of student services in support of students' goals. These include Counseling, a Transfer/Career Center, the Career and Employment Services Center, Re-Entry/Cal-WORKs, Accessibility Center for Education, Financial Aid, Student Activities, Student Health Services, Admissions and Records, and an International Students Program (I.A.3 22: *Student Services Program Reviews 2006, 2008, 2010, and 2012*).

The College continually focuses on improving its academic support and services for student learning. One example of this effort is the centralization of student services in the New Learning Resource Center, which increased the capacity of the Student Success Center, Writing Lab, Tutoring Center, and High-Tech ACE lab. Additional discussion of this effort is located in standard II.C.

Finally, after our 2006-07 Self-Study the visiting team recommended that, "*the college review College Goals to ensure that they are aligned with the mission and measurable so that the degree to which they are achieved can be determined and widely discussed (Standards I.A.1, and I.B.2)."*

The Visiting Team, in its April 2008 Progress Visit Report, indicated GWC had made substantial progress and had met this Recommendation. Additionally, the Team recommended two items of evidence for inclusion in this 2010 Midterm Report regarding this Recommendation:

1. *New College Goals promised in the March 2008 GWC Progress Report;*

The College completed this task and new College Goals were described above.

2. *And, Validation of the viability of the proposed two-year cycle for review of the College Goals.*

I.A.3 Actionable Improvement Plan
None

I.A.4
The institutions mission is central to institutional planning and decision-making.

I.A.4 Descriptive Summary
When a college is faced with years of budget cuts because of a weakening state and national economy, maintaining the college's focus on mission has been essential, yet challenging. While community colleges in California have a long history of budget cycles that expand and dip, the system has typically funded growth, which has allowed colleges to grow and expand further away from their core mission. The opportunity to become more compressed, in times of wealth, has been one of our strengths; however, in times of fiscal constraint colleges have been required to re-evaluate their core mission, and strategically focus on student outcomes, student retention and completion and success. For the past four years, this has been the case at GWC.

One of the College's primary goals is to improve student success while, at the same time, addressing significant budgetary challenges. The College made use of its core planning structure in its ongoing efforts to adjust plans, constrain budgets, amend college structures, and refocus on

core offerings. As a result, the College has made deliberate strategic changes in its administrative and committee structures, course offerings, and faculty and staff budgets. These strategic changes have increased organizational stress and prompted some committees within the College to question the new processes and rapid changes. Perhaps the minutes of the Student Success Committee (previously Enrollment, Retention, and Completion (ERC)) best reflect the struggles these newly formulated committees have and are facing, creating a new identity while letting go of the old. Role definition, integration with a committee already committed to "cooperation, coordination, and collaboration" has proved challenging, however, the discussions have been rich and reading through the minutes, one can sense that the struggle is based on good intentions, value for the work and the students we serve (I.A.4.01: *Minutes from the ERC now Student Success Planning Team, Fall 2011*). There is a similar feeling reflected in the minutes of the Academic Senate (I.A.4.02: *Academic Senate Minutes spring and fall 2011*).

I.A.4 Self Evaluation
GWC meets the standard.

After several years of ongoing budget reductions the cumulative effects of these reductions forced both the District and the colleges to make some difficult ongoing organizational changes. In keeping with the colleges commitment to its mission the College undertook some bold steps to reexamine how it might re-position itself organizationally to strategically focus on one end goal – student success. The college President opened the 2010 academic year with a presentation entitled "Framing the Future" (I.A.4.03: *All College Meeting Power Point, September 23, 2010*). In the presentation he challenged faculty and staff to rethink how the college was organized, and encouraged efforts to address barriers to student success and improved student pathways. The rethinking process would have to begin at the organizational level, e.g., how the college was structured the way we work and how we deliver services. The College would have to improve how students flow through our system so that access turns into success.

The discussions were robust and power point presentations and organizational charts changed many times during that year (I.A.4.04: *GWC Restructuring Proposals and Organization Charts 2009-10 to 2011-12*). Midway through the spring 2011 semester, the new organizational structure was far enough along, to determine that the college could move from a more traditional three Vice President-model to a two Vice President model that integrated student success across both Vice Presidents. The college crafted, advertised and filled the position of Vice President of Student Success (I.A.4.05: *Vice President for Student Success Job Announcement*) and realigned the other Vice President's areas of responsibility into a new job description – Vice President of Student Life and Administrative Support (I.A.4.06: *New Organizational Chart, March 7, 2012*).

During fall 2011 the instructional deans, in consultation with the department heads, used the mission to guide difficult decisions on reducing expenditures allocated to previously scheduled classes (I.A.4.07: *GWC Fall 2011 Schedule Development, presented to Board of Trustees, May 25, 2011*).

The College also continued to revise its planning team structures, including the advisory committee structure (I.A.408: *Core Planning Structure and Advisory Committee Structure Charts, fall 2011*). The College has worked diligently on some enrollment realignments that protect core courses and ensure student progress toward degree and certificate completion (I.A.4.09: *Enrollment Reduction Reports FTES for Fall 2011 & Spring 2012*). At the same time, significant work has been done to insure that the College maintains sufficient efficiency and productivity in generating FTES (I.A.4.10: *GWC Enrollment Management*).

During this same time, the College has completed important curricular work, including the development and approval of seven Transfer Major Credit Degrees, (I.A.4.11: *Transfer Model Curriculum Approvals* and I.A.4.12: *CCI Notes, March 6, 2012*) with additional degrees in the works (I.A.4.13: *Transfer Model Curriculum*). Clearly, the harder work is in front of the College. It must stay engaged in the discussions around core mission, student success and completion, course delivery and student success strategies. Of equal importance, the College must find ways to address these needs within its available resources or find new sources of revenue. These are serious and persistent challenges and the College must face them with creative solutions for our changing student population (I.A.4.14: *GWC Solutions Matrix 2011-12 April 4, 2011*; I.A.4.15: *Projected Budget and FTES Reductions 2012-13 Solutions Matrix February 2, 2012*).

Finally the recently released State report on student success (I.A.4.16 *Student Success Task Force Report Summary, January 24, 2012*) will certainly play an important role in directing the College's goal of clarifying its core mission. The College needs to identify ways to integrate good practice and specific outcome goals into institutional planning, since these are clearly in line with both the GWC mission and Educational Master Plan goals.

I.A.4 Actionable Improvement Plan
The College will monitor and review the effectiveness of the changes adopted in the new organizational structure to ensure that the College continues to improve services to students in accordance with our mission.

Evidence for Standard I.A

Links to evidence are available at www.goldenwestcollege.edu/accreditation2011-2012.

1.A.1.01: Planning and Budget Committee Minutes, December 12, 2007
PlanningAndBudgetCommitteeMinutesSummaryDec12.pdf

1.A.1.02: Planning and Budget Committee Minutes, February 13, 2008
PlanningAndBudgetCommitteeMinutesSummaryFeb13.pdf

1.A.1.03: GWC Quick Facts
http://goldenwestcollege.edu/wpmu/oir/files/2011/11/GWCEducationalMasterPlan2011_16.pdf

1.A.1.04: GWC Educational Master Plan
http://goldenwestcollege.edu/wpmu/oir/files/2011/11/GWCEducationalMasterPlan2011_16.pdf

1.A.1.05: Program Reviews 2006, 2008, 2010, and 2012
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

1.A.1.06: IPEDS Data Feedback Report 2011
IPEDSDataFeedbackRpt.pdf

1.A.1.07: GWC Educational Master Plan (2011), Scan of Conditions External to GWC pp.11-32
GWCEdMasterPlan2011ScanOfConditionsExternalToGWCpp11_32.pdf

1.A.1.08: GWC Educational Master Plan (2011), Scan of Conditions Internal to GWC pp.33-53
GWCEdMasterPlan2011ScanOfConditionsInternalToGWCpp33_53.pdf

1.A.1.09: GWC Catalog 2011-12
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1.A.1.10: GWC Home Web Page
http://www.goldenwestcollege.edu/about.html#mission

1.A.1.11: GWC Educational Master Plan
http://goldenwestcollege.edu/wpmu/oir/files/2011/11/GWCEducationalMasterPlan2011-16.pdf

1.A.1.12: Mission, Vision, Values Poster
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1.A.2.01: GWC Educational Master Plan
http://goldenwestcollege.edu/wpmu/oir/files/2011/11/GWCEducationalMasterPlan2011_16.pdf

1.A.2.02: Board Policy 1200, Mission and Vision
BP1200MissionAndVision.pdf

1.A.2.03: GWC Catalog 2011-12
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1.A.2.04: GWC Home Web Page
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1.A.2.05: GWC Educational Master Plan
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1.A.2.06: GWC Presentation re 2020 Planning CCCD Board of Trustees Agenda March 16, 2011
GWCPresentationRe2020PlanningCCCDBoardOfTrusteesAgendaMarch16_2011.pdf

1.A.2.07: Various Board Minutes re College Plans, Spring 2011

VariousBoardMinutesCollegePlans.pdf

1.A.2.08: Regular Meeting Minutes 7/20/11 Pg 15
BoardApprEdPlan7_20_11.pdf

1.A.2.09: Minutes from Board Accreditation During the Last Two Years
MinutesFromBoardAccreditationDuringTheLastTwoYears.pdf

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BoardAgendaMissionStmtSep5.pdf

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1.A.3.01: Golden West College - Core Planning Structure Draft 10/18/11
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1.A.3.02: P & B Committee Planning Objectives 2008-09 to 2011-12
PB_PlanningObjectives2008_09to2011_12.pdf

1.A.3.03: College Goals Review Process 2007 to 2011
CollegeGoalsReviewProcess2007To2011.pdf

1.A.3.04: Value Statement Development 2008-09
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1.A.3.05: Mission Statement Development 2007-08
MissionStatementDevelopment2007_08.pdf

1.A.3.06: Program Review Templates (2008) and Program Vitality Template and Follow Up Recommenda-
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ProgramReviewTemplates2008AndProgramVitalityTemplateAndFollowUpRecommenda-
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1.A.3.07: GWC Educational Master Plan, Program Review High Points pp. 69-109
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GWCEdMasterPlan2011Key PlanningAssumptions_pp110_111.pdf

1.A.3.09: GWC Educational Master Plan, Opportunities for the Future, pp. 127-149
GWCEdMasterPlan2011OpportunitiesForTheFuture_pp127_149.pdf

1.A.3.10: Community Services Calendar of Events, Summer 2012
GWCCommunityEducationCalendarSummer2012.pdf

1.A.3.11: Student Services Program Reviews
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

1.A.4.01: Minutes from ERC, now Student Success Planning Team, Fall 2011
ERC_MinutesFall2011.pdf

1.A.4.02: Academic Senate Minutes spring and fall 2011
AcademicSenateMinutesSpringAndall2011.pdf

1.A.4.03: All College Meeting Power Point, September 23, 2010
AllCollegeMeetingFramingtheFuture092310.pdf

1.A.4.04: GWC Restructuring Proposals and Organization Charts 2009-10 to 2011-12
GWCRestructuringProposalsAndOrganizationCharts2009_10To2011_12.pdf

1.A.4.05: Vice President for Student Success Job Announcement
GWCVicePresidentStudentSuccessJobDescription.pdf

1.A.4.06: New Organizational Chart, March 7, 2012
GWCOrgChart030712.pdf

1.A.4.07: GWC Fall 2011 Schedule Development, presented to Board of Trustees, May 25, 2011
GWCFall2011ScheduleDevelopmentPresentedtoBoardofTrusteesMay252011.pdf

1.A.4.08: Core Planning Structure and Advisory Committee Structure Charts, fall 2011
CorePlanningStructure10182011.pdf

1.A.4.09: Enrollment Reduction Reports FTES for Fall 2011 & Spring 2012
EnrollmentReductionReportsFTESForFall2011AndSpring2012.pdf

1.A.4.10: GWC Enrollment Management
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1.A.4.11: Transfer Model Curriculum Approvals
TransferDegreeStateApprovalLetters.pdf

1.A.4.12: CCI Notes, March 6, 2012
CCI_Notes03_06_12.pdf

1.A.4.13: C-ID COURSE INDENTIFICATION NUMBERING SYSTEM
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1.A.4.14: GWC Solutions Matrix 2011-12 April 4, 2011
GWCSolutionsMatrix2011_12_040411.pdf

1.A.4.15: Projected Budget and FTES Reductions 2012-13 Solutions Matrix February 2, 2012
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1.A.4.16: Student Success Task Force Report Summary, January 24, 2012
StudentSuccessTaskForceReportSummary012412.pdf

Accreditation Self-Study 2011-2012

STANDARD I.B
Improving Institutional Effectiveness

Standard 1.B Subcommittee

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I.B Improving Institutional Effectiveness

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

I.B.1 Descriptive Summary

Dialogue about the improvement of student learning and institutional processes occur at all levels of the College in both formal and informal settings. The primary forum for formal dialogue falls within the extensive structure of well-established, on-going college planning committees, subcommittees, task forces, and advisory councils (I.B.1.01: *GWC Core Planning Structure*; I.B.1.02: *GWC Advisory Committee Structure*; I.B.1.03: *College Shared Network Drive for Committees, Q:\Committees*).

The College maintains an extensive structure of well-established, on-going college planning committees, subcommittees, task forces, and advisory councils for facilitating formal dialogue about the continuous improvement of student learning and institutional processes. Members typically serve two or four years and are appointed by their appropriate constituent groups:

- All faculty members are appointed by the Academic Senate
- Classified members are appointed by the Classified Connection
- Students are appointed by ASGWC
- Managers are appointed by the President of the College

While all committees discuss improving student learning and institutional processes to some degree, most committees primarily focus on one or the other, student learning or institutional processes. For example, the standing committees whose primary purpose for meeting is directly related to discuss issues of improving student learning are:

- Student Success Committee (SSC) previously known as the Enrollment, Retention, and Completion (ERC).
- Strategies for Student Success Committee (with subcommittees for Matriculation, Basic Skills, and Student Equity) (SSSC)
- Institutional Effectiveness Committee (IEC)
- Academic Senate (AS)
- Council on Curriculum and Instruction (CCI)

The standing committees whose primary purpose in meeting is directly related to discussion of College processes are:

- Planning and Budget Committee (P&B)
- Instructional Planning Team (IPT)
- Institutional Effectiveness Committee (IEC)
- Student Life and Administrative Services
- President's Managers Meeting
- College Technology

- Banner Continuous Improvement Team
- Financial Aid, Counseling, and Admissions and Records
- Facilities, Safety, and Land Development
- Student Life
- Manager meetings
- Also see the list of Advisory Committees

A listing of each committee's membership and purpose or charge is posted on the College's public network drive (I.B.1.04: *College Committees' Membership Composition and Charge Q:\ Committees_All Committees Membership Composition*). Most informal discussions regarding improving student learning occur at the department level, or between colleagues teaching similar courses, in department meetings, and symposiums. These discussions are more difficult to document. However, program review reports do capture the results of many of these discussions related to the assessment of student learning (I.B.1.05: *Program Review Web Page*).

I.B.1 Self Evaluation
GWC meets the standard.

Generally, evidence of dialogue for student learning and improving processes is documented in the agendas, minutes, summaries, and planning documents produced by these committees (I.B.1.06: *College Shared Network Drive for Committees, Q:\Committees*; I.B.1.07: *SLO Senate Minutes*; I.B.1.08: *Strategies for Student Success Committee Minutes – Basic Skills pSLOs 2011*).

One specific example of the results of dialogue on student learning is from the Basic Skills Subcommittee. Similar to most colleges in California and nationwide, GWC continues to wrestle with the challenges of basic skills education, and how best to serve an ever changing English as a Second Language (ESL) population and a growing Chicano/Latino community.

The Basic Skills Subcommittee and the basic skills lead faculty team developed and facilitated a series of workshops (three three-part sessions each of the last three years). The focus of these workshops was student engagement techniques, self-assessment strategies for students and faculty, rubric development and implementation, and approaches to effectively deal with challenging student behavior. It is common for participants to share strategies from these workshops with their departments and fellow faculty from across the College. These workshops were directed to full-time and part-time faculty from all departments from across the College. The Writing and Reading center and the Strategies for Student Success Committee cooperatively developed a series of SLOs to look at learning of basic skills students, and are assessed and evaluated in campus classes and this basic skills workshop series (I.B.1.09: *BSI Spring Flyer 2012*).

A second example of dialogue focusing on student learning was the formation and adoption of the College's new institutional student learning outcomes (iSLOs). A taskforce of the IEC researched and developed a draft list of expected iSLOs. The College finalized the iSLOs after discussions and revisions in all Core Planning Teams and the Academic Senate. These discussions culminated in approvals from the following committees.

Committee Approvals	Dates Presented	Date Approved
IEC Taskforce	Developed iSLOs	-------
CCI Initial Review	March, 2011	-------
Institutional Effectiveness Committee (IEC)	March 17, April 7, 2011	April 7, 2011
Strategies for Student Success	April 5, 2011	April 5, 2011
Council on Curriculum and Instruction (CCI)	April 5, April 19, 2011	April 19, 2011
Planning and Budget (P&B)	May 11, 2011	May 11, 2011
Academic Senate (AS)	May 17, 2011	May 17, 2011

Discussion of iSLOs will continue in departments and committees across the College according to the iSLO assessment schedule and as results are compiled and made available.

An example of dialogue on College processes was the process that shaped the development of the new College Goals. The College President formed a joint College Goals Task Group consisting of members from the P&B Committee, Academic Senate, and the IEC to create a draft set of new College Goals. The College then vetted the new goals through each of the core planning teams for review and adoption. Below is a summary of the dates and nature of the discussions.

Planning and Budget
5/26/2010-First Reading and Discussion
9/22/2010-Further Discussion, and adopted in concept. Identified Strategic Priorities for current program review cycle.

Academic Senate
9/28/2010-First Reading and Discussion
10/12/2010-Discussion of revisions
10/26/2010-Further Discussion and approved in spirit (allowing room for future wordsmithing).

Administrative Services Planning Team
9/28/2010-First Reading, discussion, and adopted in concept

Instructional Planning Team
9/20/2010-First Reading and Discussion
10/4/2010-Further Discussion and adopted in concept
2/7/2011-Development of College Themes from four areas of program reviews

Institutional Effectiveness
5/20/2010-First Reading and Discussion
9/2/2010-Discussion of revisions
9/16/2010-Further discussion and adopted in concept

Student Services Planning Team
9/16/2010-First Reading and Discussion
9/30/2010-Discussion of revisions and adoption

These goals drive committee discussions and facilitate program reviews. The seven broad college goal areas and strategic priorities set the direction for a strengthened college-wide planning process and have been incorporated into all program reviews, all requests for funding program improvement and/or expansion, and will be utilized by administrators to establish their own management goals and objectives. Further, the central planning committee, P&B Committee, has adopted the standard that all program reviews that expect to receive funding, staff or faculty in the 2012-2013 cycle must provide program level five-column models that demonstrate their continued assessment and discussion of student learning (I.B.1.10: *College Goals Workshops 2010-11 Process Summary*; I.B.1.11: *Educational Master Plan Web Page*).

Additionally, each committee is expected each year to identify and document their annual objectives using the five-column model (5CM), which is a form based on the Nichols' five column model for learning outcomes assessment. A review of these committee forms shows strong evidence of ongoing dialogue for improving student learning and processes. For example in 2010-11, the P&B Committee reviewed and created a new standing committee structure and reviewed to what the extent the College budget development process needed alignment with District budget development. The IPT in 2010-11 focused on aligning course and program SLOs and on communicating to students the purposes of the courses and programs. The IEC in 2010-11 developed a new peer-feedback process for program review (I.B.1.12: *College Committees' Objectives*).

The periodic evaluation of the program review process is evidence of dialogue for improving College processes. Typically, during the off year of the cycle, a joint taskforce (made up of members from the IPT and the Academic Senate) evaluates and makes recommended changes to the program review (PR) and program vitality review (PVR) processes. In spring of 2008, the taskforce convened, reviewed feedback from the College, and identified four themes that needed to be addressed:
1. Parts of the forms were confusing and needed additional prompting
2. There was too much repetition built into the form thereby creating unnecessary work
3. Overall, the reporting requirements were too much and confusing
4. There was a sense that the forms "got in the way of faculty evaluating their program and reporting on that evaluation."

After weeks of discussion, revision, and negotiation, the taskforce proposed the following changes that were adopted by IPT and the Academic Senate:

To the Report Template
- Reduced the report template from 16 pages to 8
- Added more description of how to respond to each prompt
- Eliminated the process of attaching course outlines to the report and replaced it with the completion of a one-page curriculum inventory that has all of the active course information already on the form.
- Eliminated the process of attaching course SLOs to the report and replaced it with the completion of a one-page SLO inventory that requires the IUA to indicate progress on the five-column model for each course.
- Added a checklist of tasks that need to be completed as part of the program review cycle

Forms
- Added AS Extraordinary Circumstance definition
- Reordered criteria
- Changed weighting values for rating requests.

Additionally, the taskforce developed recommended changes to the PVR process. They identified the following issues:

1. There is a large number of programs that continue to be borderline or weak.

2. Programs are unfairly kept in PVR for extended periods.

3. There is a lack of faculty willing to serve on PVR committees. One reason cited was the perception of lack of follow-thru on PVR recommendations and lack of real program improvement.

4. Tyranny of the Commons – everyone is responsible for implementation therefore no one is responsible

5. Individuals expected to act - not informed of the expectation

6. Individuals in the business office not informed of resources allocated to implementation

7. No one identified or a timeline set for follow-up.

Changes to the PVR process:

1. Senior Administration review recommendations from the PVR committee and provide at least a preliminary response within two months of receiving the PVR report.

2. Once Senior Administration makes a decision regarding a program, the VPI is to identify a team to shepherd the implementation (this is not the PVR committee). That team will include senior management, Dean(s), IUA, faculty, and any other individuals identified as critical to the success of the implementation.

3. The first task of the implementation team is to develop and publish an implementation plan that includes the following:

Reported on a 5CM form

   a) Measurable objectives to be accomplished by when and consequences if not met

   b) Clear/concrete program performance benchmarks (criteria for success) by which to measure progress

   c) List of key personnel responsible for each step of the implementation

   d) Identify available resources

(I.B.1 12: *Joint Taskforce of the Academic Senate and the Instructional Planning Team to Review the Instructional Program Review Report Template, Forms, and Data Sets, Spring 2008. JointTaskforceFinalReportToASandIPT2008SpringDraft.docx*; I.B.1.13: *PVR Follow-up Recommendations 2009*).

Changes also occurred over the last four years. During the spring of 2010, a taskforce met and focused on strengthening the SLO component of program review (requiring the reporting of program SLO assessment results using the 5 step model) and standardizing the reporting format across the Colleges (Instruction, Student Services, Administrative Services, and the Executive Wings). The taskforce in the spring of 2012 focused on updating the standardized data tables and refining the reporting of course and program SLOs.

Frequent informal discussions regarding improving student learning occur at the department level, or between colleagues teaching similar courses, in department meetings, and symposiums. These discussions are more difficult to document. However, program review reports do capture the results of many of these discussions related to the assessment of student learning. GWC has adopted a modified form of the Nichols' Five Column Model for documenting the results of assessment of student learning outcomes (SLOs), and has incorporated it into program review. Therefore, departments document their expected program student learning outcomes (pSLOs), their analysis of student performance, and the changes, if any, they make to improve student learning (I.B.1.14 *Program Review Forms, Directions, and Results 2006, 2008, 2010 and 2012 Web Page*)

I.B.1 Actionable Improvement Plan
None

I.B.2
The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

I.B.2 Descriptive Summary
The GWC Educational Master Plan (I.B.2.01: *GWC Educational Master Plan Spring 2011*) outlines the college's mission, vision, values, and goals. During the academic year 2009-10 the institution re-engaged the long-range planning process to set a direction for institutional advancement to 2016. Similar in ways to the planning approach taken in the development of the previous six-year plan, the College began its new planning efforts by reviewing and revising the College's mission, goals, and values to address the changing student needs. This process also included the development of seven Strategic Priorities (I.B.2.02: *GWC College Goals 2010-2016*), which played a significant role in the program review process. The process was collaborative and resulted in the identification and adoption of broadly discussed, measurable College goals. The five broad college goal categories are:

1. Institutional Mission and Effectiveness
2. Student Learning Programs and Services
3. Resources
4. Participatory Governance and Leadership
5. Community Engagement

I.B.2 Self Evaluation
GWC meets the standard.

Setting the new college goals was a campus-wide, collaborative process. GWC engaged in two campus-wide goal-setting workshops in the fall of 2009 during which participants reviewed and made recommendations regarding strengths, weaknesses, opportunities, and threats identified in program review data from the most recent 2008 review cycle. Using the 2010 College Goals Criteria (I.B.2.03: 2010 College Goals Criteria), this process included the collaboration of five workgroups corresponding to the broad goal areas which had been identified, and subsequent discussions with all college planning teams and academic senate with adoption of the goal areas in concept in fall 2010 and approval of the final document in spring 2011. Measures have been collaboratively discussed.

The College Goals were established to ensure measurability. The College Goals Criteria placed emphasis on the following:

1. Is consistent with our mission and vision (facilitate student learning, develop leaders, generate productive citizens)
2. Is consistent with our planning assumptions
3. Facilitates institutional and program planning
4. Facilitates accreditation processes
5. Is measurable
6. Is realistic
7. Follows a 3 and 6 year timeline
8. Is within our span of influence
9. Is congruent with District Plan

The majority of measures and baseline assessments for the College Goals has been identified, and are included in the KPI (KPI) Report (I.B.2.04: *Key Performance Indicators of Institutional Performance*). This report was developed to prompt dialogue about current College performance and to examine our institutional strengths and identify areas for improvement.

In working toward the achievement of the College goals, all departments on campus are required as part of the two-year cycle of review to identify and engage in activities in support of the College goals. During the 2010-2012 program review cycle, departments identified activities, which were in support of the college's goals and strategic priorities.

The IEC coordinates with the appropriate individuals and/or groups to develop, measure, and document institutional, program, and course outcomes (student learning outcomes, process outcomes, and service outcomes). The committee consists of faculty, staff, and administrators from all wings of the college: Administrative, Executive, Instruction, and Student Support Services. The KPI report was developed by the IEC, which provides relevant measures for institutional effectiveness.

GWC has also instituted a process for managers to develop objectives that meet one or more of the five college goals. Managers submit their two-year department and management objectives

and identify how these objectives meet college goals. The development and use of student learning outcomes is incorporated into the planning and review process.

Dialogue is an integral part of strategic planning and the process of reviewing of the College goals. Building awareness of the new college goals is an on-going process. The fall 2011 GWC Employee Survey (I.B.2.05: *Accreditation Employee Survey Fall 2011)* indicates that an on-going effort to engage in broad discussion regarding the College goals is needed. The percentage of classified staff and faculty reporting average or above average scores, when asked if they understand the college goals and work collaboratively toward their achievement, was slightly lower than in previous 2006 survey data. On-going dialogue will continue to build awareness and understanding of institutional goals and encourage institutional members to work collaboratively toward achieving these goals (I.B.2.06: *College Goals Workshops 2010-11 Process Summary*; I.B.2.07: *GWC Educational* Master Plan).

I.B.2 Actionable Improvement Plan
None

I.B.3
The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

I.B.3 Descriptive Summary
The Coast Community College District policy on institutional planning expects colleges to implement comprehensive, systematic and integrated planning (I.B.3.01: *Board Policy 3250 Institutional Planning*). GWC is committed to an ongoing cycle of integrated planning and using assessment data to influence program planning and resource allocation. The degree to which the College is achieving its goals is documented periodically in the GWC KPI Report (I.B.2.02: *GWC Key Performance Indicators of Institutional Performance*), which prompts the review and revision of the College Mission, Vision, and Values (I.B.3.03: *GWC Mission, Vision, and Values Web Page*) statements, and the College's Goals (I.B.3.04: *GWC College*). GWC utilizes a basic Planning, Implementation, and Evaluation (P.I.E.) process as its overall planning model (I.B.3.05: *GWC Planning Model Web Page*). This model is on an ongoing six-year cycle (I.B.3.06: *GWC Planning Timeline 2007-2013*) that is in-step with the accreditation cycle. One key benchmark in the process is the review and update of the College's Educational Master Plan (I.B.3.07: *Educational* Master Plan *Web Page*). The assessment of institutional effectiveness and the identification of resource needs are on two-year cycles that build on the work from program review (I.B.3.08: P*rogram Review Web Page*) and program vitality review (I.B.3.09: *Program Vitality Review Web Page*). The identified resource needs from program review are prioritized and allocated through formal resource planning processes (I.B.3.10: *GWC Resource Planning Process Web Page) that are conducted in the College's core planning teams* (I.B.1.11: *GWC Core Planning Structure*), which includes the Academic Senate, College Planning and Budget, Student Success, Student Life & Administrative Services, Facilities, and College Technology.

I.B.3 Self Evaluation
GWC meets the standard.

GWC assesses progress toward achieving its goals using both quantitative and qualitative data analyses. The information contained in the GWC KPI Report (I.B.3.12: *GWC Key Performance Indicators of Institutional Performance*) and in program review reports (I.B.3.13: *Program Review Web Page*) are strong examples. The KPI Report prompts dialogue about current College performance so GWC can examine institutional strengths and identify areas for improvement. The report is organized around five areas of accountability derived from the adopted College goal areas. These include: (1) Institutional Mission and Effectiveness; (2) Student Learning Programs and Services; (3) Resource Management; (4) Participatory Governance and Leadership; and (5) Community Engagement. To assess progress toward achieving the College Goals, each measure is presented with the baseline year data along with the College's three and six-year goals. The KPI Report is posted on the college website and the results are integrated with the College's Educational Master Plan (I.B.3.14: *GWC Educational Master Plan*).

Additionally, GWC's program review and program vitality review (PVR) processes provide clear evidence of using qualitative and quantitative data in analyzing program and institutional effectiveness. Quantitatively, all instructional programs are provided, by the Institutional Research Office, a standardized set of data. The data includes the following measures:

- Program Access (i.e., program enrollment and course success rates by age, gender, and ethnicity),
- Program Scheduling (e.g., numbers of sections, enrollments, faculty teaching loads, and efficiency),
- Student Success (i.e., course success rates and degrees and certificates awarded),
- Course Enrollment (i.e., four semester trend of individual course enrollments), and
- Course Success (four-year trend of individual course success rate).
- See Completed Program Review Reports and Data Sets (I.B.3.15: *GWC Program Review*)

Qualitatively, the program review report follows a basic Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis format. Programs analyze and report on:

- Budget expenditures and revenues,
- Curriculum and course student learning outcomes activity,
- Course and program student learning outcomes
- Progress on prior cycle objectives
- New objectives for the next cycle, and
- Requests for resources

These SWOT areas were aggregated across all programs and analyzed in the planning teams (Instructional Planning, Student Services Planning, and Administrative Services Planning) to identify common institutional themes (I.B.3.16: *Program Review 2010, Themes Aggregated*). For example, the following were identified as potential institutional themes:

Opportunities for the Future
- Expanding use of technology
- Building partnerships

- Generating external revenue
- Consolidating resources

Challenges Within our Control
- Using technology
- Staff training/staff development
- Realignment/reallocating staff resources

Challenges Beyond our Control
- State budget cuts
- Overall staffing levels

Areas in Need of Improvement
- Realignment/reallocation of staffing
- Realignment/reallocation of financial resources
- Overall funding level
- Old and outdated equipment

These themes are seen throughout GWC's Educational Master Plan (I.B.3.17: *Educational Master Plan*).

Additionally, these themes derived from program review related to resources and staffing are consistent with the results of our Accreditation Employee Survey 2011 (I.B.3.18: Accreditation Employee Survey 2011 Results ALL). Along with the overall decline in the amount of resources allocated to the community college system in California (historical proportions) the College revenue has decline by 25% over the past six years and the general sentiment at the College has also declined regarding a number of items related to planning and resource allocation. The most dramatic changes are employees' belief that the College has a sufficient number of faculty, staff, and administrators to support the current College programs (grades of D+, C-, and C+, respectively. These are down from a C, C+, and a B, respectively from the 2006 survey. It is clear that additional resources must be procured to replace the large budget cuts and the increased numbers of recently retired faculty, staff, and administrators. The College now faces the challenge of reducing the number of academic and student services programs it offers.

GWC uses an ongoing process of systematic planning, implementation and evaluations to make decisions and improve institutional effectiveness.

GWC utilizes a basic P.I.E. process as its overall planning model (I.B.3.19: GWC Planning Model). This model is on an ongoing six-year cycle (I.B.3.20: GWC Planning Timeline 2007-2013) that is in-step with the accreditation cycle with the review and revision of the College's Educational Master Plan at its center.

Overall Planning Process Model

Approved P&B
Spring 2008

Institutional Effectiveness	Strategic Planning			Implementation
Evaluation Program Review Program Vitality IEC Biennial Report on Institutional Effectiveness Budget Trends Research Reports Enrollment Mgmt Facilities Utilization Accreditation Self-Study	**Planning Processes** Mission Assumptions Objectives/Outcomes Budget Priorities Program Plans Planning Teams	**Plans** Master Plan (Pathways) Enrollment Mgmt Facilities Technology Student Equity Matriculation Emergency Response	**Budget Allocation** Faculty Hiring Classified Hiring Supplies/Equipment Hourly >$10K Supplies/Equipment Hourly < $10K	**Programs & Projects** Responsibility Foundation/Orientation Tracking Status Follow-up

*Local development, Bond Issues, Ancillary Revenue from Unutilized Land

Each of the three planning model components includes unique processes that feed the other components. The evaluation component, or the assessment of institutional effectiveness, includes many sources of information such as the results of program review, program vitality, KPI, Accreditation Self Evaluation, and various ad hoc research reports. These results facilitate the development of College plans.

The strategic planning component includes reviewing assessment results, State and District Plans, and the College's Mission; identifying the underlining assumptions (i.e., growth, maintenance, or reduction); setting strategic priorities; developing College Plans; and prioritizing resource requests. These College plans help to guide the College direction and allocation of resources. The implementation component includes assigning responsibility, setting timelines, tracking project status, data collection and following-up. Data collection from the implementation component feeds back to evaluation.

While the overall planning process is on a six-year cycle, program vitality review, assessment of institutional effectiveness and resource allocations are on annual and two-year cycles that build on the work from program review and program vitality review.

General evidence of the overall effectiveness of the College's planning model may be found in the fact that the College has weathered the last four years of historic budget cuts. GWC (and the Coast District) have been able to make many of the adjustments needed to balance the budget

Standard I - Institutional Mission and Effectiveness   Standard I.B - Improving Institutional Effectiveness

93

while at the same time minimizing the negative impact on students and avoiding employee lay-offs and furloughs unlike many schools across the state. According to GWC KPI (I.B.3.12: *GWC Key Performance Indicators of Institutional Performance, page 9*) between 2008 and 2010, rates of student achievement, percent of students who earned at least 30 units, and fall-to-fall persistence rates continue to rise.

Specific examples of how our current planning processes have shaped the institution and improved institutional effectiveness are found in the results of recent PVRs in CTE and Athletics. The College has been able to enhance programs but also to reconfigure, repurpose and suspend programs (I.B.3.22: *Program Vitality Review Web Page*).

The Digital Media and Energy programs are example of programs that were repurposed from other programs. Digital Media was formed from combining the Digital Arts, Audio Entertainment, and the Broadcast Video Production programs. The Energy program was formed from combining Environmental Studies and Engineering Tech.

The PVR process also resulted in suspending of 10 programs. The Information Technology, Diesel Technology, three athletic teams, Audio Entertainment Technology, Broadcast Video Production, Environmental Studies, Engineering Technology, and Automotive Collision programs have all been suspended.

The College continues to evaluate and refine its planning processes. Most recently, we recognized that the process was designed during times of growth, and it was also built to handle moderate cuts. However, our planning processes were not built to deal with the historic general fund and categorical cuts we continue to experience. It is clear certain parts need to be revised to better facilitate broad discussions for prioritizing programs during these times of retrenchment. For example, we have changed the instructional program review process to include, in the fall 2013 cycle, a new standardize rubric for the College to more clearly identify general education and transfer program strengths and weaknesses. The expectation is that the results will better facilitate and support these tough broad discussions and decisions.

I.B.3 Actionable Improvement Plan
None

I.B.4
The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

I.B.4 Descriptive Summary
The core planning structure indicates the various opportunities for involvement in the administration of the college extending from the Board of Trustees to specific management teams. Individual faculty and classified staff may provide input at any point in the structure through participation on planning teams.

I.B.4 Self Evaluation
GWC meets this standard.

There are several areas through which individuals may provide input and become involved in campus planning activities at Golden West College. The Golden West College Core Planning Structure is the primary mechanism for formal input (I.B.4.01: *Campus Committee Structure*). As evidenced by this chart, all wings of the college (Student Life and Administrative Services, Student Success, and Executive Services) have associated core planning teams; this structure facilitates widespread participation by all appropriate constituencies. Furthermore, all constituencies (full-time faculty, part-time faculty, classified staff, students, and management) fill member positions that are designed to enhance fair and balanced workgroups.

Annually, committee membership needs are reviewed, and all constituencies are notified when vacancies arise. Each group has its own method of appointment or assignment for committee membership; classified employees are appointed by the Classified Connection, faculty are appointed by the Academic Senate, and management positions are assigned by the college president. Additionally, faculty union representatives have positions on those committees noted in the faculty contract. These appointment processes might be improved if all groups were to accomplish the appointments around the same time such as the middle of the spring term for the upcoming academic year.

During the 2010-2011 academic year, each committee's membership composition and associated terms of service were reviewed by the Academic Issues Council (AIC) which is an executive team made up of members of the Academic Senate and senior management. The review process involved assessing each committee's purpose, reducing the number of committees to improve efficiency, and reevaluating the committee structure to fit the new reorganization model: two vice presidents instead of three vice presidents. Currently, the campus is operating under this reorganized structure and making minor adjustments as needed in an effort to maximize efficiency and equitable representation.

By constantly evaluating committee structures and needs, as well as reviewing critical processes, such as program review, that are vital to widespread institutional effectiveness, the college continues to ensure the spirit of shared governance amongst all constituencies and improve institutional effectiveness.

Along with a comprehensive and inclusive committee structure, the cornerstone of College planning is the comprehensive program review process. Every two years, all programs on campus engage in program review, which requires all faculty to assess how effectively student, faculty, and staff needs are being met; how programs are progressing in implementing SLO assessments and using those assessments to improve both student learning and instructional methods; and how faculty are identifying and managing the triumphs and challenges faced by their programs during the current cycle. Program review is also another opportunity for college constituencies to become involved in the planning process, as they provide evidence for increased resource allocations and highlight methods that improve the overall effectiveness of the institution.

Although the process of program review prompts widespread involvement from various constituencies on campus, the IEC has, in the past year, especially, worked diligently to improve how the information in program review is processed upon completion of the reports. IEC spent much of the spring 2011 semester creating and vetting a feedback form for program review, which will be

used as an impetus for programs to provide more thorough and developed reviews. In an effort to deepen campus-wide involvement and to improve overall institutional effectiveness, IEC will pilot the use of this program review assessment during the next cycle, which will occur in the Spring of 2013 (I.B.4.02: *GWC Program Review*).

In addition to the campus committee structure and program review process, the college's Educational Master Plan is yet another example of broad-based planning, through which numerous committees and individual faculty members provided input in an effort to improve institutional effectiveness. During the 2009-2010 academic year, several meetings were held to identify strengths, weaknesses, opportunities, and threats mentioned in the preceding year's program review reports. Though the initial meetings were open to the entire campus, a joint task group ultimately formed, and it included members from Institutional Effectiveness, Planning and Budget, and the Academic Senate. In the spring of 2010, this task group welcomed several additional workgroups: Library Workgroup, Community Engagement Workgroup, Senior Executives Workgroup, and Student Services Workgroup. These workgroups represent disparate areas of the campus community; once again evidencing the broad-based planning process as well as the college's commitment to consistently improved institutional effectiveness (I.B.4.03: *College Goals Workshops Process Summary*). The discussions were not limited to the workgroups, however. Instead, each workgroup shared their information and held discussions about intended goals, needs, and issues at all of the major campus committees and campus planning teams: Planning and Budget, Academic Senate, Administrative Services Planning Team, Instructional Planning Team, Institutional Effectiveness, and Student Services Planning Team. In developing the Educational Master Plan, the college once again demonstrated its commitment to all of the areas mentioned in this standard.

Campus-wide self-assessments, along with their results, represent another area through which the campus participates in broad-based planning and seeks input from appropriate constituencies. For the past four semesters, the campus has participated in a self-assessment process through which we have evaluated our status in three areas: program review, planning, and student learning outcomes. All seven core planning teams ran the assessment, evaluated the responses, and engaged in meaningful dialogue to interpret the results (I.B.4.04: *Self-Assessment Program Review, Planning, SLOs History*). The fact that the scores in every area have risen during each of the assessments suggests that both the process of assessment, and the subsequent and related dialogue, have afforded the campus yet another opportunity to seek and achieve broad-based input and use the results to improve institutional effectiveness.

Another critical area through which the campus participates in broad-based planning and targets appropriate constituencies is in evaluating one of the most important instances of resource allocation: full-time faculty and classified staff hiring. The College follows a variety of processes to prioritize and allocate resources identified in program review. The Core College Planning Committees follow formal processes for prioritizing requests for new-hires of full-time faculty and classified staff. Additionally, there are formal processes for one-time requests for resources (i.e., facilities, equipment, hourly employees, and technology). Follow the link below for detailed illustrations of the prioritization processes (I.B.4.05: *Resource Prioritization Processes*).

I.B.4 Actionable Improvement Plan

The College evaluates its core planning team structure annually in the spring in an effort to maximize active participation, overall satisfaction from all appropriate entities, and allocate available resources to improve institutional effectiveness.

I.B.5

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

The institution uses Accountability Report for Community Colleges (ARCC) data, program review, and SLO five-column reports as the basis for discussions of continuous quality assurance. The Institutional Effectiveness Committee produces an annual Key Performance Indicator (KPI) Report, which summarizes the college's progress toward its adopted goals and accepted metrics. This data and these reports are distributed, wholly or in part, to the Board of Trustees and to the Academic Senate both of which are open to the public. The reports are also sent to respective accrediting agencies (e.g., Board of Registered Nurses), governing bodies (e.g. Peace Officers Standards and Training (P.O.S.T.), or community advisory committees (e.g., Information Technology Advisory Committee or Diesel Technology Advisory Committee). In addition, this data and reports are discussed in numerous campus committees: Strategies for Student Success, Council for Curriculum and Instruction, and Budget and Planning. Our Accreditation Self-Evaluation and the Institutional Student Learning Outcomes are on the web and are available to the public. The success rates and completion rates for the Career Technical Education programs are available on the web.

I.B.5 Self Evaluation

GWC meets the standard.

GWC will follow the SLO Assessment Plan, which focuses on the on-going process of quality improvement for student success. The ARCC data was presented and discussed at the following meetings and shows that GWC is above State-wide averages on 5 of the 7 ARCC measures:

> CCCD Board of Trustees (I.B.501: *Board of Trustees Meeting Minutes March 8, 2011*)
> Institutional Effectiveness (I.B.502: *IEC Minutes*)
> Academic Senate (I.B.503: *Academic Senate Minutes November 22, 2011*)

The program review process may result in a program being further reviewed in the PVR process (I.B.5.04: *Program Vitality Review Web Page*). Recommendations from this process have included enhancement to programs or programs being dropped:

> Auto Collision program was dropped;
> Digital Media was combined with the Production Video program;
> and the Computer Business Application program changed the program purpose.

The Transfer Center is currently going through the PVR process, which will be completed spring 2012.

Quality assurance data is made public on the College website through the posting of the Accreditation Self-Study, Program Review Reports and gainful employment rates in Career Technology Education programs.

The annual KPI Report is discussed at the Academic Senate, IEC, Instructional Planning Team, Student Success Committee, Budget and Planning. The Report is also available on the college website (I.B.5.05: *GWC Key Performance Indicators of Institutional*).

I.B.5 Actionable Improvement Plan
None.

I.B.6
The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

I.B.6 Descriptive Summary
The core planning structure for Golden West College was restructured beginning fall 2011 while the major change being the transition from a three wing three Vice President model to a two wing two Vice President Model the reorganization has worked to cut across traditional roadblocks to student success and increased communication throughout the campus. The purpose of this reorganization was to more closely align all areas of the campus with student success while adjusting to budgetary restrictions. The three core planning teams, Instruction, Student Services and Administrative Services, have been molded into two teams, Enrollment, Retention, and Completion Planning Team (now called the Student Success Committee) and Student Life and Administrative Services Planning Team. While some budgetary savings have occurred, the main benefit has been greater attention to what is needed to benefit student learning.

Golden West College has a two-year planning and budgeting cycle. After each cycle, respective planning bodies engage in a self-evaluation process to assess the effectiveness of the process. In some cases, formal task forces are created to conduct the evaluation and develop recommendations for improving the process. Instructional Program Review (IPR) at GWC is on a cycle that each program is reviewed every two years. This has allowed data elements and collection methods to be standardized. Three levels of context are now included for every data element: college-wide, division, and program. Information for each level is presented with trend data for at least six years and anomalies are highlighted against a base year to focus evaluation. Discretionary dollar requests along with both classified and faculty hire requests must come from the program review planning section. This has strengthened the link between planning and budget allocation. Planning sections have been standardized for all wings within program review. The program review process is evaluated at the conclusion of each cycle. A peer review process for completed reports has been developed and will be implemented in the next program review cycle.

An Academic Senate task force reviewed the process for ranking requests for new faculty positions in 2005-2006. The task force assessed the process for a number of elements: effectiveness, efficiency, timeliness, clarity, integrity, level of integration with campus planning, and perceived fairness. Recommendations from the Senate task force and approved by the Senate include moving to a two-year cycle (to align with program review) and changing to a rating system (previously requests were ranked). This rigorous and lengthy examination of the faculty hiring recommendations allowed the Senate to review and modify a crucial institutional process (1.B.6: Joint Taskforce Final Report to Academic Senate and IPT 2008 Spring).

GWC's research efforts are evaluated in two ways. First, each staff member is evaluated in accord to the established management or classified union negotiated evaluation process. Second, the office as a whole is evaluated as a program within the same two-year program review cycle as all other College programs.

I.B.6 Self Evaluation
GWC meets the standard.

The recently adopted reorganization of the core planning structure has altered the planning process and will change the method for evaluating planning and resource allocation. The new model cuts across the traditional "silos" of instruction and student services (I.B.6.01: *College Organizational Chart March 7, 2012*). The intent of increasing dialog between areas and linking resource allocation to student success has been implemented and an immediate increase of discussion has occurred. The program review process is being reviewed to include Student Learning Objectives Assessment into the analysis (I.B.6.02: *Program Review Website*). Student Learning Outcomes and Assessments have been or are being integrated into every planning process. This will aid the college in improving retention and completion rates while measuring student learning outcomes.

The process for prioritizing requests for classified employee hires was also evaluated in 2005-2006 and adopted in September 2006 (I.B.603: *Classified Hiring Process Requests September 20, 2006*).

A taskforce of the Planning and Budget Committee was charged with the task. A new model was adopted that prioritizes campus-wide general fund classified employee needs identified in program review. Requests to hire classified employees are evaluated by the Planning and Budget Committee against a predetermined set of criteria that reflect campus and program needs. Prior to the recommendations made by the subcommittee on classified hiring, the college did not have a systematic way of prioritizing classified hires.

The process of allocating one-time requests for discretionary funds (Level 2 requests from program review) was reviewed after the 20010-12 cycle by a Planning and Budget Committee taskforce. Changes as a result of the evaluation process are reflected in the current Budget Allocation Model.

I.B.6 Actionable Improvement Plan
None

I.B.7
The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

I.B.7 Descriptive Summary
The college uses both formal and informal processes to evaluate the primary mechanism for assessing program effectiveness.

Program review is the primary mechanism for this process (I.B.7.01: *Program Review Website*). All instructional (including the library), student services, and college support programs are expected to complete the process within the college defined two-year planning cycle. The process of program review is evaluated and modified after the completion of each cycle, by the IEC. The IEC evaluates responses and data assembled in the (I.B.7.02: GWC Key Indicators of Institutional Performance Report) to ensure sustainability and efficacy.

The Academic Senate also reviews the faculty request portion of the program review reports. Faculty from all departments read and review the program reviews when evaluating full-time faculty hiring requests. In spring 2011 and fall 2011, the Academic Senate reviewed that data thoroughly to help faculty rate and rank 40 different faculty hiring requests. Faculty from the departments requesting full-time faculty come to the Senate and are asked questions about the data sets and narratives presented in the program reviews to justify the need for more faculty in departments asking for additional faculty.

P&B Committee members read the program reviews, but focus on the portions specifically dealing with equipment and facilities requests. These requests are pulled out and prioritized by other planning groups: Facilities, Safety, and Land Development; and Student Life and Administrative Services and the College Technology Committee.

Informal assessment of the program review processes often occurs during planning team or departmental meetings. For example, the Instructional Planning Team periodically discusses various elements of the process as problems are presented. Discussions have also taken place within the Instructional Advisory Council and the Academic Issues Council. All recommendations from informal processes flow to the appropriate planning teams for their formal consideration and insertion into their processes.

Overall, program review has evolved into a process that elicits high participation and contributes to 79.4% of full-time faculty, 75.0% of part-time faculty, and 73.1% of students giving an A or B grade to the college for "Overall quality of instruction" (I.B.7.03: *Accreditation Employee Survey 2011 Results ALL*; I.B.7.04: *Accreditation Student Survey 2011 Results ALL*).

I.B.7 Self Evaluation
GWC meets the standard.

GWC continues to reflect on how to be a better institution of learning. Courses are assessed each semester, following a plan of SLO assessment created by the department in dialog with its SLO Coordinator (one of four on campus). The departments do their program reviews every two years, and information from these program reviews is used as a basis for making requests for faculty, support staff, equipment, and facilities. SLO assessments are now required components of the program reviews, a change that IEC suggested as way to tie the SLO course assessments to the SLO program assessments, all leading finally to the allocation of resources.

The library, counseling, Writing Center, Basic Skills, Tutoring, International Students, and ACE follow a similar schedule of assessing their SLOs each semester and doing their program reviews every two years.

The CCSE and ARCC reports are discussed at various meetings, such as Student Success (2/6/12) and the Academic Senate. In fact, the Academic Senate has included a ten-minute discussion of the ARCC report data and what it means regarding our effectiveness as institution at each of its spring 2012 meetings from late February through May 2012.

In the Instructional Planning Team meetings, department chairs are actively discussing Enrollment Management Planning as a way to shepherd students through by creating pathways that offer classes in a timely fashion, thus supporting students to achieve their educational goals (I.B.7.05: *IPT Minutes February 13, 2012*).

I.B.7 Actionable Improvement Plan
None

Evidence for Standard 1.B

Links to evidence are available at www.goldenwestcollege.edu/accreditation2011-2012.

1.B.1.01: Core Planning Structure and Advisory Committee Structure Charts, fall 2011
CorePlanningStructure10182011.pdf

1.B.1.02: Core Planning Structure and Advisory Committee Structure Charts, fall 2011
CorePlanningStructure10182011.pdf

1.B.1.03: College Shared Network Drive for Committees, Q:\Committees
QdriveCommitteeList.pdf

1.B.1.04: College Committee Membership Composition
Q:\Committees\xMembers - Core & Advisory Committees

1.B.1.05: Program Review Website
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

1.B.1.06: College Shared Network Drive for Committee Minutes and Membership
Q:\Committees

1.B.1.07: SLO Senate Minutes
SLO_SenateMinutes.pdf

1.B.1.08: Strategies for Student Success Committee Minutes Basic Skills pSLOs 2011
SSSC_MinutesBasicSkillsSLOs2011.pdf

1.B.1.09: BSI Spring Flyer 2012
BSIspring_flyer2012.pdf

1.B.1.10: College Goals Workshops Process Summary
CollegeGoalsWorkshops2010_11ProcessSummary.pdf

1.B.1.11: GWC Educational Master Plan Spring 2011
http://www.goldenwestcollege.edu/pdf/2011-16_Educational%20Master%20Plan.pdf

1.B.1.12: College Committees' Objectives
CommitteeAnnualObjectives2007to12.pdf

1.B.1.13: PVR Follow-up Recommendations 2009
PVR_FollowupRecommendations2009.pdf

1.B.1.14: Program Review Forms, Directions, and Results 2006, 2008, 2010 and 2012 Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

1.B.2.01: GWC Educational Master Plan Spring 2011
http://www.goldenwestcollege.edu/pdf/2011-16_Educational%20Master%20Plan.pdf

1.B.2.02: GWC College Goals 2010-2016
GWCCollegeGoals20102016DRAFT_GoalsOnly.pdf

1.B.2.03: 2010 College Goals Criteria
GWCCollegeGoalsCriteria.pdf

1.B.2.04: GWC Key Indicators of Institutional Performance
GWCKeyIndicatorsOfInstitutionalPerformanceDraft102011.pdf

1.B.2.05: GWC Accreditation Employee Survey Fall 2011
AccreditationEmployeeSurvey2011ResultsALL.pdf

1.B.2.06: College Goals Workshops Process Summary
CollegeGoalsWorkshops2010_11ProcessSummary.pdf

1.B.2.07: GWC Educational Master Plan Spring 2011
http://www.goldenwestcollege.edu/pdf/2011-16_Educational%20Master%20Plan.pdf

1.B.3.01: Board Policy 3250 Institutional Planning
BoardPolicy3250InstitutionalPlanning.pdf

1.B.3.02: GWC Key Performance Indicators
http://goldenwestcollege.edu/wpmu/oir/files/2011/11/GWCKeyPerformanceIndicatorsDraftcurrent.docx

1.B.3.03: GWC Mission, Vision, Values
http://goldenwestcollege.edu/wpmu/oir/strategic-planning/mission-vision-and-values/

1.B.3.04: GWC College Goals
http://goldenwestcollege.edu/wpmu/oir/files/2011/11/GWCCollegeGoals2010-2016DRAFT_GoalsOnly.docx

1.B.3.05: GWC Planning Model
http://goldenwestcollege.edu/wpmu/oir/strategic-planning/planning-model/

1.B.3.06: GWC Planning Timeline
http://goldenwestcollege.edu/wpmu/oir/files/2011/10/GWCPlanningTimeline2007-2013.pdf

1.B.3.07: GWC Educational Master Plan
http://goldenwestcollege.edu/wpmu/oir/files/2011/11/GWCEducationalMasterPlan2011-16.pdf

1.B.3.08: GWC Program Review
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

1.B.3.09: GWC Program Vitality
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-vitality-review-pvr/

1.B.3.10: GWC Resource Planning Processes
http://goldenwestcollege.edu/wpmu/oir/strategic-planning/college-planning-processes/

1.B.3.11: GWC Core Planning Teams
http://goldenwestcollege.edu/wpmu/oir/files/2011/10/CorePlanningStructure10182011.pdf

1.B.3.12: GWC Key Performance Indicators
http://goldenwestcollege.edu/wpmu/oir/files/2011/11/GWCKeyPerformanceIndicatorsDraftcurrent.docx

1.B.3.13: GWC Program Review
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

1.B.3.14: GWC Educational Master Plan
http://goldenwestcollege.edu/wpmu/oir/files/2011/11/GWCEducationalMasterPlan2011-16.pdf

1.B.3.15: GWC Program Review
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

1.B.3.16: Program Review 2010 Themes - Aggregated
PR2010_Themes_Aggregated_final.pdf

1.B.3.17: GWC Educational Master Plan
http://goldenwestcollege.edu/wpmu/oir/files/2011/11/GWCEducationalMasterPlan2011-16.pdf

1.B.3.18: Accreditation Employee Survey 2011
AccreditationEmployeeSurvey2011ResultsALL.pdf

1.B.3.19: GWC Planning Model
http://goldenwestcollege.edu/wpmu/oir/strategic-planning/planning-model/

1.B.3.20: GWC Planning Timeline
http://goldenwestcollege.edu/wpmu/oir/files/2011/10/GWCPlanningTimeline2007-2013.pdf

1.B.3.21: GWC Key Performance Indicators
http://goldenwestcollege.edu/wpmu/oir/files/2011/11/GWCKeyPerformanceIndicatorsDraftcurrent.docx

1.B.3.22: GWC Program Vitality
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-vitality-review-pvr/

1.B.4.01: Campus Committee Structure
http://goldenwestcollege.edu/wpmu/oir/files/2011/10/CorePlanningStructure10182011.pdf

1.B.4.02: GWC Program Review
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

1.B.4.03: College Goals Workshops Process Summary
CollegeGoalsWorkshops2010_11ProcessSummary.pdf

1.B.4.04: Self-Assessment Program Review, Planning, SLOs History
SelfAssessmentProgPlanningSLOsHistory.pdf

1.B.4.05: Resource Prioritization Processes
http://goldenwestcollege.edu/wpmu/oir/strategic-planning/college-planning-processes/

1.B.5.01: GWC Board of Trustee Minutes
BOTmin2011June21.pdf

1.B.5.02: GWC IEC Minutes regarding program review
IEC_Meeting Minutes_120216ProgramReviewDiscussion.pdf

1.B.5.03: GWC Academic Senate Minutes
SenateMinutes112211ARCC_KeyPI.pdf

1.B.5.04: GWC Program Vitality
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-vitality-review-pvr/

1.B.5.05: GWC Key Performance Indicators
http://goldenwestcollege.edu/wpmu/oir/files/2011/11/GWCKeyPerformanceIndicatorsDraftcurrent.docx

1.B.6.01: College Organizational Chart March 7, 2012
GWCOrgChart030712.pdf

1.B.6.02: Program Review Website
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

1.B.6.03: GWC Classified Hiring Process Requests September 20, 2006
GWCClassifiedRequestsRatingProcess200609201.pdf

1.B.7.01: Program Review Website
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

1.B.7.02: GWC Key Performance Indicators Report
http://goldenwestcollege.edu/wpmu/oir/files/2011/11/GWCKeyPerformanceIndicatorsDraftcurrent.docx

1.B.7.03: Accreditation Employee Survey 2011
AccreditationEmployeeSurvey2011ResultsALL.pdf

1.B.7.04: Accreditation Student Survey 2011
AccreditationStudentSurvey2011ResultsALL.pdf

1.B.7.05: IPT Minutes February 13, 2012
IPT_Minutes 021312.pdf

Standard II.A Subcommittee

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Acceditation Self-Study 2011-2012

STANDARD II.A
Instructional Programs

Standard II.A Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

All instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. This goal is achieved through consistency in the delivery of all instruction, whether online or on campus. Student Learning Outcomes are created, tracked and measured across all curriculum as evident in course outlines and program review documents. Demographical and performance data are collected for online classes to ensure that their performance, completion, and overall effectiveness are at least on par with the traditional on-campus classes (II.A.1.01: *GWC Substantive Change Proposal- Distance Education June 6, 2011*). A large array of data points are consistently gathered, reviewed and used for decision-making. College practices with respect to distance education are consistent with the provisions of the ACCJC policy (II.A.1.02: *ACCJC Policy, Distance and Correspondence Education, June 2011*). Additional discussion on this topic is located below in standards II.A.1.b and II.A.2 as well as in standards II.C and III.C.

II.A.1
The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

II.A.1 Descriptive Summary
Golden West College's (GWC) mission is to create an intellectually and culturally stimulating learning environment for students and the community. The College's students improve their basic skills, develop and enhance their career opportunities, and/or transfer to a four-year institution, as they become productive citizens and life-long learners.

Over the last six years several important organizational changes have been implemented within the instructional areas at GWC. The long-serving (2004 to 2010) Vice President for Academic Affairs retired at the conclusion of the 2009-10 academic year. The Academic Affairs position remained unfilled on a permanent basis until July 2011 when it was reconfigured to include a portion of the student services functions and a candidate was selected. In the 2006-07 academic year GWC consisted of eight instructional divisions including Counseling. It was felt at the time that the administrative load for the Dean of Social Sciences/Learning Resources Division was excessive. Therefore, in the spring 2007 the instructional divisions were reorganized. Learning Resources was split off from the Social Sciences and configured as an independent instructional division. Information Systems was split from the Business and Information Systems Division and combined into the Career and Technical Education (CTE) Division. Business and Social Sciences were combined into the Business and Social Sciences division. Two new administrators were hired to manage the CTE Division and the newly formed Business and Social Sciences Division.

There was considerable controversy in 2008-09 when senior administration at the College transferred the Digital Arts, Audio and Entertainment Technology, and Broadcast Video Production certificate programs from the Arts and Letters division to the Career and Technical Education division. These three programs were merged to create a new certificate program in Digital Media. Administration thought that by combining the two programs with Digital Media, the technical needs of these programs would be able to sustain. Faculty had serious concerns that administration was trying to direct curriculum and create new programs. Concerns were also expressed related to the amount of time faculty had been given to offer input. The administration's position was that this change would best serve student needs by creating a unified certificate program that combines audio, video, and graphics and leads to immediate employment.

At the end of the 2010-11 academic year the Dean of Mathematics/Science/Nursing and Health Professions retired. Due to the budget limitations caused by the ongoing State fiscal emergency there were not sufficient funds to replace that individual. The solution was to reorganize/consolidate academic divisions. It was felt that the licensing and accreditation requirements of Nursing and Health professions were similar enough to those of the Criminal Justice (CJ) program that combining Criminal Justice with Nursing and Health Professions under the supervison of the existing Criminal Justice Dean made good sense. The existing Dean of Business and Social Sciences possessed an educational background in mathematics and science and felt confident in accepting the additional responsibility of the mathematics and science disciplines. Therefore, it was decided to combine Mathematics and Science with Business and Social Sciences into the current Business, Social Sciences, Mathematics and Natural Sciences division.

Additional information about the programs offered in each division is separately provided (II.A.1.03: *GWC Description of Divisions & Programs spring 2012*).

II.A.1 Self Evaluation
GWC meets the standard.

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity through a variety of methods. The primary modes of ensuring institutional integrity are endeavors by the Academic Senate to keep current with all campus-wide decisions and activities and to seek input from its faculty to affect those activities through Senate Resolutions and direct discussions of issues in the Academic Issues Council (AIC) with the college's executive management team. The Council on Curriculum and Instruction (CCI) reviews all curriculum for content, quality, SLOs, currency, and supplemental material (II.A.1.04: *Course Approval-Revision Form and Instructions, 2011*). It also evaluates the applications for courses proposed for online delivery (II.A.1.05: *Online Course Addendum*). The GWC Educational Master Plan ensures that College activities are consistent with the College's mission and its goals (II.A.1.06: *GWC Educational Master Plan*). The College's biennial program review process provides a formal process for faculty and administrators to review the viability, goals, and needs of each program (II.A.1.07: *Program Review Template- Instruction*).

The Institutional Planning Teams (IPT), Strategies for Student Success Committee (SSSC), the Enrollment, Retention and Completion Committee (ERC) now called the Student Success Committee (SSC)/Planning Team, and Institutional Effectiveness Committee (IEC) review and

discuss operational plans and activities of the College in shared governance forums and recommend changes to the Planning and Budget (P&B) Committee (II.A.1.08: *P&B Materials Spring 2012*). Finally, the Student Learning Outcomes articulation efforts now include Institutional Student Learning Outcomes (iSLOs) (II.A.1.09: *GWC Institutional Student Learning Outcomes*; II.A.1.10: *Student Learning Outcomes Assessment Plan*).

Furthermore, institutional integrity is upheld in several ways. The quality and impact of instruction is addressed through faculty tenure track reviews committees and student equity research (II.A.1.11: *Evaluations (Faculty and Management) Web Page*; II.A.1.12: *Student Equity Plans and Research 2005 to 2011*). Additional discussion of faculty and management evaluation procedures is found in standard III.A.1.b. Learning outcomes assessment work, using the five-column model for assessment planning and reporting provides a window on learning results (II.A.1.13: *Assessment of Student Learning Web Pages*). Clear information on policies, practices and procedures is communicated through the GWC catalog and faculty syllabi (II.A.1.14: *GWC Catalog Web Page*; II.A.1.15: *GWC Schedule of Classes Web Page*; II.A.1.16: *Faculty Class Syllabi Examples*). The recent implementation of Campus Conversations (II.A.1.17: *GWC Campus Conversations Material 2011-12*) is designed to have all voices heard with regards to institutional affairs.

The College has engaged in continuous improvement and introduced a number of new programs that are unique locally, and in some cases, nationally. For example, in fall 2007, the College began offering a new program in Peace Studies. The impetus to offer such a program came after a long discussion over several years about the College mission, purpose of education, and the notion that, in addition to offering a breadth of general education classes, higher education ought to be about the exploration of noble ideas and actions. It was this discussion that led a small group of faculty members, an instructional dean, and the President of the College to conclude that the ideal most worth our time and energy was to understand and embrace the idea of "peace." With the support of the College President, this decision provided the impetus for the college to launch an inter-disciplinary program in Peace Studies (II.A.1.18: *GWC Support Letter For Peace Studies*).

Students who complete the College's Peace Studies program can continue their studies and receive a 4-year degree in Negotiation, Conflict Resolution, and Peace-building at CSU Dominguez Hills or they can pursue a Peace Studies certificate at CSU Long Beach. A degree or certificate in Peace Studies provides students with the opportunity to pursue employment opportunities in government and non-government agencies or in multi-national institutions like the United Nations. The program also offers a unique dimension to the study of law, management, public policy, national and international business, education, and the environment.

The two Peace Studies classes the College currently offers (Peace Studies G100—Introduction to Peace Studies and Peace Studies G110—Nonviolence and Conflict Resolution) focus on uncovering the roots of conflict, transforming its underlying causes, developing preventative strategies, and teaching conflict resolution skills. Peace Studies G100 and Peace Studies G110 satisfy the general education requirements for the A.A. degree (Area D), as well as both CSU (Area D7—Interdisciplinary Social/Behavioral Science) and IGETC (Area 4 G—Interdisciplinary Studies) breadth requirements.

The Peace Studies program continues to grow and mature every year. The program began offering its annual Peace Conference in April 2007. Last year's conference was attended by more than 200 students, faculty, staff, and community members. In addition, every fall since 2007, the program has offered an International Peace Day celebration.

In addition to the Peace Studies program, the College partnered with two other colleges in the region, the local Workforce Investment Board, and local businesses to initiate a Recycling and Resource Management (RRM) program. This program is the first of its kind in the nation and leverages a $5M grant from the Department of Labor to create a model program that can then be used nationally by other colleges. The RRM Program at GWC is designed to provide formal training for individuals interested in working in the green jobs sector.

The Peace Study program and the Recycling and Resource Management program have partnered in showcasing their efforts during the Peace Studies conference. This partnership has demonstrated great synergy and has been well received by the attendees.

The College is also actively engaged in the course identification and numbering (C-ID) and Transfer Model Curriculum (TMC) development process. Twelve TMCs have been reviewed and approved by the Chancellor's Office over the past two academic years (II.A.1.19: *Transfer Degrees with State Approval Forms*).

2010-11 (year approved)	2011-12 (year approved)
• Communication Studies	• Art History
• Mathematics	• Studio Arts
• Psychology	• Business Administration
• Sociology	• English
	• History
	• Kinesiology
	• Political Science
	• Theater Arts

The College has aggressively pursued the TMC opportunities to accomplish the District's increased transfer goals and relationships with the two local CSUs.

II.A.1 Actionable Improvement Plan
None

Standard IIA.1a The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

II.A.1.a Descriptive Summary
The Mission of GWC is to support students' goals and interests in higher education, develop their employment skills, prepare them to be productive citizens, and respond to community needs by providing a range and variety of educational programs; two year degrees; transfer preparation; career and technical training, and remedial activities. As such, GWC offers a comprehensive range

of programs to meet its mission and to uphold its integrity by offering associate degrees, program majors, certificates of achievement, and certificates of specialization. Instructional programs are continually assessed to assure currency, improve instructional and learning strategies, and to achieve stated student learning outcomes (II.A.1.a.20 13: *GWC Catalog Web Page*; II.A.1.a.21: *GWC College Master Plan, 2011*; II.A.1.a.22: *GWC Major or Area of Emphasis Web Page*).

Career and Technical Education (CTE) programs prepare students by providing them with the entry or advanced level knowledge and skills critical for successful employment. GWC's CTE programs are designed to provide educational, vocational and technical training that will lead to specialized employment, career advancement, or transfer to a university. CTE's programs are designed with the advice and counseling from industry advisory committee members who volunteer their time to keep CTE's programs current with industry trends and technology advancements (II.A.1.a.23: *GWC Career and Technical Education Web Page*).

II.A.1.a Self Evaluation
GWC meets the standard.

To ensure that GWC provides excellent academic and career and technical educational programs and services that contribute to the success of its students and to the vitality of the College's surrounding communities, all curriculum is evaluated through the CCI, and through the biennial program review process (II.A.1.a.24: *Program Review Web Page*). Expected pSLOs for all of GWC's Areas of Emphasis, Certificates of Achievement, Certificates of Specialization, and Majors have been identified (II.A.1.a.25: *GWC Program Student Learning Outcomes*). The pSLOs are explicit statements describing the knowledge, skills, and abilities that a student will be able to demonstrate at the end (or as a result) of instruction provided throughout a program. The PDF shows the expected pSLOs for all of GWC's Majors, Areas of Emphasis, Certificates of Achievement, and Certificates of Specialization. CCI is made up of faculty representing all areas of the college, including counselors, the articulation director, and the Vice President of Student Success. It monitors educational needs and the fit of programs to those needs as well as these outcomes statements. The IEC is composed of the SLO Coordinators, the Associate Dean for Institutional Research and others. That group assists faculty in conducting the learning outcomes assessment effort of the College as a means to ensure student accomplishment of the intended learning outcomes (II.A.1.a.30: *Institutional Effectiveness Committee Web Page*).

GWC demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. GWC faculty continue to make significant strides to advance the GWC mission of encouraging all members of its learning communities to grow to their maximum potential as they contribute to the well-being of their diverse society. Continuing to infuse cross-cultural teaching and learning opportunities in courses across the curriculum is central to this objective. Research documents that the combined Asian and Hispanic populations represented more than 53% of the student body, and the international student (student visa) population increased to 222 students representing over 35 countries in the fall 2011 semester (II.A.1.a.31: *GWC Quick Facts Web Page*). The program exceeded 300 students in fall 2009, then began to plateau and decline due to course offering reductions and a shift in student flows. The Chancellor has set a goal by 2020 to increase the international student census to 15% above the participation rate in the fall 2012 student body.

GWC identifies the educational preparation of its incoming students by using placement tests to determine the proper level placement into English/Reading and Mathematics courses. The college offers basic education courses to meet the needs of students who are not prepared to succeed at the college level. Moreover, the Assessment Center provides language skills assessment for non-native English speakers and places those students needing remediation in an appropriate level English as a Second Language course.

To determine if student needs are being met, GWC conducts student opinion surveys on a regular basis beginning with entering students through the SOAR orientation program. The fall 2011 Accreditation Student Survey recorded student demographics, educational needs, and responses to various statements regarding the educational effectiveness of the college (II.A.1.a.32: *Accreditation Student Survey 2011 Results pgs 1-4*). Responses ranged from A, indicating that the student strongly agrees, to F, indicating that the student strongly disagrees. The average of all responses was taken using the following weights for each answer, A = 4, B = 3, C = 2, D = 1, and F = 0. Some of the results are listed below.

75.5% of students said that their goal was to transfer to a University. Nine percent of students said their goal was to get an Associate of Arts (A.A.) degree only. Two percent of the students said that their goal was to get a certificate only. Six percent said they were undecided, and eight percent had a goal different from those listed above.

- Students gave GWC a 2.84 on "Information GWC provides regarding transferring to other institutions is understandable."
- Students gave GWC a 2.89 on "Information GWC provides regarding transferring to other institutions is accurate."

GWC offers three A.A. degree options that require a broad base of general education and allow for specialization in an area of study. The courses required for the Option II A.A. are articulated to transfer to and meet the general education requirements for the California State University system. The courses required for the Option III A.A. are articulated to transfer to and meet the general education requirements for both the University of California and California State University systems (II.A.1.a.33: *GWC Associate of Arts Degree Requirements Web Page*).

On a four point scale used in the fall 2011 Accreditation Student Survey:

- Students gave GWC a 2.92 on "Courses offered at GWC are of high quality."
- Students gave GWC a 3.15 on "Activities at GWC reflect an appreciation for the different groups of people, including ethnic and disabled people."
- Students gave GWC a 2.88 on "The classes offered at GWC broadened students' view on cultural diversity."
- Students gave GWC a 2.93 on "GWC makes a sincere effort to attract and keep students of different ethnic backgrounds."
- Students gave GWC a 3.03 on "GWC courses meet students' educational needs."

GWC is committed to serving students who are completing lower division major requirements in preparation for transfer to a four-year college or university; learning new and/or upgrading current job and career skills; improving basic skills, as well as providing life-long learning

opportunities. Labor market data is analyzed and advice is solicited from program-specific community and regional advisory committee members to determine community needs (II.A.1.a.34: *Regional Advisory Minutes Examples*). Biennial program reviews are completed verifying the accountability of each of the college's division and department goals in achieving the college's missions and goals (II.A.1.a.35: *Program Review Web Page*).

GWC welcomes and appreciates the diversity of its surrounding population. Many of the courses, programs, and services are offered to meet the needs of a culturally diverse population of students. GWC uses research data and information on diverse student populations and the community it serves as the basis for discussion, decision-making, and curriculum development. A primary element, the biennial program review, incorporates the educational needs of students into the institutional and instructional planning process. Each department obtains information regarding student opinions and success rates, which are both correlated to the demographics of the students they are serving. Each department considers general trends of student success and compares them to the college as a whole. This information is used to set goals at the departmental level, providing a means of continual assessment and adjustment to the changing needs of the students each department serves.

GWC's Financial Aid Office helps determine and provide financial literacy programs that may assist students in pursuing their educational goals. Assistance is available from a variety of programs funded by federal, state and private sources. Students who demonstrate significant financial need may qualify for grant aid while students with less need may obtain low cost loans. Financial need is determined through a federal formula that assesses the family's relative financial strength and ability to contribute to meeting the student's educational costs (II.A.1.a.36: *GWC Financial Aid Web Page*).

The Foundation Office at GWC was organized in 1985 to solicit and manage gifts to benefit the college and its students. The Foundation is dedicated to supporting the College's mission of providing comprehensive academic opportunities to the community for lifelong learning. The Foundation has provided $6,284,200 in scholarships to GWC students since 1986 (II.A.1.a.37: *GWC Foundation Web Page*).

As part of the faculty evaluation process, student opinion surveys are used to assess instructor performance. Classroom visitations by the department chair and division dean provide specific suggestions to improve teaching and learning. This process provides feedback directly to instructors and suggests ways to better meet their students' needs. Tenured instructors are evaluated every three years. Peer evaluations are utilized, with the instructor choosing two peer evaluators and the division dean, or appropriate supervisor for the Evaluation Committee. Part-time instructors are evaluated every six semesters.

GWC relies upon research to assess student progress toward stated learning outcomes. For instance, the Mathematics department has developed student learning outcomes for three of its courses: Intermediate Algebra (Math 030), Pre-algebra (Math 008) and Elementary Algebra (Math 010). The students in these classes were assessed for successful completion of the student learning outcomes by a final exam given in multiple sections for each of the courses. The results were used to determine which topics had a low student success rate (II.A.1.a.38: *Basic*

Skills Learning Outcomes Math Assessments 2004-05). The College has taken efforts to advance assessment work though SLO workshops for the faculty, has had a SLO coordinator appointment for several years and moved to four SLO coordinators as of fall 2011 to work with the faculty. Additional discussion of learning outcomes assessment is located in standard II.A.1.c.

The GWC program review process is required for all instructional areas and student services. These program reviews are completed every two years and underpin budget and planning processes. The objectives of the process are to assess the functionality of the programs as related to the mission of the college and the needs of the community. The program review process enables faculty to participate in continual dialog with college administration regarding effective and ineffective courses and programs. Through the program review process, faculty evaluate courses and programs, make recommendations for improvements, and implement changes as necessary to meet the needs of the college and of the students. The program review process not only identifies those courses and programs that are effective, but also those courses and programs which no longer justify the cost or which do not address student learning outcomes. SLOs are an integral part of current program review templates and have been included in program review since 2004 (II.A.1.a.39: *Program Review Web Page*).

Community Advisory Committees are a valuable resource to assist the faculty in developing and providing currency in career, technical, and vocational programs. There are nearly 20 advisory committees that meet annually to discuss ways in which to strengthen the academic, vocational and technical skills of students participating in vocational and technical education programs. All vocational programs are required to have advisory committees and each subcommittee is charged with determining:

- How does our program compare to the college and division?
- What trends and changes have we observed over the last five years?
- What reasons would we identify for these trends and changes?
- What would we consider to be the strengths and weaknesses of your program?
- Detailed responses to these questions are included in program review.

Finally, student needs are address in some individual programs that may be mandated to gather data and information from Community Advisory Committees, external accrediting and approving agencies such as California Certified Public Accountants, National League for Nursing Accrediting Commission, California Board of Registered Nursing Commission, California State Board of Cosmetology, California Real Estate Licensing Board, Commission on Peace Officers Standards and Training (POST) and articulation with other educational institutions.

II.A.1.a Actionable Improvement Plan
None

II.A.1.b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

II.A.1.b Descriptive Summary

GWC provides various delivery modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. GWC offers courses via the following delivery modes: on-campus in the classroom, entirely online through the Blackboard Learning Management System (LMS), and hybrid that blends both on-campus and online instruction methods. These modes of instruction are clearly indicated in the hardcopy as well as in the online version of the fall and spring schedules, and the summer and winter intersession schedules. The CCI has established and created course approval forms as well as online addendum forms that are first reviewed by the CCI Technical Review committee and then submitted to the Vice President's office to be placed on the agenda for the CCI meeting. These practices are consistent with the provisions of the ACCJC policy (II.A.1b.40: *ACCJC Policy Distance and Correspondence Education, June 2011*). The quality control efforts of the College make no distinction between on-ground and online instruction. Additional efforts to verify student identity when enrolled in distance education are mounted and student privacy is protected.

II.A.1.b Self Evaluation

GWC meets the standard.

The number of online course offerings has increased over the past few years with the advancement of technology. As a result, GWC submitted a Substantive Change for Distance Education to ACCJC, which was subsequently approved in July of 2011. Online and hybrid classes are offered through the Blackboard LMS, which provides a course shell for each on-campus course as well, resulting in many more of GWC's faculty utilizing the benefits of online instruction, as well as posting course information for traditional on-campus classes. Many of the online courses have been developed through a combination of campus-supported workshops through the department of Online Instruction, one-on-one faculty meetings with the Online Instructional staff, recommendations of community and regional advisory committee meetings, or faculty desiring to update their current curriculum to help students achieve their educational goals through a flexible course schedule (II.A.1.b.41: *GWC Online Schedule*). The Online Instructional staff has created a blog with text and video tutorials to assist faculty in learning the new Blackboard LMS, and to make them aware of new training opportunities regarding online instruction. The Online Instruction Department offers workshops to assist faculty with the process of teaching online, in order to meet the diverse needs of student learning (II.A.1.b.42: *New Media Center Puts More GWC Classes Online, Western Sun, February 22, 2012*).

A Technical Review Committee, comprised of the members of CCI, regularly reviews course outline revisions for new and revised courses, as well as online addenda to determine fitness for delivery in an online environment and alignment with the current and future student needs. Faculty are required to work with Technical Review and CCI to ensure a course meets criteria for online capability and accessibility and addresses student learning needs (II.A.1.b.43: *Online Course Addendum and instructions*).

The Basic Skills Subcommittee (now called the Strategies for Student Success Committee) along with the basic skills lead faculty team developed and facilitated a series of workshops (three three-part sessions each of the last three years). The focus of these workshops was student

engagement techniques, self-assessment strategies for students and faculty, rubric development and implementation, and approaches to effectively dealing with challenging student behavior. It is common for participants to share strategies from these workshops with their departments and fellow faculty throughout the College. These workshops were directed to full-time and part-time faculty from all departments from across the College (II.A.1.b.44: *Assessment BSI_RFP_Sum_Fall 2009*). Additional workshop to assist faculty in embracing alternative delivery systems and modes of instruction that are compatible with student needs have been offered over the years (II.A.1.b.45 *Faculty Workshop Examples*).

II.A.1.b Actionable Improvement Plan
None

II.A.1.c The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

II.A.1.c Descriptive Summary
Under the direction of the CCI and the support of the faculty student learning outcomes coordinators, faculty have developed intended student learning outcomes at the course, program, and institutional levels.

An immediate as well as long-term benefit of instituting SLOs is the dialogue that takes place throughout the institution—between individual faculty members, among faculty members within a department or program, and among faculty and staff members at the broader institutional level.

II.A.1.c Self Evaluation
GWC meets the standard.

Student Learning Outcomes (SLOs) have been developed and implemented in all levels (courses, programs, and institutional) (II.A.1.c.46: *GWC Program Student Learning Outcomes*; II.A.1.c.47: *GWC Institutional Student Learning Outcomes*; II.A.1.c.48: *GWC General Education- Option 1 Student Learning Outcomes*; II.A.1.c.49: *GWC Basic Skills Program Student Learning Outcomes*). Course-level student learning outcomes (cSLOs) are captured in the official course outline of record. A minimum of three cSLOs has been chosen for each course, and faculty have then created assessments for each course. Faculty have submitted evidence of measurable results through the five-step model (5SM) (II.A.1.c.50: *Example Psychology G165 cSLO 5SM 2009-2011*). Department chairs and faculty for each program mapped these course SLOs to their program SLOs and to the institutional SLOs (II.A.1.c.51: *Psychology Curriculum Map Course to pSLO, iSLO, and geSLO*). Faculty complete the assessment cycle when they submit a final draft of the 5SM (II.A.1.c.52: *GWC Form pSLO for Psych G250 Summer 2010, Example pSLO 5SM*). The 5SM documents the SLO cycle from creation through planning, and faculty have the opportunity to adjust their SLOs as a result of the discussion in the fifth step. The goal is to evaluate the SLOs, allow for institutional discussion, and find opportunities for improved student learning.

The ESL and English Departments have used some of their assessment energy to focus on writing and language arts basic skills assessments. For example, disappointing assessment results materialized in fall 2011 regarding a grammar SLO. A different teaching strategy was deployed for

spring 2012 with better results (II.A.1.c.53: *cSLO Example English_ESL Basic Skills 5SM 2011-12*). Surveys and direct assessment of student work in fall 2011 encouraged the English faculty regarding student performance of a basic skills program learning outcome (II.A.1.c.54: *2011 FA pSLO 5SM BS ENGL099*). Often informal discussion among the faculty is the venue by which results are discussed and new courses of action are developed (II.A.1.c.55: *E-mail ESL and English Basic Skills Assessment Discussion 051012*).

Faculty and staff assess SLOs during the semester through a variety of methods. For example, the Writing and Reading Center utilized the Google survey tool and Survey Monkey to assess fall 2011 pSLOs. A discussion of their findings and follow up action is located in standard II.C.2. These assessments are mapped from course to program and are documented in the 5SM – for both the program and course. The 5SM includes a definition of the expected pSLO, an explanation of the method used to assess the pSLO, a description of the results of the assessment, a description of the analysis of the data and finally a discussion of the planning and changes that will occur or have occurred as a result of the assessment and analysis of data to improve student learning. In summary, the 5SM documents the identification and assessment of expected SLOs as well as the analysis of the results and the improvements that were made as a result of the assessment process. Finally, these 5SM are discussed in departments and reported through the program review process to document program changes (II.A.1.c.56: *Program Review Web Page*).

The Administration of Justice curriculum at GWC is an example of a highly sophisticated learning outcomes assessment effort. In the Basic Police Academy course the GWC faculty collaborate with state officials at the Peace Officer Standards and Training (POST) agency to administer and evaluate standard exams in 43 learning domain areas that are tied to the learning outcomes of that course. Results for each exam are subjected to an item analysis process to identify weak test items as well as weaknesses in the learning process for the group of students taking the exam. Follow up action is taken to improve both weak test items and shortcomings in the teaching and learning experience. Examination integrity is taken seriously by the POST agency and a limited number of GWC faculty are specifically certified to manage the local administration of the exams and the item analysis, learning outcomes assessment work.

At the conclusion of each offering of the Special Weapons and Tactics (SWAT) course an evaluation notebook is assembled to capture all of the instructor evaluations, student learning demonstrations, course events, etc. This thorough course offering evaluation is used to identify areas for improvement in the next presentation of this specialized course. A similar evaluation notebook procedure is used with the Supervisor's course for recently promoted first-line supervisors (Sergeants). Peace officers from throughout California attend these specialized course offerings. Few schools are authorized to offer these advanced and specialized POST-certified courses of instruction. Through rigorous learning outcomes assessment efforts and attention to quality control of the learning experience GWC has earned the right to provide the specialized courses and the Basic Police Academy course. Copies of these course offering evaluation notebooks and details about the assessment of learning in the Basic Police Academy are available at the Administration of Justice program offices.

Assessment work has begun on geSLOs and iSLOs with an assessment plan and some preliminary assessments (II.A.1.c.57: *Student Learning Outcomes Assessment*; II.A.1.c.58: *iSLO Example 5SM 2011-12*; II.A.1.c.59: *GWC geSLO Assessment Schedule 051412*; II.A.1.c.60: *geSLO Examples 5SM 2011-12*; II.A.1.c.61: *iSLO 4 and 8 5SM - Information Competency and Lifelong Learning*).

The campus continues to make significant progress on clarifying SLOs at both the institution and program levels. The program 5SM shows significant levels of completion and assessment since the last accreditation cycle. Additionally, several 5SM for the iSLOs have been completed and are slated to be discussed in campus committees during the fall 2012 semester. Faculty are using SLO assessments as catalysts to discuss best practices, pilot new teaching techniques, and review class and program goals. While SLOs have certainly saturated all levels of the college dialog, the depth of discussion will continue as more assessments are completed and faculty continues their robust discussions.

II.A.1.c Actionable Improvement Plan
None

II.A.2
The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

II.A.2 Descriptive Summary
Faculty are involved in all areas of planning, implementing, evaluating, and improving instructional courses and programs.

II.A.2 Self Evaluation
GWC meets the standard.

As a standing committee of the Academic Senate, the Council on Curriculum and Instruction (CCI) convenes to "review proposed courses, course revisions, programs, certificates, and degrees. The recommendations of this body are sent through the Senate to the Board of Trustees for implementation (II.A.2._.01: *GWC By Laws of the Academic Senate, Article IV, Committees*). College Staff Development and Vice President Discretionary Funds are dedicated each year for representatives to attend the annual Curriculum Institute. The Curriculum Institute is held for three days in July and a team consisting of the CCI chair, Curriculum Support Staff and the Vice President of Instruction/Student Success has attended for at least ten years. Other members of CCI have attended at various times. Starting in 2011, regional meetings have been implemented to discuss the rapidly changing regulations and procedures for curriculum in California Community Colleges. Coast District hosted the first regional curriculum meeting in the spring of 2011. Attendance at these meetings has allowed CCI to remain current as changes to regulations, procedures and good practices are implemented. Members of CCI are responsible for relaying new information regarding curriculum to faculty in the areas they represent. As the curriculum liaison to the Academic Senate, the chair of CCI makes a report to the Academic Senate at each regularly scheduled

Senate meeting. The chair of CCI is also a liaison to the Instructional Planning Team (IPT) and makes regular reports to the Deans and department chairs with regards to curriculum.

Starting in the summer of 2007 statewide training was included in the summer Curriculum Institute. Someone from each campus must attend the training and then take it back to train the campus curriculum committee members. Each year, campuses must verify that each member of the campus curriculum committee has received the stand-alone training before September 30th. Participation in this program has allowed the GWC CCI committee to train new members each September and keep returning members "up to speed" with regard to important aspects of curriculum development and approval. The training (available on the CCCCO website) includes "best practices" that serves as a reminder to all members of the important issues involved in curriculum approval (II.A.2._.02: *Stand Alone Certification Letters 2007-2011*).

Through the curriculum approval process, faculty have exercised their expertise in developing, reviewing, updating GWC's curriculum and assessing its quality and effectiveness using the highest professional standards (IIA.2._.03 1: *Approved CCI Course Approval Process October 7, 2003*; II.A..2._.04: *Online Course Addendum and Instructions*; II.A.2._.05: *GWC Course Approval-Revision Form and Instructions 2011*; II.A.2._.06: *GWC CCI Procedures September 20, 1994* and II.A.2._.07: *CCI Submission Procedure September 16, 2008*). College practices are consistent with the provisions of the ACCJC policy (II.A.2._.08: *ACCJC Policy Distance and Correspondence Education, June 2011*).

All new academic programs and courses must meet the criteria of addressing the GWC mission, serving student and community need, quality, feasibility, and compliance. Each program must meet either the primary mission of the California Community College for academic and vocational instruction at the lower division level or a state ancillary mission (II.A.2._.09: *CCI Structured Discussion for New Courses*).

GWC is active in developing new programs as recommended by Advisory Committees, market and employment surveys, student and faculty suggestions, and Regional Occupational Consortiums. These activities are often supported with recurring grants such as Perkins or one-time grants such as a recent Community Job Based Training grant from the Department of Labor for a new Recycling and Resource Management program.

Proposed new CTE programs are especially scrutinize locally, through a district-wide CTE committee, by a regional Los Angeles/Orange County Workforce Development Leaders (LOWDL) Consortium, and finally by the California Communicate College's State Chancellor's Office. These programs must be responding to the workforce needs of the region, ensure the graduates of the program have potential for jobs that pay living wages for the region, are not in competition with similar programs at neighboring colleges, and are sufficiently funded and supported to succeed. To support the need for a new program, labor market data (LMI) is reviewed from the local/regional workforce economic forecast reports, Center of Excellence industry specific environmental scan reports, and other related sources.

II.A.2 Actionable Improvement Plan
None

II.A.2.a The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

II.A.2.a Descriptive Summary

The faculty of GWC are vital to the creation and improvement of quality courses and programs. GWC's organizational hierarchy assures collaborative decision-making, providing faculty from all disciplines an opportunity to serve on various campus committees such as the CCI. CCI plays a central role to insure a curriculum that is flexible and responsive to the needs of GWC's increasingly diverse student body. Under the direction of the CCI Chairperson, faculty have exercised their expertise in developing, reviewing, and updating GWC's curriculum, as well as assessing its quality and effectiveness by the highest professional standards.

II.A.2.a Self Evaluation

GWC meets the standard.

GWC is on target with its plan to move through the five-column model for all of its course and program SLOs by spring 2012. During fall 2009, each department submitted its plan for the assessment of its course and programs to the SLO Coordinator (II.A.2.a.01: *Assessment Plan Examples 2009*). This plan included an inventory of where each of its courses was on the five-column model, an indication of whether the course is a component of a program (certificate, degree, or General Education), a semester-by-semester assessment plan between fall 2009 and spring 2012 for all of its courses, and the identification of a responsible faculty member for this process within each department.

The Academic Senate approves representation in the CCI. The CCI Chairperson oversees the committee made up of the Vice President of Student Success, the college's articulation officer, the Administrative Director of Student Services, full-time faculty from discipline areas, a part-time representative, and a student representative.

The process for College approval of any new credit course or program is outlined in a multi-stage process, beginning with the origination of a course outline or program by the faculty in the respective discipline or department. Course outlines are first reviewed and discussed at the department level, and then by the appropriate advisory committee for CTE course submissions. GWC's community advisory committees are a valuable resource to assist the faculty/department in developing and providing currency of career, technical, and vocational programs (II.A.2.a.02: *Approved CCI Course Approval Process October 7, 2003*; II.A.2.a.03: *Course Approval-Revision Form and Instructions 2011*).

Intentions to consider new programs must be submitted to the regional CTE consortium (LOWDL) prior to any courses or programs being developed. Course desirability, usefulness, academic appropriateness, sufficient layout of detail, workforce needs, and potential for overlap with other courses are thoroughly examined. The course outline is then presented to the Division Dean for review of budgetary impact and resource requirements. Once reviewed, the course outline is submitted for technical review, a process that ensures the course outline contains all the required information, and identifies how the course articulates with the California State University and University of California educational systems. After the technical review process and all necessary

changes have been made, the course outline is submitted to the Office of Instruction to be placed on the discussion agenda for CCI.

CCI is responsible for the development, review, renewal, and recommendation of curriculum to be approved by the Board of Trustees (II.A.2.a.04: *GWC By Laws of the Academic Senate, Article IV- Committees*). CCI also serves to support the mission of the college to provide "oceans of opportunity" for quality transfer, career, and lifelong learning programs that prepare students with the knowledge and skills needed for a successful career. The committee members of CCI thoroughly scrutinize newly proposed and revised course outlines, instructional programs, certificates for achievement and specialization, and credit by examination options for depth and rigor.

The CCI anticipates the implementation of CurricuNET in the fall of 2012. This software system is specifically designed to aid in the development, review and approval of curriculum. Faculty and staff worked to coordinate all of the components of the approved curriculum approval process into the CurricuNET program. Working with curriculum specialists, faculty, administrators and support staff from each of the three CCCD colleges helped clarify the factors necessary to comply with District and Title 5 requirements. The existing process and procedures were used to create the protocols to be used in CurricuNET. Once CurricuNET is fully implemented, the official process and procedures documents will be updated to reflect the electronic processes on CurricuNET. All three campuses await training on the CurricuNET system from publishers of the system. Full implementation of the CurricuNET system will finally assure that all members of the campus community have access to approved course outlines. All information, forms, and procedures related to curriculum approval are housed on the CCI webpage.

The Academic Senate of GWC relies on the CCI in carrying out its responsibility to develop curriculum recommendations. Courses and programs that meet the standards for approval by CCI are then sent to Coast Community College District's Board of Trustees for approval (II.A.2.a.05: *Board Policy 4020, Curriculum Development and Approval*; II.A.2.a.06: *Board of Trustees Agenda April 4, 2012 Curriculum Approval Example*). As described in other parts of this document, the CTE curriculum process is much more detailed and stringent.

The program review process enables faculty to participate in continual dialog with college administration regarding effective and ineffective courses and programs; faculty evaluate courses and programs, make recommendations for improvements, and implement changes as necessary to meet the needs of the college and of the students. The program review process not only identifies those courses and programs that are effective, but also those courses and programs in need of additional support, revision, or discontinuation.

The GWC program review process is required for all instructional, student services, and administrative service areas. These program reviews are completed every two years and underpin the budget and planning process The objectives of the process are to assess the functionality of the programs, aid in the planning and decision-making process, and improve existing programs (II.A.2.a.07: *Program Review Web Page*). Any changes to courses and programs resulting from program review must be approved by the CCI (II.A.2.a.08: *Course Approval-Revision Form and Instructions 2011*).

II.A.2.a Actionable Improvement Plan
None

IIA.2.b The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

II.A.2.b Descriptive Summary
GWC faculty, with advisory committee input where appropriate, defines all aspects of competency levels and measurable student learning outcomes for courses, programs and certificate requirements. The CCI is a faculty body that evaluates and approves new courses, certificates, and programs, and proposes additions or modifications to degrees and certificates in remedial, general education, transfer and certificate programs. The committee reviews proposals for contract education courses and programs, and oversees course content review for validation of prerequisites that directly affect the sequencing of a given degree or certificate program.

More specific to the length, depth, breadth, and sequencing of degree and certificate programs are the routine program reviews conducted by individual programs. Programs generally complete these reviews every two years. The program review process assesses student progress toward achieving measurable student learning outcomes for courses, certificates, programs, general education, and degrees. The College rigorously reviews quality, breadth, depth, rigor, sequencing, and time to completion of all programs. For example, the college has retired three programs in the past four years (Auto Collisions, Auto Diesel, and Architecture) and has merged other programs to strengthen them (Broadcast Video Production, Recording Arts, and Digital Arts into Digital Media).

II.A.2.b Self Evaluation
GWC meets the standard.

In collaboration with the District and in keeping with its master planning processes, the faculty and administration brainstorm ideas for new programs, grant ideas, or cooperative ventures for consideration by the College. Only proposals that support GWC's mission are considered. For example, the Automotive Technology program has formed a partnership with Honda Motors of America to prepare Honda Certified Automotive Technicians; the Digital Media program has partnered with Apple to make GWC the first Apple Certified Training Center in Orange County; and, the Computer Science Department has partnered with Apple as an iPhone Development University. Additionally, GWC is currently in partnership with two other community colleges, the Workforce Investment Boards, and the California Resource and Recovery Association in a Department of Labor grant to offer a state approved program in Recycling and Resource Management.

Competency levels and measurable student learning outcomes are determined via a collaboration of faculty and, if available, advisors from the community. The process of structuring the relationship between learning outcomes, competency levels for degrees, certificates, programs, and courses starts at the course level. Lead faculty in the program review process coordinate with their team members to: 1) Examine existing curricula; 2) Determine outcomes for each course that builds toward departmental goals; 3) Determine methods that can be used across all courses in a

program; 4) Use results to re-align methods to better achieve learning goals; and 5) Disseminate Program review information (outcomes, evaluation methods and college-wide assimilation) to all faculty members in the department.

The pathways for achieving outcomes at the course, program, degree, certificate, and institutional levels are being established via the program review process and communicated through the college schedule, catalog (II.A.2.b.09: GWC Catalog Web Page) and educational pathways website (II.A.2.b.10: Coast Schedule Planner Web Page).

Currently GWC has four SLO coordinators who share the responsibilities for supporting the expertise of faculty in their Student Learning Outcomes activities. The details of the coordinator activities are listed below:

Evaluating
- Prepare the SLO portion of the Annual Accreditation Report

Training
- In coordination with the Institutional Effectiveness Committee and the Staff Development Committee, train faculty to develop, assess, and report course, program and institution SLOs.
- Facilitate discussions in committee, division and department meetings among faculty to increase attention on student learning.
- Co-facilitate discussions with faculty to develop and assess program, general education and institutional SLOs.
- Attend appropriate training and conferences required to remain current on the assessment of SLOs.

Motivating
- Provide faculty leadership in moving the institution to Stage 4 of the "SLO Framework Complete," including the components of Student Learning Outcomes, Dialogue, Organization, Alignment of Practices, and Evidence (Implementing a Student Learning Outcomes Framework) California Assessment Institute (CAI)

Communicating
- Facilitate campus-wide dialogues on the results of SLO assessments
- Contribute to the maintenance of a SLO website for GWC
- Attend CCI and Tech Review meetings when appropriate
- Participate in the preparation of the SLO portion of the Annual Accreditation Report.

II.A.2.b Actionable Improvement Plan
None.

IIA.2.c High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

II.A.2.c Descriptive Summary
GWC provides high-quality instruction that includes breadth, depth, and rigor in the Associate of Arts degree option by requiring competency in basic subjects of the communications, English,

math, fine arts, humanities, natural sciences, and social sciences. Faculty members, with advisory committee input when appropriate, define all aspects of program and certificate requirements. The CCI oversees course content review for validation of prerequisites that directly affect the sequencing of a given degree or certificate program. The program review process also examines the appropriateness of length, depth, breadth, and sequencing of degree and certificate programs on a biennial basis (II.A.2.c.11: *Program Review Web Page*). All GWC CTE programs have advisory committees comprised of industry representatives to ensure relevance and currency of the curriculum. Some CTE programs, such as Criminal Justice, Nursing, Automobile Technology, and Cosmetology, are defined by outside accrediting or regulatory agencies, and all students successfully completing these programs meet or exceed the technical and professional competence requirements of the agencies.

II.A.2.c Self Evaluation
GWC meets the standard.

GWC is continuously striving to maintain currency and quality of its instructional programs and recently has been addressing the issue of course sequencing to forge an enrollment management plan (II.A.2.c.12: *Selected Instructional Planning Team Minutes 2011-2012*; II.A.2.c.13: *GWC Enrollment Management Plan 2012-16*).

As evidence of this effort, up to three programs can be identified each year to undergo the program vitality review (PVR) process. This process brings together faculty and administrators to closely review programs. The PVR for Athletics programs resulted in the reduction of our Athletics program offerings from 24 to 16 and redistributing the released resources to the remaining programs. The CTE programs also underwent an extensive PVR process through an external audit review by Eckstone Communications. Subsequently, a secondary committee review comprised of internal and external members of the campus and the community inspected the data and issues that prompted the PVR process. The resulting actions from these reviews reduced our offerings from nearly 50 certificates to 23. Please see the narrative at standard II.A.5 for more details.

Furthermore, every two years, each program is required to complete an extensive program review process to evaluate its curriculum, student success metrics, resource needs (faculty, staff, and equipment), and in the case of CTE programs, integrate feedback from its advisory committees.

Of particular challenge to occupational programs is the difficulty in tracking students once they leave the program and in conducting longitudinal studies on job placement and success in the workforce. In response to this issue, GWC is one of the pilot colleges in the statewide Employment Outcomes Project to track student progress after leaving GWC. The California Community Colleges Association of Occupational Educators (CCCAOE) and a group of CTE leaders from 15 California community colleges direct this project. The survey was administered by the Research and Planning Group of California Community Colleges. The results are presented separately for completers (received a degree or certificate) and leavers (students who completed a number of CTE courses without completing a CTE degree or certificate). All three colleges are participating in the survey in 2012-13.

The results of the survey for completers showed that earning a certificate or vocational degree is related to positive employment outcomes. The preponderance of certificate/degree completers

are employed, are working in the same field as their studies or training, and are working full time. Certificate/degree completers posted a 53% increase in their hourly wage after earning their credential and the vast majority were satisfied with the education and training they received at Golden West College.

The results of the survey for leavers showed that taking at least twelve units of vocational course-work in the same program (determined by 2-digit TOP code), even without earning a certificate or vocational degree, is related to positive employment outcomes. Most of those who completed 12 or more units of vocational coursework are employed for pay, are working in the same field as their studies or training, and are working full time. Even without earning a certificate or degree, vocational students posted a 19% increase in their hourly wage after their studies and the vast majority were satisfied with the education and training they received at Golden West College.

The College has made some notable efforts, by using basic skills funding, to support experiments that are intended to improve student success and learning. During the summer of 2011, a faculty member from the Math Department partnered with a faculty from the English Department and a faculty from the Counseling Department to pilot a Summer Bridge Program. The program was designed to recruit incoming freshmen students to introduce them to the GWC campus and support services. In addition, they were guided to develop an educational plan and remediate both their English and math skills (II.A.2.c.14: *GWC Basic Skills Innovations 2009-10*).

In regards to the math remediation component, students were required to attend the GWC math lab for 1.5 hours each day (M-Th) for the 2 weeks of the program to work on an online math remediation program (ALEKS) with instructor assistance. Students who reached a specified level of content mastery were qualified to be retested by the GWC math placement test. Students began with an average content mastery level of 15.6%. The average content mastery level at the end of the program was 37.5%. Of the 15 students who fully participated in the program, 12 qualified for the retest. Of the 12 qualified students, five successfully passed the GWC math placement retest. The five students who passed were among the top six students who remediated the most. Furthermore, faculty from the three departments have been in discussions regarding ways to improve the Summer Bridge Program for summer 2012.

For fall/spring 2012-2013, the Math Department will cancel a section of Math G005 (Basic Mathematics) and a section of Math G008 (Prealgebra) in an effort to expedite the students' completion of the remedial mathematics sequence. As a result of these schedule changes, a basic skills student potentially will be able to complete a sequence of remedial level mathematics courses (Math G010-Beginning Algebra and Math G030-Intermediate Algebra) in two semesters. The Math Department is optimistic that this one-year pathway will lead to an increased number of students moving on to transfer level mathematics courses and a decreased likelihood of dropping out of college. The Math Department is also in discussions to determine what other instructional methodologies can be incorporated to increase student success and engagement (II.A.2.c.15: *E-Mail re II.A.2.c Self Evaluation Math 030812*).

Working with the CCI, all programs are required to update and track their Student Learning Outcomes for courses, programs, certificates, and majors. These SLO efforts, augmented by the biannual program review activities, help the college to maintain a viable, efficient and effective program portfolio.

II.A.2.c Actionable Improvement Plan
None.

IIA.2.d The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

II.A.2.d Descriptive Summary
GWC faculty recognizes that students have different levels of academic preparation and learning styles both of which influence a variety of student behaviors including enrollment patterns, student success, retention, persistence, completion rates, and choice of major and goal. Acknowledging that academic probation and eventual disqualification may result when student learning styles are not accommodated, the College has institutionalized a number of strategies that address the different levels of academic preparation and learning styles of its students.

The curriculum process, course evaluations, and SLO procedures assess the effectiveness of course delivery methods. The CCI requires course authors to provide several methods of instruction that reflect varied learning styles.

II.A.2.d Self Evaluation
GWC meets the standard.

The faculty and administrators of GWC recognize that a diverse student population requires varied and dynamic instructional methods. This is evidenced in the use of technology and the narrative provided for each course's Outline of Record, the instructor observations, and the SLO assessment process.

Student diversity and learning methodologies is a common agenda item in professional development meetings, workshops, and events (II.A.2.d.16: *Faculty Professional Development Workshop Examples*). The continual dialogue is a means by which faculty can share best practices and develop creative and effective teaching methodologies to meet the needs of all students.

Technology is used extensively to provide students different learning environments. Distance Education offers multiple strategies and teaching methodologies to provide varied delivery methods. A Blackboard course shell, created for each section offered, allows instructors to enrich on-campus courses by delivering additional content, discussion, and assessment online. These facilities enable instructors to provide supplemental learning modules to students, facilitate outside-of-class student interactions through discussion boards and other communication tools, and support the students that may not feel comfortable engaging in a regular classroom. Online (fully online delivery) and hybrid (combination of internet and on-campus delivery) courses are also available to accommodate the distance learner.

The College incorporates a variety of technology solutions to support student learning such as:
- Computerized instructional support software and tutorials such as "Math tutorials", Adobe Creative Suite tutorials, and Microsoft Office tutorials;
- E-books and clicker technology for immediate student response and instructor feedback;
- Assistive software that addresses those who are visual, auditory, or tactile learners;
- Delivery tools such as Blackboard, the course management set of software tools for content delivery, communication and assessment online;

- Delivery software such as PowerPoint to impart information;
- Hardware tools such as Smart Classroom equipment to display internet and other software for visual and auditory demonstration to face-to-face students;
- CCC Confer to assist students with learning at a distance also used for remedial learning;
- Email to impart information and to submit assignments.

College practices with respect to online and hybrid instruction are consistent with the provisions of the ACCJC policy (II.A.2.d.17 1: *ACCJC Policy on Distance and Correspondence Education, June 2011*).

As noted above in standard II.A.2.b, the basic skills initiative at the college has provided workshops to help faculty implement teaching strategies that might be a better match for the learning needs of students. In addition, the GWC Online Instruction Department staff assists faculty in the implementation, delivery, and support of online instruction (II.A.2.d.18: *Online Faculty Training Evidence*). Additional discussions of ways in which the faculty are supported in teaching online are located in standard III.C.

II.A.2.d Actionable Improvement Plan
None

II. A.2.e The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

II.A.2.e Descriptive Summary
GWC courses and programs are assessed and evaluated through the curriculum review process and the program review process. All courses and programs are systematically reviewed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes (SLOs). Within their respective departments, faculty generate courses, programs, and student learning outcomes, which are presented to the CCI. CCI assesses and approves all courses, programs, and SLOs for their appropriateness and relevance. The faculty also evaluate their respective department's programs through the program review process, which takes place every two years with all courses being reviewed at least every six years. If the programs are found to be in need of revision or retirement, they go back before CCI for reassessment or through the PVR process. GWC, thus, ensures that all courses and programs go through an on-going systematic review for their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans, as will be fully explicated and verified below.

II.A.2.e Self Evaluation
GWC meets the standard.

CCI ensures the relevance, appropriateness, and currency of all new and revised courses and programs through on-going systematic review. CCI's role is to evaluate and approve courses, certificates, and degrees developed and renewed by faculty and to ensure their quality and effectiveness (II.A.2.e.19: *CCI Summary of Approvals 2007-08 to 2010-11*). CCI also ensures that all courses brought before the committee include appropriate student learning outcomes in their course outlines (II.A.1.e.20: *Approved CCI Course Approval Process October 7, 2003*; II.A.1 4: *Course Approval-Revision Form and Instructions 2011*).

All CTE programs perform the State required biennial review to affirm that the graduates of the program are facing a labor market where there are job opening. This analysis is shared with the Board of Trustees for their review. Labor Market Information (LMI) projections or occupational outlook information regarding future openings, such as the automotive service technician and mechanics occupation example, is captured from the Employment Development Department or U.S. Department of Labor and reviewed in Advisory Meetings that are held annually for each program (II.A.2.e 1b: Biennial Review Examples). Salary information is validated with the Advisory members.

Program review permits faculty to assess whether courses' outlines and SLOs are in need of revision and whether they need to be revaluated and re-approved by CCI. The process is also the primary mechanism by which GWC identifies the objectives and resources needed to fulfill our educational mission. For all programs, both instructional and non-instructional, faculty perform a program review every two years to compose a formal document delineating the current strengths and weakness of the program and propose future needs and plans (II.A.2.e.21: *Program Review Web Page* **).** All CTE programs also review Core Indicators data, the federal and state framework for vocation-technical program accountability. **Programs that do not complete their report are not eligible to receive additional funding for one-time requests, classified positions, faculty positions, or facilities requests. Programs themselves are reviewed for their need of revitalization or retirement through the PVR process (II.A.2.e.22:** *Program Vitality Review-Instruction, 2006*; **II.A.2.e.23:** *Program Vitality Review- Student Services, 2008***).**

The Program review report follows a basic Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis format. However, it also contains sections for departments to report:

- Budget expenditures and revenues,
- Curriculum and course student learning outcomes activity,
- Program student learning outcomes
- Progress on prior cycle objectives
- New objectives for the next cycle
- Requests for resources

Every course is reviewed at least every six years under the program review process, as indicated in the curriculum inventory. Every department reports on any changes in course status, indicates which courses are in need of review during the next two year cycle, designates which courses are articulated major courses in ASSIST, denotes a course that should be articulated, and adds any new courses to the list. Faculty reports statistics on scheduling, student achievement, course enrollment, and course success since the last previous review.

Currently, GWC has defined SLOs in all active courses. The college also has program level learning outcomes for all programs, certificates, and degrees (II.A.2.e.24: *GWC Program Student Learning Outcomes*).

The five-column model facilitates tracking the effectiveness of the enumerated learning outcomes by setting goals, documenting progress, evaluating success, and providing feedback for the next set of goals. Please refer below to the sample five-step model for Political Science in the 2010 Program Review report:

GWC AA: MAJOR: POLITICAL SCIENCE

Step 1: Identify the Major: POLITICAL SCIENCE

Step 2: Program Objectives:
- Demonstrate knowledge of findings, theories, and changing issues relevant to political science.
- Demonstrate critical thinking about political issues and evaluate theories and arguments, major assertions, background assumptions, the evidence used to support assertions, and their explanatory value.
- Utilize appropriate investigative methods and appropriate technologies to access relevant research.
- Manage information in order to prepare and present their work effectively.

Step 3: The means of assessment and criteria of success are demonstrated through mapping the SLOs of the Major with the required courses. Success shall be measured at the individual course level SLO with assessments that align to the Major's SLOs.

Step 4: The assessment process is ongoing. Assessment may be made when more mapped courses have been assessed individually.

Step 5: The Instructional Unit Assistant (IUA) (aka faculty department chair) for Social and Behavioral Sciences as well as full and part-time faculty members within the discipline will conduct the assessment.

In the resource planning section of program review, faculty may request additional staff, improvements in technology, equipment, and changes in facilities in order to function adequately at the program level.

The PVR process determines the vitality and continued viability of a program in response to concerns identified during program review regarding significant changes in enrollment, labor market demand, faculty availability, or facility and equipment costs and availability. This PVR process provides an opportunity to gather more data and information in response to these concerns. The evaluation may lead to program improvement, possible suspension or elimination of the program.

The evaluation and planning of instructional programs also occurs in various ongoing committees such as IPT, ERC/Student Success Committee, and the SSSC. The SSSC ensures that basic skills are being implemented and assessed and it produces the Basic Skills Plan, Matriculation Plan, and Student Equity Plan (II.A.2.e.25: GWC Basic Skills Plan, 2008; II.A.2.e.26: *Matriculation Plan Updated 2009*; II.A.1 11: *Student Equity Plans and Research 2005-2011*).

Members of core planning/governance committees (Planning & Budget, Instructional Planning, Student Services Planning, Administrative Services Planning, Institutional Effectiveness, and Academic Senate) have assessed the College's progress in program review work. The latest results are shown below.

Program Review:

Self-Assessment of the effectiveness of program review
(Using the AACJC Rubric for Evaluating Institutional Effectiveness)

> *Current (2009-10): Low Stage 3 Proficiency*
>
> *3 Year Goal: High Stage 3 - Proficiency*
>
> *6 Year Goal: Stage 4 – Sustainable Continuous Quality Improvement*

GWC Self-Assessment on Program Review

	Program Review
■ 2007-08	2.4
■ 2008-09	2.6
■ 2009-10	2.6
■ 2010-11	2.9
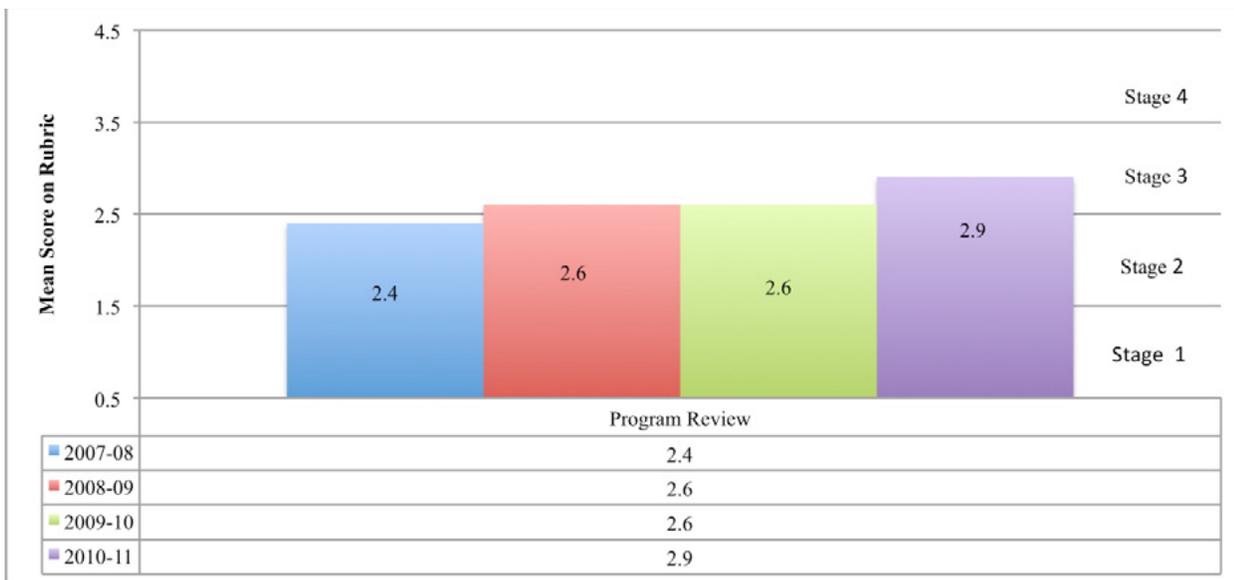
Stages of Development: Stage 1 – Awareness, Stage 2 – Development, Stage 3 – Proficiency, Stage 4 - Sustainable Continuous Quality Improvement

Although the program review process has been effective overall, there are some noted weaknesses with the process. First, once programs have been reviewed there is no defined body to provide oversight for the completed program review documents. It would be expedient to charge committees, such as the IPT, to assess this documentation for its accuracy and comprehensiveness, once the departments have completed the review. Second, the noted lack of full-time faculty in some disciplines makes it difficult to ensure the efficiency of the program review process. It would be helpful if the College were able to employ more full-time faculty in these disciplines in order to assure effectiveness in the revision of its programs. Toward that end the District has

authorized the College to hire up to 12 new full-time faculty for 2012-13 (II.A.2.e.27: *Faculty hiring Status Report 030812*).

II.A.2.e Actionable Improvement Plan
None

II.A.2.f The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

II.A.2.f Descriptive Summary
Golden West College supports an assessment process that involves both gathering information and using that information as a means to improve teaching, student learning, student services, and administrative services. Assessment is an ongoing, cyclical process, which permeates the institution. The institution's assessment plan requires departmental faculty to actively develop student learning outcomes (SLOs) for all courses, certificates, programs, and degrees. The CCI evaluates and approves these SLOs for their currency and appropriateness. Then, the departmental faculty align the course SLOs to program, institutional, and general education SLOs. They also assess the SLOs every semester, with one-third of SLOs being assessed every two years and all SLOs being assessed every six years, and report their evidence via the five-column model, which is embedded in the program review process. The evidence is then submitted to the department chair and to the department's SLO coordinator, and it is finally returned to the departmental faculty for analysis.

II.A.2.f Self Evaluation
GWC meets the standard.

GWC actively engages in an ongoing, systematic, and integrated process of assessing SLOs. The IEC coordinates this process. The membership of IEC consists of an integrated coalition of faculty, IPT representatives, a Manager At-Large representative, a Classified At-Large representative, an Institutional Research representative, and a student representative. IEC is responsible for providing a framework for the documentation of assessment and the integration of results in decision-making across the campus.

The Committee:
- Coordinates systematic campus-wide participation in assessment planning, implementation, and reporting of findings as well as specific college-wide assessment strategies
- Consults with campus faculty, staff, and students in developing and implementing assessment programs (Five-Column Model or Five-Step Model)
- Reviews and provides feedback on assessment plans and reports as needed
- Monitors Golden West College's compliance with the accreditation process as related to Institutional Effectiveness
- Analyzes assessment data and reports findings to the college community
- Prepares the periodic Key Performance Indicators Report

GWC also employs four SLO faculty Coordinators who take an active part in implementing the ongoing, systematic, and integrated process of assessing SLOs. These Coordinators serve on IEC and work directly with faculty in order to implement SLO assessment. The Coordinators have divided up the college departments between them in order to aid the faculty in the developing of appropriate, measurable SLOs and to discuss methods of effectively measuring these SLOs. The Coordinators also help to facilitate discussions regarding the meaning of the data collected by the departments and how this data should be reported. The SLO Coordinators have partial reassignment and are compensated for their duties.

As noted in Standard II.A.2.e, program review is a means of ensuring the ongoing, systematic, and integrated process of assessing SLOs. The reporting of SLO assessment is embedded in the program review process via the five-column model. The five-column model facilitates the tracking the effectiveness of the enumerated learning outcomes by setting goals, documenting progress, evaluating success, and providing feedback for the next set of goals. GWC employs a modified form of the five-column model for reporting SLO assessment activity and results. The five-column model prompts discussions and documentation of what changes were made as a result of the assessment process. For more details of GWC's approach on the assessment of SLOs, please refer to the GWC Assessment Plan (II.A.2.f.28: *Student Learning Outcomes Assessment Plan*).

Levels of assessment
Development of SLOs
Course and program SLOs are initiated or developed by faculty within the course or department. They are then sent to the CCI, which evaluates and approves the SLOs for their relevance and appropriateness.

Alignment of SLOs
Faculty systematically map or align course SLOs to program, institutional, and general education SLOs in alignment templates. These structured templates permit faculty to enumerate their courses and indicate whether the SLOs have been introduced, developed, or mastered (II.A.2.f.29: *Psychology Curriculum Map Example Course to pSLO, iSLO, & geSLO*).

Assessment of SLOs
SLOs are assessed by faculty within the department and evaluated through the program review process. If necessary, SLOs are also updated by the department. Faculty reports the assessment results of course, program, or institutional SLOs through a structured form, where they define the SLO, indicates the method used to assess the SLO, describes the results of the assessment, elucidates the analysis of the data, and predict what planning and changes will occur as a result of assessment and analysis of data to improve student learning.

Publishing of results
A locally grown MS Access database was created to temporarily house the SLO statements. The faculty SLO Coordinators (SLOCs) use this database to review, revise, and note changes by departments to their course, program, and institutional SLOs. Program and institutional SLOs are posted on the College website (II.A.2.f.30: *GWC Program Student Learning Outcomes*).

The campus piloted e-lumen as an SLO assessment reporting and storage mechanism. It was determined that the software was too complicated to navigate and input data. Its strengths were facilitating the linking of course, program, and institutional SLOs and facilitating individual assessments. However, it did not have a storage option that could house the information that described how departments were closing the loop on the assessment process, and thus did not satisfy the College SLO reporting demands.

A formalized reporting structure for the housing of the products of SLO assessment activities will be established during the 2011-2012 academic year. Currently, the process is that all five-column model documents (course and program) are emailed to the appropriate faculty SLO coordinator to be uploaded into the College SLO Drop box. All raw assessment data remains with the faculty lead and/or associated department chair. Additionally, department alignment and mapping grids are emailed to a SLO coordinator and uploaded to the SLO Drop box.

A permanent location for future storage of SLO assessment reports (e.g., five-column models, negotiated rights information, SLO forms, gridlines and any additional assistance) is currently being researched. Possible District-wide solutions being explored are Drop box, Google Docs, a College portal, TRACDAT, Weave Online, as well as, other permanent storage options that might best facilitate the College SLO assessment reporting and storage needs. One important feature would be a means for department faculty, chairs, and/or leads to be able to post and maintain the information without SLO coordinator intervention.

In fall 2007 and spring 2009 members of the IPC and IE Committee used a rubric developed by the California Assessment Initiative (CAI) to evaluate the College's progress in SLO implementation. Their conclusions are provided below (II.A.2.f.31: *CAI Assessment Continuum 2005*; II.A.2.f.32: *Self Assessment Program Review, Planning, SLO Assessment spring 2011*)

SO Implementation-Framework
- Current (2009-10): SLOs (Stage 2 - Development), Dialogue (Stage 2),Organization (Stage 2), Institutional Commitment (High Stage 2), Alignment of Practices (Low Stage 2), Evidence (Stage2)
- 3 Year Goal: Stage 3 - Proficiency in all 6 components.
- 6 Year Goal: Stage 4 - Sustainable Continuous Quality Improvement

Notes: California Assessment Institute (CAI) rubric assesses a College's progress toward implementing a Student Learning Outcomes framework

Scale: Stage 1-Awareness, Stage 2-Development, Stage 3-Proficiency, Stage 4-Sustainable Continuous Quality Improvement

GWC Self-Assessment on Learning Outcomes Assessment Implementation

	SLOs	Dialogue	Organization	Institutional Commitment	Alignment of Practices	Evidence
2007-08	2.0	1.9	2.4	2.1	1.8	1.5
2008-09	1.9	1.9	2.1	2.3	1.6	1.8
2009-10	2.4	2.3	2.4	2.3	2.1	2.1
2010-11	2.5	2.4	2.7	2.6	2.3	2.2
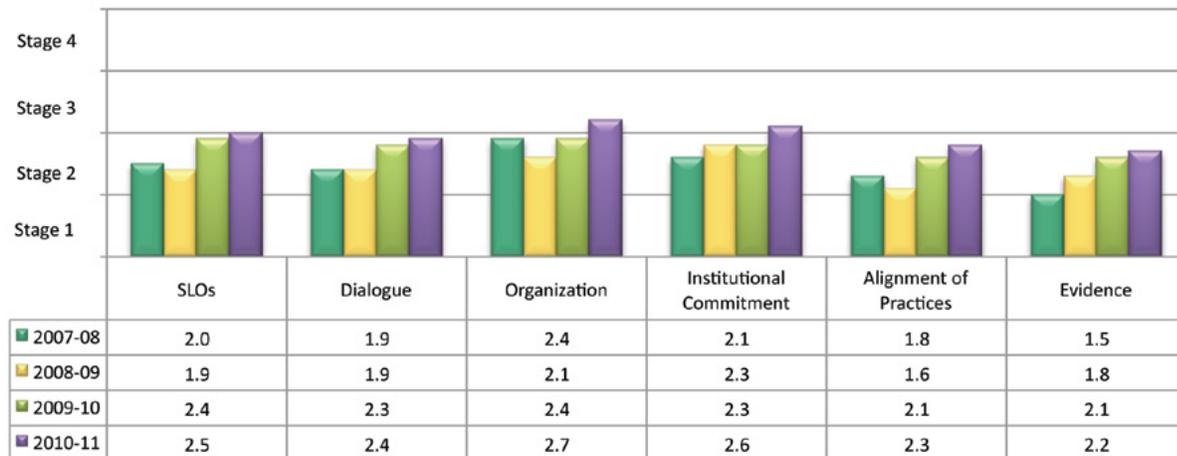
As indicated in the above chart, GWC will achieve Stage-3 "Proficient" by fall 2012 on all six areas set forth in the CAI rubric, "Implementing a Student Learning Outcomes Framework." These areas are SLOs, Dialogue, Organization, Institutional Commitment, Alignment of Practices, and Evidence. These six components are enumerated and defined below.

1. **SLOs**: through the work of the four SLO coordinators, who met with all the departments in order to review all courses, SLOs will be developed for all courses.

2. **Dialogue**: for this academic year, there has been extensive SLO dialogue amongst all major campus committees, such as the Council for Curriculum and Instruction (CCI), Academic Senate, and the Instructional Planning Team (IPT).

3. **Organization**: the campus is structuring an ongoing assessment process through the assessment plan.

4. **Institutional Commitment**: the campus is allocating funding for the SLO Coordinators and providing the support for campus-wide dialogue in all committees.

5. **Alignment of Practices**: the focus of the campus dialogue and the work of the SLO Coordinators in Spring 2012 will be the discussion of alignment practices and the analysis of SLO data.

6. **Evidence**: hard copies of SLO evidence will reside with the departmental faculty and the summary data will be collected by the department chair and shared with the research office.

SLO Assessments-Instruction:

Percent of SLO Assessments in Evidence as of the end of 2010-11 academic year.
Current (2009-10): Courses (12.0%), Certificates (0%), Majors (0%), GE Areas (0%)

3 Year Goal: 100% each

6 Year Goal: TBD based on the outcomes of student assessments (ASAP)

GWC Self-Assessment on Five-Column Model to Complete Learning Outcomes Assessment

	Courses	Certificates	Majors	GE Areas
1. Define Learning Objectives	100.0%	100.0%	100.0%	100.0%
2. Define Methods of Assessment	57.0%	36.0%	71.0%	0.0%
3. Collect Data	31.0%	14.0%	46.0%	0.0%
4. Analyze Data	29.0%	14.0%	34.0%	0.0%
5. Document Changes	28.0%	9.0%	27.0%	0.0%
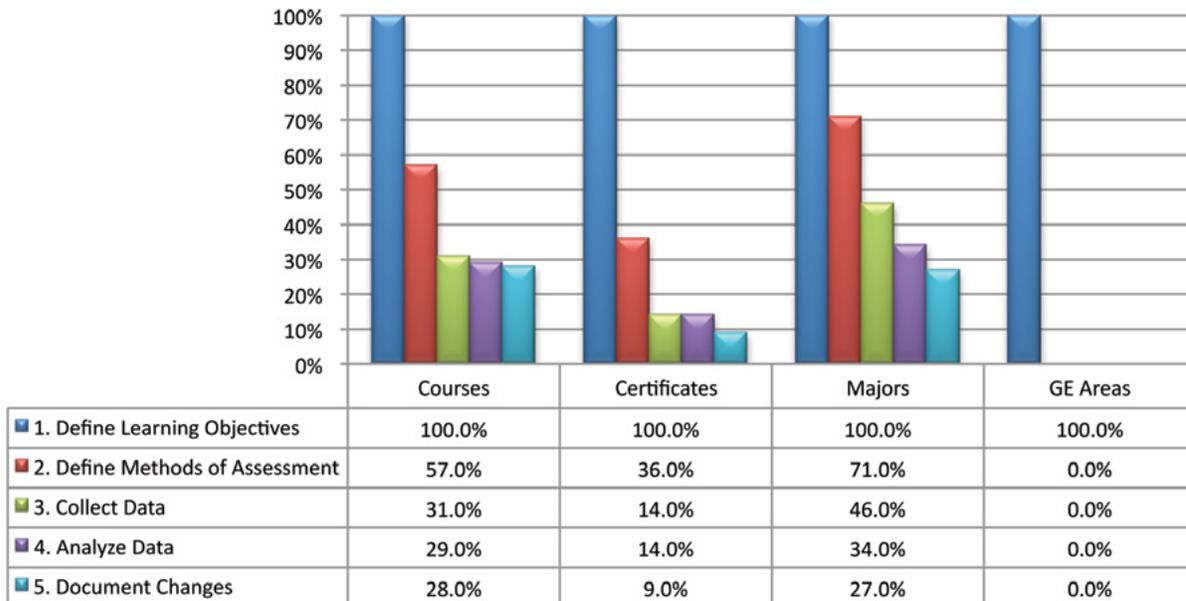
As indicated in the above chart, which represents the five-column model for SLO assessment, GWC has effectively defined SLOs for courses, certificates, majors, and GE areas. Before the end of the fall 2011 semester, all programs are expected to have run at least one assessment on at least one capstone course. After the assessment has been finished, departments should be able to complete steps one through five of the five-step model. By the end of the spring 2012 semester, the departments will be able to run through the process smoothly.

The SLO coordinators have worked closely with campus faculty to progress the campus in the SLO assessment cycle. Most programs have successfully completed course 5SM and many have 5SM for their programs. These assessments have informed the iSLO and geSLO 5SM assessments. This continues to be a focus of the SLO coordinators and Office of Research. The goal for the fall semester is to establish patterns of discussion within campus committees that focus on the 5th step of the campus 5SM form.

Although GWC's assessment plan is effective overall, in the past there were some noted weaknesses with the process, which were corrected starting in fall 2011. The process to assess Institutional SLOs was strengthened. Second, there is a shortage of full-time faculty in some disciplines that makes it difficult to carry out the process and to analyze the results at full efficiency. It would be helpful if the institution were able to employ full-time faculty in these disciplines in order to assure effectiveness in the assessment and analysis of its SLOs. To address the shortage of full-time faculty at GWC, the District has authorized the College to hire up to 12 full-time faculty (II.A.2.f.33: *Faculty Hiring Status Report March 8, 2012*).

II.A.2.f Actionable Improvement Plan
None

II.A.2.g If an institution uses departmental course and/or program examinations it validates their effectiveness in measuring student learning and minimizes test biases.

II.A.2.g Descriptive Summary
GWC relies primarily on the expertise of instructors to individually assess their students, but some departments utilize departmental examinations.

II.A.2.g Self Evaluation
GWC meets the standard.

The English as a Second Language Department uses a mid-semester department writing test called the Mid-semester Writing Sample. The test has no binding effect on the students' final outcome in the course; it is used to proved feedback for the student and to help norm instructor grading. Low-level students write a story about a series of pictures. Upper level students answer a question. Intermediate students (Level 41) choose which question they wish to answer (II.A.2.g.34: *English_ESL Dept Mastery Test Minutes 2009-11*).

The English Department uses a departmental exam, which they call the Mastery Test. The exam has no binding effect on the student's final outcome in the course; it is used to provide feedback for the student and to normalize instructor grading. The Department has a large bank of validated prompts from which they draw for the exam. Given their expected skill level students enrolled in English 099 are used to validate any new prompts. Participating instructors monitor student performance to determine if the students understand the language used, can summarize the passage, and can make personal assessments of the prompt. Before any of the Mastery Test student work is graded the faculty engage in a norming session by independently reading and using the agreed upon rubric to score a limited number of papers. That activity is followed by a group discussion of the scores on the paper and the.

The Criminal Justice Department uses program examinations supplied and validated by the California Commission on Peace Officer Standards and Training (POST). The POST Entry-Level Law Enforcement Test Battery (PELLETB) is used to assess the reading and writing skills of law enforcement candidates. The GWC faculty also uses the POST physical agility exam for all non-sponsored prospective students. Both exams have been validated by the POST organization and the results are used only to counsel prospective Basic Academy participants. A set of required learning domain tests are prepared by POST and shared with all community colleges that provide the Regular Basic Course (RBC) [aka police academy]. Standard exam materials are also provided to colleges offering the Specialized Investigator's Basic Course (SIBC). Law enforcement professionals and subject matter experts at POST author these standard exam materials. The exams are designed to reflect and test knowledge of core subjects as well as changes in legislation and case decisions. For the Basic Academy the exams cover 43 learning domains required by the POST organization. Students in the Basic Academy take these exams using college-provided laptop computers tied to an online testing environment controlled by POST and specially certified members of the College faculty.

The Nursing Department uses departmental exams that are generated and validated by the Assessment Technologies Institute (II.A.2.g.35: *ATI Web pages*). The exams are based on Board of Registered Nursing required content and the test plan for the national Registered Nurse licensing exam. The exams address the SLOs for mastery of specific nursing content and thus have face

validity. As part of the course SLOs, GWC faculty administer a standardized exam over certain content areas in selected courses. There are six content specific exams that are nationally normed exams in content areas required by the Board of Registered Nursing. Student performance is rated on one of three levels with an opportunity to remediate if performance is poor. GWC nursing students take these exams during the four semesters of the nursing program. Nursing has a national licensing exam that the students take AFTER they graduate.

The Cosmetology and Esthetic Departments provide education that is mandated by the Board of Barbering and Cosmetology in preparing to pass a written and practical exam. The department updates its course outlines (most recently updated in 2010) to keep consistent with the requirements of the State Board of Cosmetology. While students are provided specific instructions on the requirements of the State Board Examination in Cosmetology, the exams are neither written by GWC faculty nor proctored at GWC. However, the department coordinates the registration of the students for the exam and has access to the outcome of the State Board exams taken by our graduates. Based upon the results of those exams the program faculty adjust the instructional content and test preparation sessions to better meet the needs of the students. The result of this alignment between program instruction and the State Board requirements is that GWC students had a 100% pass rate in the written portion of the exam last year. Additionally, over 90% of our students have consistently passed the practical portion of the exam. This pass rate is one of the highest, if not the highest, in the industry. Passing both written and practical exam earns the student a California Cosmetology or Esthetics License.

II.A.2.g Actionable Improvement Plan
None

II.A.2.h The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

II.A.2.h Descriptive Summary
GWC awards credit based on successful completion of course SLO's that in turn are centered on stated course objectives. Students are awarded credit for a course when they achieve the learning objectives/outcomes stated in the course outline of record (COR). New courses are initiated by a faculty member within the discipline and must be approved by the CCI. Every two years all departments undergo a program review to ensure that courses are current and reflect accepted norms for lecture and lab standards. Every six years course outlines are reviewed by the department and CCI to ensure continued alignment between learning objectives, student learning outcomes (SLOs) and the COR. Substantive changes to any course must receive CCI review and approval.

The U.S. Department of Education has defined a credit hour as not less than one hour of classroom faculty instruction and a two hours of out of class student work each week over fifteen weeks for a semester. At least the equivalent amount of work is expected for academic activities such as laboratory work, internships, studio work or practica. A similar definition is contained in the California Code of Administrative Regulations (CCAR), Title V standards.

II.A.2.h Self-Evaluation
GWC meets the standard.

GWC awards credit based on clearly stated and published criteria available in the College Catalog and in COR's that reflect generally accepted norms or equivalencies in higher education. Prerequisites, co-requisites and specific advisories are listed in course outlines and course descriptions in the catalog. In addition, the catalog details academic regulations, graduation requirements and transfer requirements.

At GWC all course instructors are given the same COR, which delineates the topics to be covered and identifies the course objectives and student learning outcomes determined by the department and approved by the college. Each class conforms to the approved COR that specifies the objectives/outcomes for student learning and methods of evaluation. In addition, students in each course are given a syllabus that outlines these objectives/outcomes and methods of evaluation.

GWC awards credit when a student earns a passing grade in a course. Grades are earned based on mastery of course objectives and SLO's as evidenced by student performance on exams, quizzes, projects, written papers, presentations, laboratory practical's and other activities that are assessed by instructors to ensure competency. The number of units earned in courses at GWC is consistent with the CCAR, Title V standards and federal Carnegie credit hour concept stated above. The CCAR is the standard for California community colleges. It sets forth the number of units of credit for each course. Each lecture unit requires 18 hours of class time per semester and minimally, two hours per week of study outside of class. Each laboratory unit requires 54 hours of class time per semester (II.A.2.h.36, *CCAR, Title 5, Section 55002.5*). This standard is applied as courses move through the CCI approval process and the program review process. The number of hours spent in class and required through outside study meets or exceeds the hours set forth above (many lab courses also require additional study time outside of class that varies between lab courses). The numbers of units and the award of credit to students at GWC are consistent with the provisions of ACCJC policies (II.A.2.h.37: ACCJC Policy Award of Credit, June 2004; II.A.2.h.38: *ACCJC Policy Institutional Degrees and Credits, January 2012*).

Credit by examination may be granted only for a course listed in the College catalog and to a student registered in the district. The criteria by which a student can earn credit by examination are explained in the catalog (II.A.2.h.39, *GWC Catalog 2011-12, "Awarding of Credit, Supplementary Methods," p. 17*).

Both the biannual program review and CCI review that occurs every six years determine that courses are consistent with generally accepted norms or equivalencies in higher education. In order to remain current, course content and catalog descriptions of community colleges and four-year universities are consulted. Updates to CORs are completed as needed and are reviewed and approved by CCI prior to implementation.

GWC maintains articulation agreements with the California State University and the University of California systems as well as with some private institutions. Such articulation agreements require that courses be reviewed on a regular basis to determine currency and relevance and serve as a prompt for ongoing evaluation and revision.

II.A.2.h Actionable Improvement Plan
None

II.A.2.i The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

II.A.2.i Descriptive Summary

At GWC, faculty on the Academic Senate and the CCI, with review and approval of the Board of Trustees, designate the courses to be successfully completed to earn a degree or certificate in a program. The initiation or modification of programs comes from several sources, including faculty determination, program review, recommendations from advisory committees, sabbatical studies and/or a special request from industry or a state mandate. For degree programs, completion of required coursework fulfills the Associate in Arts Degree requirements for Option I, Area of Concentration. For certificate programs, students are offered an alternative route to acquire career skills that prepare them for specific jobs in the workplace. These career certificate programs are taught by qualified faculty and are designed with the advice and guidance of an Industry Advisory Committee (IAC). The IAC consists of members of GWC faculty, others from the larger academic community and industry colleagues who volunteer their time to insure currency and relevance of certificate programs. Career certificate programs meet annually with their IAC in an ongoing effort to maintain high quality standards and to keep up with industry trends and technological advancements. The current list of degrees and certificates is published in the College catalog (II.A.2i.40, *GWC Catalog 2011-12, "Majors, Areas of Emphasis, & Certificate Requirements," pp 57-95*).

The faculty involved in each program offered at GWC determines all pSLOs. Each course offered in a particular program either introduces, develops or allows for mastery of one or more pSLOs and such mapping is available for review (II.A.2.i.41: *Course to Program SLO Maps*).

Admissions and Records personnel base the actual awarding of degrees and certificates upon a review of the student's academic history. The student's application for the award is reviewed to verify that all courses required for a given degree or certificate have been successfully completed.

II.A.2.i Self-Evaluation

GWC meets the standard.

GWC offers programs that are approved by the Bureau for Private Postsecondary and Vocational Education and the Department of Consumer Affairs, as well as other California State Boards and Commissions. Some programs are also accredited by national agencies. In addition, several programs are approved as resources for continuing education (CE) for students in careers where CE is required. In some of these programs the learning outcomes and means of assessment are suggested by the external accrediting entity. Please refer to the following list for such programs, the outside approval/accreditation entity and the last approval date:

1. Nursing/Provider of CE for Registered Nursing	Calif. Board of Registered Nursing National League for Nursing Accrediting Commission
2. Cosmetology/Board of Cosm. Approved Provider:	Calif. State Board of Cosmetology
3. Certified Course Presenter	Commission of Peace Officers Standards & Training (P.O.S.T.)
4. Automotive Service Excellence (ASE)	National Automotive Technicians Education Foundation

Programs are approved and/or accredited at proper intervals by the appropriate agencies listed. pSLOs are in place, courses in each program are mapped to these pSLOs and the pSLOs are being assessed (II.A.2.i.42: *pSLO 5SM Examples 2011-2012*). Results of this assessment are evaluated and analyzed by faculty teaching in each program and changes are made accordingly to strengthen and improve student learning.

II.A.2.i Actionable Improvement Plan
None

II.A.3.a.
General education has comprehensive learning outcomes for the students who complete it, including: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

II.A.3.a. Descriptive Summary
Board policy requires each college to establish its own philosophy for degrees and general education (II.A.3.a01: *Board Policy 4025, Philosophy and Criteria for Associate Degree and General Education*). A revision of the Associates in Arts degree, in accordance with Title 5 of the California Education Code and recommendations from the California Community College Chancellor's Office, was completed in 2009 (II.A.3.a02: CCI *Approval Summary 2008-2009). The comprehensive nature of the general education component is assured by the breadth of the course requirements and evidenced by the associated student learning outcomes* (II.A.3.a03: *GWC Catalog 2011-12, "AA Degree GE Requirements," pp. 41-43*). Specifically, students complete a minimum of 21 units from across five breadth areas. Three of those areas (C: Arts, Literature, Philosophy, and Languages other than English; B: Physical Universe and Its Life Forms; and, D: Social, Political, and Economic Institutions) are relevant to this specific standard component:

Major Area of Knowledge	GWC General Education Breadth Area	Student Learning Outcomes
Humanities and Fine Arts	Area C: Arts, Literature, Philosophy, and Languages other than English [Students can select from nearly 150 courses, representing 18 departments.]	Demonstrate an ability to understand, evaluate, interpret, and appreciate human creations in philosophy, visual, performing and/or linguistic arts.
Natural Sciences	Area B: Physical Universe and Its Life Forms [Students can select from over 30 courses, representing nine departments]	Demonstrate a strong factual framework of knowledge about the natural world and be able to use critical thinking skills to build on that framework; incorporate new observations and use a variety of experimental and analytical techniques, as well as data collection and display methods, to construct this understanding. Demonstrate the ability to perform basic computations and to successfully apply both critical thinking skills and problem solving skills to practical problems using algebraic methodologies.
Social Sciences	Area D: Social, Political, and Economic Institutions [Students can select from over 60 courses, representing 13 departments.]	Demonstrate an ability to comprehend and evaluate cultural, social, political, and economic institutions from various perspectives.

I.A.3.a. Self Evaluation
GWC meets the standard.

The recent revision of the general education requirements and specification of Student Learning Outcomes for each of the breadth areas B, C and D strengthen and clarify the key general education components relating to major areas of knowledge including humanities and fine arts, the natural sciences, and the social sciences. Further, the specification of comprehensive SLOs reinforces the broad foundation at the core of the general education program at GWC and provides a basis for assessing student learning and examination of teaching effectiveness. The assessment of student learning outcomes in these areas provides further evidence regarding the extent to which students have accomplished the intended learning (II.A.3.a04: *geSLO Examples 5SM 2011-12*).

The College's capacity to provide instruction in this popular area of general education is being seriously challenged under continued years of economic constraint. In the spring 2011 semester the campus began planning in reaction to anticipated budget cuts with first-time ever associated workload reductions. The campus was estimating a 10% workload reduction for the coming 2011-21 academic year. The 10% reduction in workload was problematic for the College in that it would drop enrollment below the middle-sized college threshold of 10,000 Full Time Equivalent Students (FTES). The Academic Deans designed a schedule allocation strategy based on division efficiency rates to maximize cost savings while minimizing loss of FTES. In this strategy low efficiency divisions

received a larger percent reduction than high efficiency divisions. Under this reduction model the Business and Social Sciences division (55 FTES/FTEF) experienced a 4% reduction in Lecture Hour Equivalents (LHE), Mathematics/Sciences/Nursing and Health Professions division (50 FTES/FTEF) experienced no reductions in LHE, while all other academic divisions experienced a 15% reduction in LHE. This model allowed the campus to reduce instructional costs by 10% while remaining above the 10,000 FTES with a reduction in FTES of approximately 6.5%.

One of the academic divisions hit the hardest by these reductions was Arts and Letters. The required reduction for Arts and Letters equaled 183.5 LHE, or a 15% reduction for fall 2011 and again in spring 2012. The impact of these cuts was felt throughout the division. In the "Arts," for example, 74 LHE, or 28 sections, were cut in Fine Art, Photography, Dance, Music and Theater. More specifically, the Fine Art and Photography department eliminated studio classes in jewelry design, digital photography, rendering, and cartooning. In addition, sections of the business of art and honors art history were also eliminated. In the Dance department, both sections of ballroom dancing were cancelled, as were sections of modern and Middle Eastern dance. The Music department lost its entire guitar program, as well as multiple sections of beginning piano and electronic synthesizer. There was also a reduction in the number of students admitted to the applied music program. Reductions in Theater included sections of introduction to theater, history and appreciation of cinema, history and appreciation of musical theater, as well as technical theater classes in costume crafts and theater sound technology.

Pending statewide legislation involving course repeatability has resulted in increased campus-wide conversation about the college's mission related to lifelong learning. Attention has focused the number of times students are allowed to repeat classes in the Fine Arts, and, in particular, whether limited College resources should be used for this purpose. In an effort to limit course repeatability, the Fine Arts department has taken constructive steps to limit the number of students who are allowed to enroll in upper-level classes in drawing, painting, and ceramics classes.

II.A.3.a. Actionable Improvement Plan
II.A.3.b A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

II.A.3.b Descriptive Summary
The comprehensive nature of the general education component is assured by the breadth of the course requirements and evidenced by the associated student learning outcomes (II.A.3.a 2: *GWC Catalog 2011-12, "AA Degree GE Requirements," pp. 41-43*). Specifically, students complete a minimum of 21 units from across five breadth areas. Three of those areas (A: Communications in the English Language and Critical Thinking; F: Computer and Information Literacy; and B: Physical Universe and Its Life Forms) are relevant to this specific standard component:

Capability to be a Productive Individual and Life-long Learner	GWC General Education Breadth Area	Student Learning Outcomes
Oral & Written Communications in the English Language & Critical Thinking Critical Analysis/Logical Thinking	Area A: Communications in the English Language & Critical Thinking [Students can select from nearly nine courses, representing four departments.]	Demonstrate spoken communication skills that are appropriate to the audience, context and goal of the communication situation. Demonstrate the ability to write clear, well-organized papers using documentation and research when appropriate. Demonstrate the critical thinking skills of analysis, synthesis and evaluation.
Scientific and Quantitative Reasoning	Area B: Physical Universe and Its Life Forms [Students can select from over 30 courses, representing nine departments]	Demonstrate a strong factual framework of knowledge about the natural world and be able to use critical thinking skills to build on that framework; incorporate new observations and use a variety of experimental and analytical techniques, as well as data collection and display methods, to construct this understanding. Demonstrate the ability to perform basic computations and to successfully apply both critical thinking skills and problem solving skills to practical problems using algebraic methodologies.
Scientific and Quantitative Reasoning	Area F: Computer and Information Literacy [Students can select from over 54 courses, representing 18 departments.]	Demonstrate the ability to understand basic computing concepts and principles, and to successfully utilize common software applications. Demonstrate the ability to recognize when information is needed and have the ability to locate, evaluate, and effectively use the necessary information.

II.A.3.b Self Evaluation

GWC meets the standard.

The recent revision of the general education requirements and specification of Student Learning Outcomes for each of the breadth areas A, B and F strengthen and clarify the key general education components relating to developing the capacity to be a productive individual and a life-long learner. Further, the specification of comprehensive SLO reinforces the broad foundation at the core of the general education program at GWC and provides a basis for assessing student learning and examination of teaching (II.A.3.b.05: *GWC Catalog 2011-12, "AA Degree GE Requirements," pp. 41-43*). The assessment of student learning outcomes in these areas provides further evidence regarding the extent to which students have accomplished the intended learning (II.A.3.b.06: *geSLO Examples 5SM 2011-12*).

To meet revenue constraints, but not lose FTES, the schedule reduction strategy implemented with the fall 2011 schedule minimally impacted the English department, however they also lost a few class sections of developmental English, freshman composition, and classes in creative writing, literature, and Shakespeare. In addition, a few faculty hours in the Writing Center were reduced. Similar reductions were made in Communications classes, however the college worked

to take the majority of these cuts in different areas in order to protect access to these essential required courses. For the 2012-2013 academic year, the Arts and Letters division will face an additional 3 percent reduction in the fall and a possible three to six percent reduction in the spring.

II.A.3.b Actionable Improvement Plan
None

II.A.3.c General education has comprehensive learning outcomes for the students who complete it, including: A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

II.A.3.c Descriptive Summary
The mission statement of the college begins by stating its unequivocal desire to create an intellectually and culturally stimulating learning environment for students the general education requirements (Areas A- E) provide opportunities for students to develop intellectually and culturally as they develop their intrapersonal and interpersonal skills. The intended learning outcomes, as stated in the GWC Catalog, further support these general education goals (II.A.3.c.07: *GWC Catalog 2011-12, "AA Degree GE Requirements," pp. 41-43*).

II.A.3.c Self Evaluation
GWC meets the standard.

Beginning with Area A of the General Education Requirements, students learn interpersonal skills through communication. Students are required to complete a Group 1 class to develop and hone spoken communication skills that will lead them to be better civic leaders and speakers. Staffing is an ongoing problem in the English department that currently only has 30% of its classes taught by full-time faculty.

In Area C of the general education requirements students develop their aesthetic sensitivity as well as cultural diversity and civility. They learn about the greater world in these classes, which are intended to help them develop their social responsibilities and prepare them to take on global citizenship responsibilities. This area of the College has been hit hard by budget cuts. GWC has cut many of the foreign languages offerings. For example, GWC no longer offers French, German or Chinese. Students are able to take Spanish, Vietnamese or Sign Language; however, no other World Languages are currently offered. Also, the Fine Art classes continue to be cut back.

In the "Letters," the schedule reductions were equally as serious. A total of 109 LHE, or 32 class sections, were eliminated. Among the most serious cuts were those in the World Languages. For example, all conversational language classes (offered below college level) were eliminated in Spanish, French, and Vietnamese. In addition, all freshman level courses in French and Chinese were eliminated, leaving the college with World Languages coursework available in only Spanish and Vietnamese. In addition, class sections in intermediate Spanish and Spanish for Spanish Speakers were reduced. In Sign Language, sections of both intermediate and advanced Sign Language were cancelled, as well as a section of Interpreting for the deaf in educational settings.

Reductions also occurred in both the English as a Second Language and English departments. For example, the ESL department lost a variety of writing/grammar, listening/speaking/pronunciation, and reading/vocabulary classes.

Area D of the General Education Requirements requires students evaluate cultural, social, political and economic institutions from various perspectives. From these new perspectives students learn to appreciate their own forms of governments as well as how to create social change.

Finally, in Area E, students learn techniques and practices to continue their own self-awareness and self-improvement.

The areas of these general education requirements provide students with interpersonal skills and the critical thinking abilities that make an effective, civil citizen aware of and sensitive to the need to improve accommodation to all areas of diversity. As the areas suggest, students learn about social, political, and economic institutions and develop life-long understanding and self-development.

The general education requirements have been articulated with CSU and UC institutions, indicating these requirements help create a well-rounded and educated student. Students engage in these classes with students from diverse backgrounds. Our students are exposed to people from a variety of different social-economic status situations, ethnic and religious backgrounds, as well as people with various disabilities. Students gain awareness and understanding from interacting with others. The assessment of student learning outcomes in these areas provides further evidence regarding the extent to which students have accomplished the intended learning (II.A.3.c.08: *geSLO Examples 5SM 2011-12*).

II.A.3.c Actionable Improvement Plan
None

II.A.4
All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

II.A.4 Descriptive Summary
GWC students earning the AA degree, consistent with the CCAR, Title V provisions, are required to complete a program of study that includes focused study in an area of inquiry or interdisciplinary core (a minimum of 18 units in a major or area of emphasis) as well as a broad general education core (II.A.4.01: *GWC Catalog 2011-12, "Associate of Arts Degree Fields," p. 48*). Students select from among eight areas of emphasis (e.g., Social and Behavioral Sciences, Business and Technology, or Arts and Humanities) or from over 40 majors.

II.A.4 Self Evaluation
GWC meets the standard.

The GWC Catalog details all of the requirements for students to complete a major field of study for the Associate Degree. There are over 50 fields of study ranging in their requirements from 18 to 46 semester units of credit in the field of concentration. Most degrees offered are based on a single discipline field of study; however, several areas of concentration have been designed

to offer an interdisciplinary experience in related disciplines of study (II.A.4.02: *GWC Catalog 2011-12, "Majors, Areas of Emphasis, & Certificate Requirements," pp 57-95*). The details indicating the numbers of degrees conferred were provided in the introductory chapter to this self-evaluation study.

II.A.4 Actionable Improvement Agenda
None

II.A.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

II.A.5 Descriptive Summary
Career and Technical Education (CTE) programs prepare students by providing them with the entry or advanced level knowledge and skills critical for successful employment. Career programs offer an alternative route to acquiring career skills and to furthering an educational experience.

Golden West College's CTE programs are designed to provide educational, vocational and technical training that will lead to specialized employment, career advancement, or transfer to a university. Moreover, career programs are taught by highly qualified faculty who are dedicated to the students they serve and provide them with the best education possible. These courses have been designed with the advice and counseling from advisory committee members who volunteer their time to keep programs current with industry trends and technological advancements. The establishment of clear pathways in fields that require specialized training, certification, or state licensing bolsters the success of Golden West College's Career & Technical Education. Many of GWC's programs lead to an Associate in Arts Degree with courses that transfer to four-year universities.

The CTE programs offered at GWC consist of Automotive, Business, Accounting, Digital Media, Industrial Design, Digital Arts, Computer Science, Computer Business Applications, Cosmetology, Computer Aided Drafting, Criminal Justice, Environmental Studies, Nursing and specialty programs such as Floral design and Interpreting for the Deaf (II.A.5.01: *GWC Career and Technical Education Web Page*).

II.A.5 Self Evaluation
GWC meets the standard.

Within the past four years, GWC has taken significant steps in revitalizing its CTE programs. The College's efforts started with an evaluation survey conducted by an unbiased external agency producing a report called the Eckstone Report (II.A.5.02: *Eckstone Report, 2008*). This report categorized College programs into strong programs, could be strong programs, and borderline programs. The next step was to form the CTE Program Vitality Review Taskforce comprised of GWC faculty and staff, representatives from the Center of Excellence, Orange County Business Council, Regional Occupational Program (ROP), CTE dean from a non-competing college, and more. The results of this review effort were similar to the Eckstone Report (II.A.5.03: *CTE Portfolio Task Force Report, June 1, 2009*).

The College then initiated an action plan to respond to the findings of these analyses. Using the existing PVR process, the College closed down two programs (Auto Collision and Diesel Technology) (II.A.5.04: *Auto Collision PVR Final Report April, 27, 2009*). The College rerouted the resources released from these programs and used a significant portion of the Perkins funds to completely revitalize the Automotive Technology program. As part of this effort, the Automotive Technology program became NATEF certified and formed a strong partnership with Honda Motors Corporation as a certified Honda training program. Using funds from an American Recovery and Reinvestment Act (ARRA) grant, the program was able to train three separate cohorts of unemployed individuals and placed them into internships at the end of each cohort program. This grant helped the program successfully test a cohort model.

The College also drew upon the PVR process findings and a 30-member industry advisory board, to merge Engineering Technology with Environmental Studies to form the Energy Efficiency and Renewable Energy program (II.A.5.05: *Environmental Studies and Engineering Technology PVR Final Report May 2008*). Part of this effort was to create a state-approved Certificate of Achievement in Energy Auditor and another state-approved Certificate of Achievement in Solar Energy (this program draws upon courses from all three Colleges within the Coast Community College District).

Furthermore, using the PVR process and an industry advisory board, the College merged Recording Arts, Broadcast Video, and Digital Arts programs into a newly formed Digital Media program and a state-approved Certificate of Achievement in Digital Media (II.A.5.06: *Design Program PVR Final Report December 2007; II.A.5.07: Digital Media Program Plan April 22, 2009*). Using Perkins funding, the Digital Media program has been supported with brand new labs and equipment to better serve the local industry.

The College has continued efforts to re-vitalize nearly every CTE program. GWC has eliminated every old and invalid certificate. The result has been moving from nearly 50 certificates to 23 current and valid certificates that are much more aligned with the needs of local industry.

The revitalization of the CTE offering is further evidenced in the GWC ARCC Accountability Report where it is noted that GWC students are more successful than peer groups in college indicators statewide. With respect to career and technical training and employment skills preparation at graduation, more than one-half of our 1,200+ awards are vocational certificates. GWC offers 23 career certificate programs, featuring our P.O.S.T. certified Police Academy, California Board of Registered Nursing (BRN) and National League of Nursing (NLN) accredited Registered Nursing, NATEF certified Automotive Technology, and California State Board of Cosmetology (CSB) certified Cosmetology programs.

GWC students' pass rate of State Board Certification Exams in Cosmetology, POST, and Nursing are high. The specific licensing exam pass rates for these programs are shown in the table below. Further data is available from the annual reports to ACCJC (II.A.5.08: Licensure Pass Rates 2007-08 to 2010-11).

GWC Licensing/Certification Exam Pass Rates

Program	Year	Licensing/Certification Pass Rate
Cosmetology	2011-12	85%
Esthetics/Esthetician	2011-12	96%
Registered Nursing	2010-11	92%
Basic Police Academy	2010 and 2011	73%

A caveat is necessary regarding the Basic Police Academy certification rate. Students graduating from the College Basic Police Academy are receiving a certificate of completion, which is certified by POST. The certificate of completion is good for three years during which time the student must complete an initial probationary period of 12 to 18 months, depending on the law enforcement agency. At that time the peace officer receives a Basic POST Certificate.

Recently GWC helped launch a statewide effort to track CTE students who complete and/or leave GWC's CTE programs. As part of a 15-college pilot group, the intent is to identify additional ways to understand GWC students and to better align their needs with the workforce needs of local industries. The CTE Employment Outcomes Project will obtain results based on surveys conducted in spring 2012 (II.A.5.09: *CTE Employment Outcomes Project Concept Paper*).

The results of the survey for completers showed that earning a certificate or vocational degree is related to positive employment outcomes. The preponderance of certificate/degree completers are employed, are working in the same field as their studies or training, and are working full time. Certificate/degree completers posted a 53% increase in their hourly wage after earning their credential and the vast majority were satisfied with the education and training they received at Golden West College.

The results of the survey for leavers showed that taking at least twelve units of vocational course-work in the same program (determined by 2-digit TOP code), even without earning a certificate or vocational degree, is related to positive employment outcomes. Most of those who completed 12 or more units of vocational coursework are employed for pay, are working in the same field as their studies or training, and are working full time. Even without earning a certificate or degree, vocational students posted a 19% increase in their hourly wage after their studies and the vast majority were satisfied with the education and training they received at Golden West College.

Institutional evidence strongly confirms that GWC is preparing students for the successful completion of vocational and occupational certificates and degrees while demonstrating technical and professional competencies that meet employment and other applicable standards. This successful progression, which also results in the preparation for external licensure and certification, is achieved through an extensive CTE curriculum.

II.A.5 Actionable Improvement Plan
None.

II.A.6

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institutions officially approved course outline.

II.A.6 Descriptive Summary

The college provides information to enrolled and prospective students regarding educational courses, programs, and transfer policies through multiple means, including the catalog, course schedule, College and program web sites, brochures, and program-developed materials. Of these documents, the catalog, course schedule, and College web site are considered primary source documents for information about the College. Through these publications the College expresses the ways in which it conforms to the practices identified in the ACCJC policies (II.A.6._.01: *ACCJC Policy Award of Credit, June 2004*; II.A.6._.02 1:*ACCJC Policy Transfer Credit, January 2010*).

II.A.6. Self Evaluation

GWC partially meets this standard.

The College catalog is designed to be a comprehensive guide to students regarding the College, its academic programs, resources, and policies. In addition to an updated listing of certificates, degrees, and individual course descriptions, the catalog outlines important academic policies and requirements, campus services for students, student learning opportunities and resources, campus facilities, and College policies and notices. The catalog is updated annually and is published in the spring following a review by the Office of Student Success, including the administrative specialist for curriculum and individual academic divisions and departments. The catalog provides a description of the A.A. degree and career certificates. These descriptions contain a statement of the purpose of the program and course requirements (II.A.6._.03 *1: GWC Catalog 2011-12, "Majors, Areas of Emphasis, & Certificate Requirements," pp 57-95*).

The academic schedule of classes is another primary source document for identifying courses offered, as well as critical student information regarding admissions, registration, fee payment methods, student success services, the academic calendar, maps, and a summary of pertinent policies and procedures. The College's academic schedule is published for fall and spring semesters, and the summer class schedule is published in collaboration with the two other colleges in the district. The Office of Student Success and individual academic divisions and departments regularly review class schedules. The academic schedule of classes serves as a promotional tool and as an informational document that highlights programs and services with which students may not be familiar (II.A.6._.04: *Golden West College Schedule, 2011 Fall*; II.A.6._.05: *Golden West College Schedule, 2012 Spring*).

The College webmaster uses the class schedule as the primary source for upload to the College website. The website enables the College to update courses offerings after the printed schedule has been published, making the website the most current information regarding the class

schedule. The website allows students to search for open classes by department/program and times. During the 2011, the College website received over 3,698,000 visits, 1,164,198 unique visitors, and 7,028,694 page views (hits). The schedule page was the third most visited page in 2011, receiving 301,994 page visits. Student use of the website increased dramatically when the College moved to the MyGWC online registration and portal system in. In addition to current information regarding classes, the College website provides information critical to students including financial aid, counseling, assessment, admissions, and other student services.

The College strives to meet the requirement that a course syllabus with SLOs be distributed to students enrolled in every class the College offers. In January 2012, the President of the Academic Senate sent an e-mail to all campus senators and IUAs (department chairs) for the purpose of reminding them that all full-time and part-time instructors are required by our accrediting commission to list SLOs on their class syllabi (II.A.6._.06: *Theresa Lavarini (Academic Senate President) e-mail of January 9, 2012 regarding SLOs in class syllabus*).

Effective spring 2012, GWC students receive a course syllabus in each class. It includes the Student Learning Outcomes that are consistent with the SLOs identified in the officially approved course outline. Instructors are not required by the AFT or CCA union contracts to submit to the division office or to the College copies of the syllabi they have distributed to students.

For the past several years, there has been discussion about whether to continue publishing a printed schedule of classes, particularly since it is costly to print and because the vast majority of our students rely most heavily on the GWC website for information about course offerings. Starting with the summer 2012 schedule, the College plans to print only a limited number of the schedules and rely instead upon the website. Keeping information consistent, up-to-date, and accurate continues to be a challenge as the College strives to be responsive to student needs, changing policies and procedures, and changes required due to dwindling fiscal resources. Nevertheless, GWC staff and faculty are working hard to meet the needs of our students by providing accurate information from a variety of sources.

II.A.6 Actionable Improvement Plan

To address and comply with Standard II.A.6 and in support of the Academic Senates actions regarding course syllabi, the college will require all instructors to post their course syllabus in their online course shell, including specific learning objectives consistent with those in the institutions officially approved course outline, no later than that first day of instruction.

II.A.6.a The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

II.A.6.a Descriptive Summary

The narrative below further details the ways in which the College conforms to the practices identified in the ACCJC policies (II.A.6.a.07: *ACCJC Policy Award of Credit, June 2004*; II.A.6.a.08: *ACCJC Policy Transfer Credit, January 2010*).

Transfer of students from other institutions to GWC:

Information about the evaluation and acceptance of coursework completed at other colleges is published in the College catalog (II.A.6.a.09: *GWC Catalog 2011-12, "Transfer Information and Requirements," pp. 50-55*). Students may also access this information through contact with a counselor.

Students who have taken general education and associate degree courses at other colleges and hope to transfer this credit must have official copies of transcripts sent to the GWC Admissions and Records office for evaluation. Prerequisite information must also be provided to substantiate granting of course equivalency and course credit. Students are notified of the results in writing. If denied, the student may request an in-depth evaluation of the course using the official course outline from the institution of record.

In the case of requirements for a GWC major or a vocational certificate, a representative of the department and the academic dean will evaluate the course. If the course is determined to be an acceptable substitution for a required course in the major or program, the department representative and academic dean must approve and sign a course substitution form for verifying this acceptance (II.A.6.a10: *"Petition for Course Substitution"*).

Transfer of students from GWC to other institutions:

GWC offers lower division courses that meet the transfer requirements for most baccalaureate degrees and majors offered by accredited colleges and universities in the United States, and has over 830 active and articulated transferable course agreements with California State University and University of California campuses. In 2010-11, GWC transferred 841 students to CSU and UC, which was significantly higher than in 2009-10 when the College transferred 527 students to UC and CSU campuses. In addition, since 2004-05, GWC has annually transferred 230 or more students to in-state private universities or out-of-state schools. (II.A.6.a.11: *GWC to CSU and UC— Full-Year Transfers 1989/90 to 2010/11*; II.A.6.a.12: *GWC ISP and OOS 2004-05 to 2008-09*).

GWC's Transfer Center offers a variety of services to prepare students for transfer to nearly every California State University and University of California campus, as well as a wide variety of private/independent colleges and universities. A complete Student Educational Plan (SEP) is offered to students so that a pathway to reaching each student's transfer goals can be developed.

There are several sources of transfer information available to students each semester. The GWC "Planning Guide for Transfer Students," which is revised and updated on an annual basis, clearly outlines transfer-of-credit policies to facilitate the mobility of students without penalty (II.A.6.a.13: *"Planning Guide for Transfer Students"*).

The GWC Catalog, which is updated and revised annually, states the eligibility requirements for students transferring to the California State University and University California systems. Transfer courses and majors are identified, as well as the Transfer Model Curriculum (TMC). This system

assures students that courses offered at one participating campus will be accepted "in lieu of" the comparable course noted in the catalog or class schedule at another participating campus (II.A.6.a.14: *GWC Catalog 2011-12, "Transfer Information and Requirements," pp. 50-55*).

Students are advised to work closely with an academic counselor in planning their class schedules and education plans. An effective, free web-based resource has been developed to assist students to plan their educational experiences (II.A.6.a.15: *Coast Schedule Planner Web Page). Students can also consult the ASSIST databases for specific information about course agreements;* (II.A.6.a.16: *www.assist.org*). The College articulation officer participates in the review of new or revised courses outlines and assists faculty in determining whether the proposed course/revision meets the standards for course-to-course articulation with a California State University and/or University of California campus. The articulation officer, in consultation with faculty, works to maintain/update existing articulation agreements and to identify courses for possible articulation with courses at four-year institutions. The articulation officer also assists faculty in submitting the required documentation to the reviewing institution.

GWC's catalog as well as the fall and spring class schedules identifies those courses that are transferable to all California State University and University of California campuses for at least elective credit (II.A.6.a.17: *GWC Catalog 2011-12, "Course Descriptions" pp. 97-172*; II.A.6.a.18: *GWC Schedule Fall 2011 and* II.A.6.a.19: *GWC Schedule Spring 2012*).

In addition to outlining clear and accurate information about transfer policies to four-year universities and private and independent colleges, some departments have developed articulation agreements with local high schools. For example, GWC's Accounting department has developed articulation agreements with local high schools that are maintained and promoted each year through a 2+2 agreement that is facilitated by the division dean, department chair, and a CTE advisory committee. These 2+2 agreements promote beneficial links for high school students to obtain credit for vocational courses so that they can easily transition to advanced courses in their occupational area. These articulation agreements are captured at a public web site Coast Schedule Planner (http://www.CoastPathways.com).

The GWC "Handbook for Student Success" provides information on transferable courses and majors, and identifies how the Transfer Center staff maintains and provides resources to potential transfer students. This handbook is available at no cost to all GWC students through the Counseling division and EOPS department (II.A.6.a.20: *"Handbook for Student Success"*).

The Puente Program provides a year-long learning community to students with a directed goal of transfer to a four-year university. The program provides a "Puente Transfer Handbook" that offers extensive information on degree types, locations of colleges and universities, and comparison of colleges and universities (II.A.6.a.21: *Puente Transfer Handbook)*. Since the participants in the Puente Program are often first-generation college students, the handbook provides the additional terminology and information they need to make informed choices about their transfer process. Also, students were afforded additional campus tours in both Southern and Northern California to provide exposure to the various options available for transfer (II.A.6.a.22: *Tentative Itinerary April 7, 2010*).

Transfer-related workshops, tours to different Southern California universities, individual appoint-ments with university counselors, and Transfer Fairs are examples of various events hosted by GWC's Transfer Center. At Transfer Fairs, approximately 35 representatives from various CSU, UC, private and out-of-state universities visit and provide GWC students with information on admis-sion procedures, financial aid, housing, majors/degrees, and other relevant topics.

GWC's Transfer Center provides the following services for students:

- Complete library of college and university catalogs; also available on CD-ROM College Source.
- Applications for admission to the CSU/US system and private Institutions. Test applications are also available (e.g., CBEST, SAT, GRE, GMAT, etc.).
- Selection of reference books and materials (e.g., Medical School. Law School, Student Abroad, Undergraduate Ranking by major, etc.).
- Scholarship and grant information.
- Transfer reference books, and materials (e.g., College videos, etc.)
- Information regarding scholarships and grants.
- Transfer workshops, fairs, tours to local universities, and appointments with representatives from CSU/UC/Private universities.
- Appointments with Transfer Counselor.
- Transfer Planning Guide

Transfer students leave GWC well-prepared for a four-year university, ready for upper-division course work, capable and experienced. The Transfer Center works closely with the Counseling Center and with other student service areas such as the Puente Program, Career Center, CalWORKS, the Accessibility Center for Education, EOP/S, Financial Aid, and Re-Entry to ensure that students are obtaining the assistance they need to fulfill their goal of transferring to a four-year university or private/independent university. The results of the CCSSE survey (Item 13) show that GWC stu-dents use the transfer credit assistance provided by the Transfer Center with "average" frequency, scoring 1.51 out of 3. This compares to a 1.52 for both the comparison schools and the national average. The GWC students recorded a "somewhat satisfied" score of 2.06, similar to comparison schools and the national average. The GWC students felt that assistance was somewhat important to them with a mean score of 2.35, slightly higher than comparison schools and the national aver-age (II.A.6.a.23: *CCSSE Student Survey Results by Accreditation Standard, item 13*).

To further ensure student success, courses such as College 100—"Becoming a Successful Student," have been designed to teach students the techniques and skills needed to succeed in college. Skills learned in class are aimed at enhancing academic success. Attitude, personal commitment, goal setting, problem solving, decision making, time management, learning styles, student sup-port services, academic support services, study methods and library research are some of the techniques and skills our College 100 students learn to succeed in their college/educational endeavors (II.A.6.a.24: *College 100 Course Outline*).

II.A.6.a Self Evaluation
GWC meets the standard.

GWC currently has an established system for reviewing coursework taken at other institutions for eligibility and equivalency at GWC. This review is based on course content as established by course title, prefix, numbering, and description. The College has also begun using learning outcomes as part of this review, but it is difficult to do so because often the other institution does not have consistently established learning outcomes for specific courses. Because it is difficult to consistently compare SLOs, they are not often used as a basis for this review.

Shifting to an outcomes focus in granting credit for coursework will require the coordination and cooperation of all colleges and universities. GWC will most likely retain both a content review process along with an outcomes review for the next several years.

Information about the evaluation and acceptance of coursework completed at other college is published in the catalog (II.A.6.a.25: *GWC Catalog 2011-12, "Transfer Information and Requirements," pp. 50-55*). The catalog does not, however, provide any specific information about community college to community college transfer of credit and course-to-course transfer of credit.

The future of learning communities, such as the Puente Program is in question due to the severe shortfall of state revenue. The full-time coordinators (counselor 50 percent reassigned, English faculty 25 percent reassigned) are now back 100 percent in their original areas. Budgetary constraints have forced a reduction in transfer-related programs such as additional campus tours. The Puente Program has been active during the 2011-12 academic year with part-time instructors funded, in part, by Basic Skills grants.

Due to low transfer rates from GWC, budget reduction impacts, modest articulation with private schools, and lack of visibility of the Transfer Center, the Dean of Counseling recommended in the last program review cycle that the Transfer Center go into PVR. This review will occur during spring 2012 (II.A.6.a.26: *PVR Transfer Center Letter November 9, 2010*), (II.A.6.a.27: *PVR Transfer Center Final Report*)

The Vice President of Student Success will work with other institutions and statewide organizations to consider how the articulation process should best reflect a changing focus to student learning outcomes.

The Vice President of Student Success will work with the Office of Admissions and Records to insure that more information is available to students in the catalog about College policies related to the evaluation and acceptance of courses completed at other colleges. In particular, more specific information is needed about community college to community college transfer of credit, as well as course-to-course transfers.

The PVR committee will make a recommendation to the Vice President of Student Success for improvements to the Transfer Center so that students are served more effectively and efficiently.

The PVR committee made two phases of recommendations to the Vice President of Student Success to improve the Transfer Center so that students are served more effectively and efficiently. Three areas of the PVR report required actions over the Summer and Fall 2012. In the summer 2012, the articulation officer/counselor moved from 25% to 50% position staffing to expand articulation services at Golden West College. The articulation officer/counselor will be located at the District office and will assist in Degree Works Technology implementation (50%). In

the fall 2012, the Dean of Counseling temporarily stepped in the Transfer Center Directorship until the PVR report can be fully vetted with the Academic Issues Council. The VPSS presented a power point presentation on ideas for change in Transfer Center leadership for AIC consultation. Administration is in dialogue and engagement with the Counseling Division faculty for their input and perspectives. The need for transcript evaluators was recommended by the PVR report and a full-time temporary transcript evaluator was hired. By January 2013 we should reach consensus on a new leadership structure for the Transfer Center and a direction that will increase transfer services at the College. (Use power point as evidence)

II.A.6.a Actionable Improvement Plan
None

II.A.6.b When programs are eliminated or program requirements are significantly changed, the institutions makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruptions.

II.A.6.b Descriptive Summary
The College's PVR process is intended to determine the vitality and continued viability of a program in response to concerns identified during program review or in response to significant changes in enrollment, labor market demand, faculty availability, and/or facility and equipment costs and availability. The PVR process provides an opportunity to gather more data and information in response to these concerns. The evaluation may lead to program improvement, possible suspension, or elimination of the program.

When a program has been identified by the PVR process as a candidate for discontinuance, the Vice President of Student Success is required to develop a specific plan to address faculty reassignment and student continuance of education in the program major at another institution. In that way the College practice is consistent with the provisions of ACCJC policy (II.A.6.b.28: *ACCJC Policy Closing an Institution, January 2011*). The full-time faculty union contract requires that the Federation have the right to representation on any committee, task force, or other group that is carrying out a PVR for the purpose of suspending or eliminating that program

(II.A.6.b.29: *CFE 2011-12 FT Faculty Contract, Article IX, "Professional Security"*; II.A.6.b.30: *Program Vitality Review Process (Instruction 2006, Student Services 2008*; II.A.6.b.31: *Program Vitality Review Web Page*).

II.A.6.b Self Evaluation
GWC meets the standard.

The narrative below describes the ways in which College practice conforms to the spirit of an ACCJC policy as it would be applied to an instructional program as opposed to the institution as a whole (II.A.6.b.28: *ACCJC Policy Closing an Institution, January 2011*).

GWC allows students to be accountable for "catalog rights" in the choice of regulations determining graduation requirements when they are maintaining attendance. They must complete at least one course in each calendar year in any combination of community colleges and universities. Any and all revisions of certificate listings in the GWC Catalog reflect classes, which could be completed in Semester 1, Semester 2, etc., to enable students to plan their program completion

in an efficient and timely fashion. Students may use the requirements in effect at either (1) the time they began their studies at a California Community College or (2) the time they graduate from GWC. Each student indicates at the time he/she submits a graduation petition which catalog he/she elects to follow.

When GWC programs are in the process of being suspended or eliminated, informal agreements have been established to enable students to complete required coursework at neighboring colleges that offer similar programs. Students are given permission to take any remaining coursework at the other college and then transfer these units back to GWC for the award of their certificate. For example, when the college's Auto Collision and the Auto Diesel Technology programs were retired in 2009; equivalent courses from Rio Hondo College and Cypress College were offered as options. Students who wanted to complete their certificate were allowed to take their required courses at neighboring colleges in order to complete their certificate at GWC (II.A.6b.32, *Memorandum from Dr. Lois Miller to Wes Bryan, "Previous Program Vitality Review Follow Up Recommendations," June 10, 2009 and II.A.6b 21, Memorandum from Wes Bryan to Dr. Lois Miller, "Response and Approval of Program Vitality Review Recommendations 2009-10," August 6, 2009*).

In addition, the closure of programs is generally advertised in the College catalog and the class schedule for a year prior to actual discontinuance. For example, in 2009, when the Broadcast Video Production (BVP) and the Audio Recording Technology (AET) programs were merged to form the Digital Media program, the elimination of these two existing programs was delayed by a year to allow students in these programs to complete their certificate requirements within that year. Also, the Digital Media faculty that previously taught in the BVP and AET programs, worked individually with students to offer them an opportunity to take equivalent courses in the new Digital Media program and to apply these units toward the course requirements in the certificate programs that had been eliminated.

II.A.6.b Actionable Improvement Plan
None

II.A.6.c The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

II.A.6.c Descriptive Summary
As the narrative below indicates, the College's practices with respect to representing itself to the public and its personnel is consistent with the provisions and intentions of ACCJC policy (II.A.6.c.33: *ACCJC Policy Institutional Advertising, Student Recruitment, and Representation of Accredited Status*). Additional discussion of these topics is found at standard II.B.2.a to II.B.2.d.

The Office of Student Success is responsible to produce the College catalog that contains the mission and vision statements, information on policies, procedures, programs, and courses, financial aid, names of faculty, and other information. The catalog is reviewed and updated annually.

The schedule of classes is revised each semester, and every department has the opportunity to provide the most up-to-date information and program advertisements. While the College produces a limited number of paper schedules and electronic versions, the timelier version is posted to the web Schedule of Classes. Both the catalog and the schedule contain photographs that reflect the diverse student body and the beauty of the campus.

The College academic calendar, College procedures, and other useful information are maintained on the campus website by the College Promotions Office. The webmaster is responsible for website design and updates. College divisions and departments are responsible for the content on their individual web pages. The College Promotions Office updates the campus's LED signs. Information for program review, minutes of campus committees, senate information, and information from the Office of Student Success is maintained for employee access on the campus share network drive.

The College Promotions Office produces the annual Outreach brochure, a Campus Tour Guide, and an online GWC news site at gwcnews.com. College Promotions also maintains a graphic standards manual to ensure that all campus publications have a consistent design format and message.

In recent years, the College has greatly improved its orientation procedures for new teachers and a handbook has been compiled listing various student and faculty support services, committees, and procedures. A faculty orientation has been developed and was offered to new full-time and part-time faculty beginning January 2012. In addition, a faculty handbook is maintained on the website with explanations and links for new faculty and staff (II.A.6.c34: *GWC Faculty Handbook, January 2012*).

II.A.6.c Self Evaluation
GWC meets the standard

A galley copy of the catalog is first reviewed and approved, then produced in paper versions and posted on the website. The catalog production calendar, with annotations as to which offices review the document for accuracy and when, is provided as evidence of one way in which the College represents itself clearly, accurately and consistently to prospective and current students and the public (II.A.6c.35: *2012-13 Catalog Production Calendar*). The schedule of classes for each term undergoes a development process that ensures that the most knowledgeable people have ample opportunity to proofread the copy and validate the accuracy of the information (II.A.6.c.36: *Schedule Production Perpetual Calendar February 15, 2012*).

The publications produced by College Promotions are reviewed by the Campus Marketing Committee and approved by the President. All other publications are reviewed and approved by the departments that request the publication.

The College website is designed to be 508 compliant for disabled students. The overall design for the website was reviewed and approved by the College's Planning and Budget Committee and the Academic Senate prior to the initial launch. Content is the responsibility of individual departments that generally have their own review process.

Further description and self-evaluation of the provisions of this standard as it applies to the College catalog can be found at standard II.B.2.

II.A.6.c Actionable Improvement Plan
None

II.A.7
In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

II.A.7.a Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

II.A.7.a Descriptive Summary
Both the CCCD and GWC Administration formally acknowledge the importance of academic freedom in the classroom as it pertains to the scholarly pursuit of knowledge. Furthermore, they expect GWC faculty to demonstrate a critical understanding and respect for academic freedom through the appropriate facilitation of discussion and dissemination of information in the classroom. Instructors are required to clearly delineate for students the differences between their personal convictions/beliefs and the professionally accepted views in their respective disciplines.

The Board maintains and publishes a specific policy that clearly delineates the intrinsic educational value, historic relevance, and pragmatic function of academic freedom in the pursuit and dissemination of scholarly knowledge. Moreover, the Board regards the open exchange of differing intellectual perspectives as the hallmark of a free and enlightened society. GWC faculty members openly embrace The Board's characterization of academic freedom and strive to incorporate these elevated standards of thought and behavior into their facilitation of daily classroom interactions. This point is clearly exemplified in the body of the union contract ratified by GWC faculty and its union representatives.

In addition, faculty members are professionally as well as contractually obliged to maintain a reasonable semblance of objectivity when presenting material germane to their primary field of inquiry. Thus, they are always expected to strive for equity, tolerance, and objectivity in the presentation and facilitation of course material. They have an obligation; both contractual and ethical, to present the field-specific content as designated by GWC approved course outlines, which are generated from both historical and contemporary information from a particular discipline. GWC faculty members must therefore present information generally agreed upon by their specific field of study, but they may also utilize the principles of academic freedom to encourage students to actively engage in critical thinking exercises designed to augment student/ teacher understanding of course content (II.A.7.a.01: *Board Policy 4030, Academic Freedom*; II.A.7.a.02: *Agreement CFE_AFT Local 1911 & CCCD 2011-2012, Article VI, "Academic Freedom and Responsibility"*; II.A.7.a.03: *Agreement CCA_NEA & CCCD 2010-2011, Article V, "Academic Freedom and Responsibility"*; II.A.7.a.04: *Academic Senate Faculty Statement on Professional Ethics December 6, 2011*; II.A.7.a.05: *GWC Faculty Handbook, January 2012*; II.A.7.a.06: *Course Outline of Record vs. Academic Freedom, September 2011 (Beth Smith)*).

In addition to guaranteeing academic freedom and promoting academic honesty, GWC and the District expect faculty members to clearly distinguish, either during the presentation of discipline-specific information or the facilitation of discussions about course content, between their personal convictions and professionally accepted views in their discipline. Faculty members are expected, therefore, to strive for objectivity, intellectual honesty, and self-restraint in the organization, presentation, and facilitation of discussion concerning their respective disciplines.

II.A.7.a Self Evaluation
GWC meets the standard.

GWC faculty members freely acknowledge established College and District policies and/or procedures regarding their ethical and contractual obligations to academic freedom in the classroom. They recognize the importance of academic freedom as well as academic honesty in the facilitation of student learning by way of instructional communication management. Consequently, they are ethically and contractually obliged to distinguish between their personal believes/views on any given topic and the professionally established information of their respective disciplines. This distinction or clarification allows both student and instructor to openly discuss and question the specific data intrinsic to a specific field of inquiry; thus, student and instructor are free to investigate the nature and function of a specific discipline under investigation.

The most obvious data concerning GWC's success in this particular standard (i.e., Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively) is best exemplified by the dearth of student complaints concerning instructor misbehaviors during classroom discussions, and the combined scores from student reports of instructor in-class communicative behaviors.

In one survey, students were asked if GWC instructors' were objective when presenting controversial information in class. Seventy-four percent of the students gave the faculty a grade of A or B in their response while 22% awarded a grade of C on this item. (II.A.7.a.07: *Accreditation Student Survey 2011 Results pgs 1-4, item 4*). This was certainly a healthy score suggesting that faculty do distinguish between personal conviction and professionally accepted views in their discipline.

II.A.7.a Actionable Improvement Plan
None

II.A.7.b The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

II.A.7.b Descriptive Summary
GWC publishes clear expectations concerning student academic honesty and the consequences for dishonesty. The Academic Honesty Policy is published in the College Catalogue, on the College website, in the Faculty Handbook, through the Accessibility Center for Education (ACE) Student Handbook, and through the Coast Community College District Board Policy on Educational Programs and Student Relationships.

The Academic Honesty Policy outlines faculty, student, administration and classified staff responsibilities as they relate to various acts of academic dishonesty and shared responsibility for ensuring academic honesty at GWC. In addition, faculty members are urged to include a statement about academic honesty in their syllabi and, to date, a good percentage of faculty have.

When an instructor has evidence that an act of academic dishonesty has occurred or for any incident of academic dishonesty which is sufficiently serious for the instructor to take disciplinary action which can lower the student's grade (for example, an "F" given for all or part of an assignment), the instructor shall report the incident to the Vice President of Student Life and Administrative Services on an "Academic Dishonesty Report" form. The form is available in the office of the Vice President of Student Life and Administrative Services as well as on the GWC Intranet site.

After speaking with the student, the instructor may take one or more of the following disciplinary actions:

- Issue an oral reprimand (for example, in cases where there is reasonable doubt that the student knew that the action violated the standards of academic honesty).
- Give the student an "F" grade, zero points, or a reduced number of points on all or part of a particular paper, project, or examination (for example, for a first time occurrence of relatively minor nature).
- Assign an "F" or "NC" for the course (for example, in cases where the dishonesty is more serious, premeditated, or a repeat offence).

II.A.7.b. Self Evaluation
GWC meets the standard.

GWC has established and published clear expectations concerning student academic honesty in several locations (II.A.7.b.08: *GWC Catalog 2011-12, "Academic Honesty Policy", pp. 178-179;* II.A.7.b 2, GWC website and II.A.7.b.09: *GWC Faculty Handbook, January 2012*; II.A.7.b.10: *Accessibility Center for Education (ACE) Student Handbook*; II.A.7.b.11: *Board Policy 3902, Student Code of Conduct and Disciplinary*). It is the student's responsibility to know and understand this policy.

Faculty, administration and staff can and do take an active part in the enforcement of this policy. This is accomplished when faculty, administration and staff know, understand and implement the policy and when faculty provide the academic honesty policy in their syllabi (II.A.7.b.12: *Syllabus – English G110;* II.A.7.b.13: *Syllabus – Biology G100*; II.A.7.b.14: *Syllabus – Theater Arts G101*). The concept of plagiarism and academic honesty is discussed in all composition courses where many students enroll early in their time at GWC. It is also addressed in the class materials the math faculty provides to students. Instructional deans commonly encourage faculty to place a statement about the topic into the class syllabi. The Academic Senate created an Academic Integrity Subcommittee in fall 2010, which has been meeting regularly to review the process of how to promote academic integrity in the classroom. In spring 2011, the Senate also collaborated with the ASGWC, student government, to give and review a student survey on cheating in the classroom. One of the recommendations after that collaboration is that all faculty put the Academic Honesty Policy on their syllabi and review the policy in class with their students the first

week of class every semester. This will help ensure that students are at least aware of the policy. The committee continues to meet with the goal of preventing cheating and promoting academic honesty at GWC.

The GWC Criminal Justice Program requires students to sign a form verifying that they have been made aware that any incidence of academic dishonesty is grounds for immediate dismissal from the program. Instructors teaching in this program include specific information in their courses about the Peace Officer Code of Ethics and the Six Pillars of Character that were developed by the Josephson Institute of Ethics (II.A.7.b.15: *Handout: "A police recruit is a person of integrity and character…"*; II.A.7.b.16: *Handout: "Golden West College Policy Academy: Six Pillars of Character"*; II.A.7.b.17: *Handout: "Trainee Web-Social Network Posts and Electronic Messaging Policy"*).

The Vice President of Student Life and Administrative Services is charged with the supervision of this policy and acts once incidents are made known. Through all these levels of implementation and execution, GWC meets the Standard.

II.A.7.b. Actionable Improvement Plan
None

II.A.7.c Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

II.A.7.c. Descriptive Summary
The College's Board Policies and Administrative Regulations and Procedures explicitly delineate a professional code of ethics for all employees, faculty duties and responsibilities, and role expectation for management. Board policy also provides for suspensions, hearings and terminations of classified staff when and if an employee's conduct contradicts the College's expectations.

For faculty, the GWC Academic Senate adopted its revised and updated Statement on Professional Ethics in December 2011 and currently has it available on its website. The GWC Faculty Handbook specifically addresses the professional ethics ideal that faculty members will strive to attain on a continuing basis.

GWC has established a Student Code of Conduct that is accessible in the GWC Catalog, on the College website, and through the Coast Community College District Board Policy on Educational Programs and Student Relationships. The Code of Conduct stipulates the professional standard by which students are obligated to conduct themselves in accordance with the laws of the State of California, the California Education Code, and the policies and procedures of the Coast Community College District.

A listing of the GWC regulations whose violation may lead to expulsion, probation, a lesser sanction or the maximum sanction of expulsion, are clearly outlined in the GWC Catalog, the College website, and through the Coast Community College District Board Policy on Educational Programs and Student Relationships.

II.A.7.c Self Evaluation
GWC meets the standard.

GWC addresses specific codes of conduct for staff, faculty, administrators and students in several publications, documents and websites. The Academic Senate adopted a statement on professional ethics in December 2011 (II.A.7.c.18: *Academic Senate Faculty Statement on Professional Ethics December 6, 2011*). The recently updated Faculty Handbook addresses this topic (II.A.7.c.19: *Faculty Handbook, January 2012, "Faculty Rights and Expectations" and "Professional Ethics, Faculty Statement," pp. 22-26*).

A code of conduct for students is published in several locations (II.A.7.c.20: *GWC Catalog 2011-12, "Academic Honesty Policy", pp. 178-179*; II.A.7.c.21: *GWC Web Page* and; II.A.7.c.22: *Accessibility Center for Education (ACE) Student Handbook*). These publications and sites are accessible and available to all members of the GWC community.

Additionally, the CCCD Board has a policy on student conduct posted to their web page (II.A.7.c.23: Board Policy 3902, Student Code of Conduct and Disciplinary Procedures). This document further defines and delineates codes of conduct for students and is also available to all members of the GWC community.

II.A.7.c Actionable Improvement Plan
None

II.A.8
Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

This standard does not apply to instructional programs at GWC.

Standard II.A Evidence List

Links to evidence are available at www.goldenwestcollege.edu/accreditation2011-2012.

2.A.1._.01: GWC Substantive Change Proposal-Distance Education June 6, 2011
GWCSubstantiveChangeProposalDistanceEducation060611.pdf

2.A.1._.02: ACCJC Policy, Distance and Correspondence Education, June 2011
ACCJC_PolicyDistanceEducationAndCorrespondenceEducation0611.pdf

2.A.1._.03: GWC Description of Divisions & Programs spring 2012
GWCDescriptionOfDivisionsAndProgramsSpring2012.pdf

2.A.1._.04: Course Approval-Revision Form & Instructions, 2011
CourseApprovalRevisionFormAndInstructions2011.pdf

2.A.1._.05: Online Course Addendum
OnlineCourseAddendum.pdf

2.A.1._.06: GWC Educational Master Plan, 2011
http://www.goldenwestcollege.edu/about.html#masterplan

2.A.1._.07: Program Review Template- Instruction
ProgramReviewTemplateInstruction.pdf

2.A.1._.08: P&B Materials Spring 2012
PB_MaterialsSpring2012.pdf

2.A.1._.09: GWC Institutional Learning Outcomes
GWCInstitutionalStudentLearningOutcomes.pdf

2.A.1._.10: Student Learning Outcomes Assessment Plan
http://goldenwestcollege.edu/wpmu/iec/assessment-of-slos/slo-assessment-plan/

2.A.1._.11: Evaluations (Faculty and Management) Web Page
http://research.gwc.cccd.edu/oir/evaluations

2.A.1._.12: Student Equity Plans and Research, 2005 to 2011
StudentEquityPlansAndResearch20052011.pdf

2.A.1._.13: Assessment of Student Learning Web Pages
http://goldenwestcollege.edu/wpmu/iec/assessment-of-slos/

2.A.1._.14: GWC Catalog Web Page
http://www.goldenwestcollege.edu/catalog/

2.A.1._.15: GWC Schedule of Classes Web Page
http://www.goldenwestcollege.edu/schedule.html

2.A.1._.16: Faculty Class Syllabi Examples
FacultyClassSyllabiExamples.pdf

2.A.1._.17: GWC Campus Conversations Material 2011-12
GWCCampusConversationsMaterial2011_12.pdf

2.A.1._.18: GWC Support Letter For Peace Studies
GWCSupportLetterForPeaceStudies.pdf

2.A.1._.19: Transfer Degrees With State Approval Forms
TransferDegreesWithStateApprovalForms.pdf

2.A.1.a.20: Golden West College Fine Arts Department
http://www.goldenwestcollege.edu/finearts/

2.A.1.a.21: GWC College Master Plan, 2011
http://goldenwestcollege.edu/wpmu/oir/files/2011/11/GWCEducationalMasterPlan2011-16.pdf

2.A.1.a.22: GWC Major or Area of Emphasis
http://www.goldenwestcollege.edu/admissions/graduation/majors.html

2.A.1.a.23: GWC Career and Technical Education Web Page
http://www.goldenwestcollege.edu/cte/

2.A.1.a.24: Program Review Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.A.1.a.25: GWC Program Student Learning Outcomes
GWCProgramStudentLearningOutcomes.pdf

2.A.1.a.30: Institutional Effectiveness Committee Web Page
http://goldenwestcollege.edu/wpmu/iec/

2.A.1.a.31: GWC Quick Facts
http://goldenwestcollege.edu/wpmu/oir/home/quick-facts/

2.A.1.a.32: Accreditation Student Survey 2011 Results pgs 1-4
AccreditationStudentSurvey2011Resultspgs1_4.pdf

2.A.1.a.33: GWC Associate of Arts Degree Requirements
http://goldenwestcollege.edu/admissions/graduation/aa.html

2.A.1.a.34: Regional Advisory Minutes Examples – (4 examples)
RegionalAdvisoryMinutesExamples.pdf

2.A.1.a.35: Program Review Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.A.1.a.36: GWC Financial Aid
http://www.goldenwestcollege.edu/fao/

2.A.1.a.37: GWC Foundation
http://www.goldenwestcollege.edu/foundation/index.html

2.A.1.a.38: Basic Skills Learning Outcomes Math Assessments 2004-05
BasicSkillsMathLearningOutcomesAssessment2004_05.pdf

2.A.1.a.39: Program Review Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.A.1.b.40: ACCJC Policy, Distance and Correspondence Education, June 2011
ACCJC_PolicyDistanceEducationAndCorrespondenceEducation0611.pdf

2.A.1.b.41: GWC Online Schedule
http://www.onlinegwc.org/index.cfm

2.A.1.b.42: New Media Center Puts More GWC Classes Online, Western Sun, February 22, 2012
NewMediaCenterPutsMoreGWCClassesOnline.pdf

2.A.1.b.43: Online Course Addendum
OnlineCourseAddendum.pdf

2.A.1.b.44: Assessment BSI_RFP_Sum_Fall 2009
AssessmentBSI_RFP_SumFall2009.pdf

2.A.1.b.45: Faculty Professional Development Workshop examples
FacultyProfessionalDevelopmentWorkshopExamples.pdf

2.A.1.c.46: GWC Program Student Learning Outcomes
GWCProgramStudentLearningOutcomes.pdf

2.A.1.c.47: GWC Institutional Learning Outcomes
GWCInstitutionalStudentLearningOutcomes.pdf

2.A.1.c.48: GWC General Education- Option 1 Student Learning Outcomes
GWCGeneralEducationOption1StudentLearningOutcomes.pdf

2.A.1.c.49: GWC Basic Skills Program Student Learning Outcomes
GWCBasicSkillsProgramStudentLearningOutcomes.pdf

2.A.1.c.50: Example Psychology G165 cSLO 5SM 2009-201
ExamplePsychologyG165cSLO5SM2009_2011.pdf

2.A.1.c.51: Psychology Curriculum Map Course to pSLO, iSLO, and geSLO
PsychologyCurriculumMapCourseTo_pSLOiSLO_AndgeSLO.pdf

2.A.1.c.52: GWC Form pSLO for Psych G250 Summer 2010, Example pSLO 5SM
GWCForm_pSLOForPsychG250SUMMER2010Example_pSLO5SM.pdf

2.A.1.c.53: sSLO Example English_ESL Basic Skills 5SM 2011-12
cSLO_ExampleEnglish_ESL_BasicSkills5SM2011_12.pdf

2.A.1.c.54: 2011FA pSLO 5SM BS ENGL099
2011FApSLO5SM_BS_ENGL099.doc.pdf

2.A.1.c.55: E-mail ESL and English Basic Skills Assessment Discussion 051012
EmailESLandEnglishBasicSkillsAssessmentDiscussion051012.pdf

2.A.1.c.56: Program Review Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.A.1.c.57: Student Learning Outcomes Assessment Plan
http://goldenwestcollege.edu/wpmu/iec/assessment-of-slos/slo-assessment-plan/

2.A.1.c.58: iSLO Examples 5SM 2011-12
iSLO_Examples5SM2011_12.pdf

2.A.1.c.59: GWC geSLO Assessment Schedule 051412
GWCgeSLOsAssessmentSchedule051412.pdf

2.A.1.c.60: geSLO Examples 5SM 2011-12
geSLO_Examples5SM2011_12.pdf

2.A.1.c.61: iSLO 4 and 8 5SM - Information Competency and Lifelong Learning
iSLO_5SM_4InformationCompetency_8LifelongLearning_2012Spr.pdf

2.A.2._.01: GWC By Laws of the Academic Senate, Article IV, Committees
GWCBylawsOfTheAcademicSenateFall2011.pdf

2.A.2._.02: Stand Alone Certification Letters 2007-2011
StandAloneCertificationLetters2007_2011.pdf

2.A.2._.03: Approved CCI Course Approval Process October 7, 2003
ApprovedCCI_CourseApprovalProcess100703.pdf

2.A.2._.04: Online Course Addendum
OnlineCourseAddendum.pdf

2.A.2._.05: Course Approval-Revision Form & Instructions, 2011
CourseApprovalRevisionFormAndInstructions2011.pdf

2.A.2._.06: GWC CCI Procedures September 20, 1994
GWCCCI_Procedures092094.pdf

2.A.2._.07: CCI Submission Procedure September 16, 2008
CCI_SubmissionProcedures091608.pdf

2.A.2._.08: ACCJC Policy, Distance and Correspondence Education, June 2011
ACCJC_PolicyDistanceEducationAndCorrespondenceEducation0611.pdf

2.A.2._.09: CCI Structured Discussion for New Courses
CCI_StructuredDiscussionForNewCourses.pdf

2.A.2.a.01: Assessment Plan Examples 2009
AssessmentPlanExamples2009.pdf

2.A.2.a.02: Approved CCI Course Approval Process October 7, 2003
ApprovedCCI_CourseApprovalProcess100703.pdf

2.A.2.a.03: Course Approval-Revision Form & Instructions, 2011
CourseApprovalRevisionFormAndInstructions2011.pdf

2.A.2.a.04: GWC By Laws of the Academic Senate, Article IV, Committees
GWCBylawsOfTheAcademicSenateFall2011.pdf

2.A.2.a.05: Board Policy 4020 Curriculum Development and Approval
BP4020CurriculumDevelopmentAndApproval.pdf

2.A.2.a.06: Board of Trustees Agenda April 4, 2012 Curriculum Approval Example
BoardOfTrusteesAgendaApril4_2012CurriculumApprovalExample.pdf

2.A.2.a.07: Program Review Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.A.2.a.08: Approved CCI Course Approval Process October 7, 2003
ApprovedCCI_CourseApprovalProcess100703.pdf

2.A.2.b.09: GWC Catalog Web Page
http://www.goldenwestcollege.edu/catalog/

2.A.2.b.10: Coast Schedule Planner
http://www.coastpathways.com

2.A.2.c.11: Program Review Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.A.2.c.12: Selected Instructional Planning Team Minutes 2011-2012
SelectedInstructionPlanningTeamMinutes2011To2012.pdf

2.A.2.c.13: GWC Enrollment Management Plan 2012-16
GWCEnrollmentManagementPlan051412WithPostEditsByFMNon5_31_12.pdf

2.A.2.c.14: GWC Basic Skills Innovations 2009-10
GWCBasicSkillsInnovations2009_10.pdf

2.A.2.c.15: E-Mail re II.A.2.c Self Evaluation Math 030812
EMailReIIA2cSelfEvaluationForMath030812.pdf

2.A.2.d.16: Faculty Professional Development Workshop examples
FacultyProfessionalDevelopmentWorkshopExamples.pdf

2.A.2.d.17: ACCJC Policy, Distance and Correspondence Education, June 2011
ACCJC_PolicyDistanceEducationAndCorrespondenceEducation0611.pdf

2.A.2.d.18: Online Faculty Training Evidence
OnlineFacultyTrainingEvidence.pdf

2.A.2.e.19: CCI Summary of Approvals 2007-08 to 2010-11
CCI_SummaryOfApprovals2007_08To2011_12.pdf

2.A.2.e.20: Approved CCI Course Approval Process October 7, 2003
ApprovedCCI_CourseApprovalProcess100703.pdf

2.A.2.e.21: Program Review Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.A.2.e.22: Program Vitality Review- Instruction, 2006
ProgramVitalityReviewProcessInstruction2006.pdf

2.A.2.e.23: Program Vitality Review- Student Services, 2008
ProgramVitalityReviewProcessStudentServices2008.pdf

2.A.2.e.24: GWC Program Student Learning Outcomes
GWCProgramStudentLearningOutcomes.pdf

2.A.2.e.25: GWC Basic Skills Plan, 2008
BSI_ExpenditurePlan2008-09.pdf

2.A.2.e.26: Matriculation Plan Updated 2009
5_2009GoldenWestCollegeMatriculationPlan.pdf

2.A.2.e.27: Faculty hiring Status Report 030812/March 8, 2012
FacultyHiringStatusReport030812.pdf

2.A.2.f.28: Student Learning Outcomes Assessment Plan
http://goldenwestcollege.edu/wpmu/iec/assessment-of-slos/slo-assessment-plan/

2.A.2.f.29:   Psychology Curriculum Map Course to pSLO, iSLO, and geSLO
PsychologyCurriculumMapCourseTo_pSLOiSLO_AndgeSLO.pdf

2.A.2.f.30:   GWC Program Student Learning Outcomes
GWCProgramStudentLearningOutcomes.pdf

2.A.2.f.31:   CAI Assessment Continuum 2005
CAI_AssessmentContinuum2005.pdf

2.A.2.f.32:   Self Assessment Program Review, Planning, SLO Assessment spring 2011
SelfAssessmentProgramReviewPlanning,SLOsAssessmentSpring2011.pdf

2.A.2.f.33:   Faculty hiring Status Report 030812/March 8, 2012
FacultyHiringStatusReport030812.pdf

2.A.2.g.34: English_ESL Dept Mastery Test Minutes 2009-2011
EnglishESLDeptMasteryTestMinutes20092011.pdf

2.A.2.g.35: ATI
https://www.atitesting.com/Solutions/DuringNursingSchool.aspx

2.A.2.h.36: CCAR, Title 5, Section 55002.5
CCAR_Title5Section55002_5.pdf

2.A.2.h.37: ACCJC Policy Award of Credit, June 2004
ACCJC_PolicyAwardOfCredit0604.pdf

2.A.2.h.38: ACCJC Policy Institutional Degrees and Credits, January 2012
ACCJC_PolicyInstitutionalDegreesAndCredits0112.pdf

2.A.2.h.39: GWC Catalog 2011-12, "Awarding of Credit, Supplementary Methods," p. 17
GWCCatalog2011_12AwardingOfCreditSupplementaryMethods_p17.pdf

2.A.2.i.40:   GWC Catalog 2011-12, "Majors, Areas of Emphasis, & Certificate Requirements," pp 57-95
GWCCatalog2011_12MajorsAreasOfEmphasisAndCareerCertificateRequirements_pp57_95.pdf

2.A.2.i.41:   Course to Program SLO Map
cSLOs PsychologyFeb29_12.pdf

2.A.2.i.42:   pSLO 5SM Examples 2011-12
pSLO5SM_Examples20112012.pdf

2.A.3.a.01: Board Policy 4025, Philosophy and Criteria for Associate Degree and General Education
BP4025PhilosophyAndCriteriaForAssociateDegreesAndGeneralEducation.pdf

2.A.3.a.02: CCI Approval Summary 2008-2009
CCI_ApprovalSummary2008_2009.pdf

2.A.3.a.03: GWC Catalog 2011-12, "AA Degree GE Requirements," pp. 41-43
GWCCatalog2011_12AA_DegreeGE_Requirementspp41_43.pdf

2.A.3.a.04: geSLO Examples 5SM 2011-12
geSLO_Examples5SM2011_12.pdf

2.A.3.b.05: GWC Catalog 2011-12, "AA Degree GE Requirements," pp. 41-43
GWCCatalog2011_12AA_DegreeGE_Requirementspp41_43.pdf

2.A.3.b.06: geSLO Examples 5SM 2011-12
geSLO_Examples5SM2011_12.pdf

2.A.3.c.07: GWC Catalog 2011-12, "AA Degree GE Requirements," pp. 41-43
GWCCatalog2011_12AA_DegreeGE_Requirementspp41_43.pdf

2.A.3.c.08: geSLO Examples 5SM 2011-12
geSLO_Examples5SM2011_12.pdf

2.A.4.01: GWC Catalog 2011-12, "Majors, Areas of Emphasis, & Certificate Requirements," pp 57-95
GWCCatalog2011_12MajorsAreasOfEmphasisAndCareerCertificateRequirements_ pp57_95_.pdf

2.A.4.02 GWC Catalog 2011-12, Associate of Arts Degree Fields p. 48
GWCCatalog2011_12AssociateOfArtsDegreeFields_ p48.pdf

2.A.5.01: GWC Career and Technical Education Web Page
http://www.goldenwestcollege.edu/cte/

2.A.5.02: Eckstone Report
EckstoneReportApril2008.pdf

2.A.5.03: CTE Portfolio Task Force Report, June 1, 2009
CTEProgramPortfolioTaskforceReport060109.pdf

2.A.5.04: Auto Collision PVR Final Report April, 27, 2009
AutoCollisionPVR_FinalReport042709.pdf

2.A.5.05: Environmental Studies and Engineering Technology PVR Final Report May 2008
ES_ETPVRFinalReport20090601.pdf

2.A.5.06: Design Program PVR Final Report December 2007
DesignProgramPVRFinalReportDec2007.pdf

2.A.5.07: Digital Medial Program Plan April 22, 2009
DigitalMediaProgramPlan_042209.pdf

2.A.5.08: Licensure Pass Rates 2007-08 to 2010-11
LicensurePassRates2007_08To2010_11.pdf

2.A.5.09: CTE Employment Outcomes Project Concept Paper
CTE_EmploymentOutcomesProjectConceptPaper.pdf

2.A.6._.01: ACCJC Policy Award of Credit, June 2004
ACCJC_PolicyAwardOfCredit0604.pdf

2.A.6._.02: ACCJC Policy Transfer Credit, January 2010
ACCJC_PolicyTransferOfCredit0110.pdf

2.A.6._.03: GWC Catalog 2011-12, "Majors, Areas of Emphasis, & Certificate Requirements," pp 57-95
GWCCatalog2011_12MajorsAreasOfEmphasisAndCareerCertificateRequirements_ pp57_95_.pdf

2.A.6._.04: Goldnd West College Schedule 2011 Fall
gwcfall2011.pdf

2.A.6._.05: Golden West College Schedule 2012 Spring
gwcspring2012.pdf

2.A.6._.06: Senate President e-mail of January 9, 2012 regarding SLOs in class syllabus
TheresaLavariniEmailSLOonSyllabiInfoAndPolicies.pdf

2.A.6.a.07: GWC Catalog 2011-12, "Awarding of Credit, Supplementary Methods," p. 17
GWCCatalog2011_12AwardingOfCreditSupplementaryMethods_ p17.pdf

2.A.6.a.08: ACCJC Policy Transfer Credit, January 2010
ACCJC_PolicyTransferOfCredit0110.pdf

2.A.6.a.09: GWC Catalog 2011-12, "Transfer Information and Requirements," pp. 50-55
TransferInformationAndRequirements_GWC2011-12CatalogPgs50_55.pdf

2.A.6.a.10: PETITION FOR COURSE SUBSTITUTION – CERTIFICATE PROGRAM
PetitionForCourseSubstitutionCertificateProgram.pdf

2.A.6.a.11: GWC to CSU and UC--Full-Year Transfers 1989/90 to 2010/11
GWCTransfersCSUandUC1989_90to2010_11.pdf

2.A.6.a.12: Golden West College ISP and OOS 04_05 to 08_09
GWCTransfersToISPAndOOS2004_05To2008_09.pdf

2.A.6.a.13: Planning Guide for Transfer Students
TransferPlanningGuide2010_11.pdf

2.A.6.a.14: GWC Catalog 2011-12, "Transfer Information and Requirements," pp. 50-55
TransferInformationAndRequirements_GWC2011-12CatalogPgs50_55.pdf

2.A.6.a.15: Coast Schedule Planner
http://www.coastpathways.com

2.A.6.a.16: Welcome to ASSIST (online student-transfer information system)
www.assist.org

2.A.6.a.17: GWC Catalog 2011-12, "Course Descriptions," pp. 97-172
GWCCatalog2011_12CourseDescriptions_pp98_172.pdf

2.A.6.a.18: Golden West College Schedule 2011 Fall
gwcfall2011.pdf

2.A.6.a.19: Golden West College Schedule 2012 Spring
gwcspring2012.pdf

2.A.6.a.20: Handbook for Student Success
HandbookForStudentSuccess.pdf

2.A.6.a.21: Puente Transfer Handbook
PuenteTrasnferHandbook.pdf

2.A.6.a.22: Puente Campus Tours, Tentative Itinerary April 7, 2010
PuenteCampusToursTentativeItinerary040710.pdf

2.A.6.a.23: CCSSE Student Survey Results by Accreditation Standard, item 13
CCSSE_StudentSurveyResultsByAccrediatationStandards2011list.pdf

2.A.6.a.24: College 100 Course Outline
CourseOutlineRptCollegeG100.pdf

2.A.6.a.25: GWC Catalog 2011-12, "Transfer Information and Requirements," pp. 50-55
TransferInformationAndRequirements_GWC2011-12CatalogPgs50_55.pdf

2.A.6.a.26: PVR Transfer Center Letter November 9, 2010
PVR_TransferCenterLetter110910copy.pdf

2.A.6.a.27: PVR Transfer Center Final Report
TransferCenterPVR_Report2012draft_7May2012Final.pdf

2.A.6.b.28: ACCJC Policy Closing an Institution, January 2011
ACCJC_PolicyClosingAnInstitution0111.pdf

2.A.6.b.29: CFE 2011-12 FT Faculty Contract, Article IX, "Professional Security"
CFE2011_12FT_FacultyContractArticleIX_ProfessionalSecurity.pdf

2.A.6.b.30: Program Vitality Review Process (Instruction 2006, Student Services 2008)
ProgramVitalityReviewProcessInstruction2006StudentServices2008.pdf

2.A.6.b.31: Program Vitality Review
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-vitality-review/

2.A.6.b.32: Memo from Wes Bryan to Dr. Lois Miller, "Response and Approval of PVR Recommendations 2009-10"
PVR_PresLetterReRecs2009Aug.pdf

2.A.6.c.33: ACCJC Policy Advertising, Recruitment, and Representation of Accredited Status
ACCJC_PolicyInstitutionalAdvertisingStudentRecruitmentAndRepresentationOfAccreditedStatus0112.pdf

2.A.6.c.34: GWC Faculty Handbook, January 2012
GWCFacultyHandbook012012.pdf

2.A.6.c.35: 2012-13 Catalog Production Calendar
2012_13CatalogProductionCalendar.pdf

2.A.6.c.36: Schedule Production Perpetual Calendar February 15, 2012
ScheduleProductionCalendarFebruary15_2012.pdf

2.A.7.a.01: Board Policy 4030, Academic Freedom
BP4030AcademicFreedom.pdf

2.A.7.a.02: Agreement CFE_AFT Local 1911 & CCCD 2011-2012, Article VI, "Academic Freedom and Responsibility"
http://programreview.coastline.edu/AccredCDFinal/IIIADocs/IIIA10BoardPolicyManual.pdf

2.A.7.a.03: Agreement CCA_NEA & CCCD 2010-2011, Article V, "Academic Freedom and Responsibility"
AgreementCCA_NEA_AndCCCD2010_2011ArticleV_AcademicFreedomAndResponsibility.pdf

2.A.7.a.04: Academic Senate Faculty Statement on Professional Ethics December 6, 2011
http://www.goldenwestcollege.edu/senate/ethics.html

2.A.7.a.05: GWC Faculty Handbook, January 2012
GWCFacultyHandbook012012.pdf

2.A.7.a.06: Course Outline of Record vs. Academic Freedom, September 2011 (Beth Smith)
TheCourseOutlineOfRecordVsAcademicFreedom.pdf

2.A.7.a.07: Accreditation Student Survey 2011 Results pgs 1-4, item 4
AccreditationStudentSurvey2011ResultsPgs1_4.pdf

2.A.7.b.08: GWC Catalog 2011-12, Academic Honesty Policy pp. 178-179
GWCCatalog2011_12AcademicHonestyPolicy_pp178_179.pdf

2.A.7.b.09: GWC Faculty Handbook, January 2012
GWCFacultyHandbook012012.pdf

2.A.7.b.10: Accessibility Center for Education (ACE) Student Handbook
AccessibilityCenterForEducationACE_StudentHandbook.pdf

2.A.7.b.11: Board Policy 3902 Student Code of Conduct and Disciplinary Procedures
http://www.cccd.edu/board/docs/policies/bp507.pdf

2.A.7.b.12: Syllabus English G110
SyllabusEnglishG110.pdf

2.A.7.b.13: Syllabus – Biology G100
SyllabusBiologyG100.pdf

2.A.7.b.14: Syllabus- TheaterG101
SyllabusTheaterG101.pdf

2.A.7.b.15: Handout: A police recruit is a person of integrity and character…
APoliceRecruitIsAPersonOfIntegrityAndCharacter.pdf

2.A.7.b.16: Golden West College Police Academy - Six Pillars of Character.
GoldenWestCollegePoliceAcademy_SixPillarsOfCharacter.pdf

2.A.7.b.17: Trainee Web-Social Network Posts and Electronic Messaging Policy
TraineeWebSocialNetworkPostsAndElectronicMessagingPolicy.pdf

2.A.7.c.18: Academic Senate Faculty Statement on Professional Ethics December 6, 2011
http://www.goldenwestcollege.edu/senate/ethics.html

2.A.7.c.19: GWC Faculty Handbook, January 2012, "Faculty Rights and Expectations" and "Professional Ethics, Faculty Statement," pp. 22-26
GWCFacultyHandbookJanuary2012FacultyRightsAndExpecttionsAndProfessionalEthicsFaculyStatement_pp22_26.pdf

2.A.7.c.20: GWC Catalog 2011-12, Academic Honesty Policy pp. 178-179
GWCCatalog2011_12AcademicHonestyPolicy_pp178_179.pdf

2.A.7.c.21: GWC Website, Code of Conduct
http://www.goldenwestcollege.edu/admissions/codeofconduct.html

2.A.7.c.22: Accessibility Center for Education (ACE) Student Handbook
AccessibilityCenterForEducationACE_StudentHandbook.pdf

2.A.7.c.23: Board Policy 3902 Student Code of Conduct and Disciplinary Procedures
http://www.cccd.edu/board/docs/policies/bp507.pdf

Accreditation Self-Study 2011-2012

STANDARD II.B
Student Support Services

Standard II.B Subcommittee

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II.B Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance the supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1
The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

II.B.1 Descriptive Summary
Over the last six years the senior leadership of student services has turned over or been vacant several times. The Vice President for Student Services resigned at the conclusion of the 2006-07 academic year. The area was managed by a retired administrator on an interim basis during academic years 2008-09 and 2010-11. The position was vacant during academic year 2009-10. Most recently the Student Services Division structure changed for the 2011-12 year when GWC reorganized with a two Vice-President model. This model is at its initial stage, but integrates instruction and student services. Future efforts will be directed at engaging instructional faculty with the tools of student support for enhanced student success. In this model, student services offices are divided between the Vice-President of Student Success and the Vice President of Student Life and Administrative Services. The Vice President of Student Success has the admission pathway while the Vice President of Student Life and Administrative Services has the student life pathway and programs with financial compliance obligations (II.B.1.01: *GWC Organizational Chart March 7, 2012*).

All student services under the Vice-President of Student Success and the Vice President of Student Life and Administrative Services are to submit program review reports every two years. The two Vice-Presidents are responsible for reviewing the program review reports and consulting with the departments and/or managers directly to provide feedback. The last program review was conducted in spring 2011.

Technological innovations have been added in counseling programs, matriculation services, registration services, Re-Entry/CalWORKs and financial aid. Student learning outcomes (SLOs) in all Student Services areas have been developed and measured to ensure that student learning is occurring. Program reviews have been systematically conducted to ensure the quality of student support services, regardless of location or means of delivery, support student learning and enhance achievement of the College mission as indicated in this standard and in the Accrediting Commission for Community and Junior Colleges policy (II.B.1.02: *ACCJC Policy Distance Education and on Correspondence Education, June 2011*). The College does not offer overseas international education programs for non-U.S. nationals.

II.B.1 Self Evaluation
GWC meets the standard.

In order to move more fully into the two Vice-President model, the Vice President for Student Success in fall 2011 established two cross-functional teams. One combines personnel from Admissions and Records with Counseling and Financial personnel. The other is the admissions pathway which combines faculty and student services personnel under the Instructional Planning Team (IPT).

The Office of Admissions and Records has made technological enhancements to the admissions and records processes and is developing student-centered strategies for success on the admissions pathway. Most services are available online, starting with admissions and ending with graduation and transcripts services. The Online Instruction Department website lists the student services that are offered online (II.B.1.03:). New students are assigned a username, which allows them to log in to the student portal, MyGWC. MyGWC is the Coast Community College District's (CCCD) one stop website that seamlessly connects students, staff and faculty to the online class schedule. Links to registration, grades, faculty services, Blackboard, announcements as well as many other features including CCCD student email accounts are located at the MyGWC website. The Admissions and Records staff works closely and meets frequently with District Information Services (DIS) staff for the purpose of finding ways to automate many of the admissions and records processes by utilizing the technology and functionality of the Banner Student Information System (SIS). The Banner SIS integrates with the Blackboard LMS used by the College.

The Assessment Center provides direct support to student learning by administering the testing process for the placement of students into appropriate levels of Math, English, and ESL through group sessions on campus and at local feeder high schools. The department demonstrates that its testing instruments support student learning through student success data and periodic satisfaction surveys of instructors and students (II.B.1.04: *Student Satisfaction Matriculation Services Report Spring 2009*). Testing instruments go through a validation process for approval of use at the State level. This validation process is repeated on a 6-year cycle to show evidence of continued appropriateness of the use of the testing instruments. The Matriculation Committee also reviews effectiveness of the use of the testing instruments. Plans are underway to move the Assessment Center to the Learning Resources Center to improve test proctoring and to have a more accessible location for students.

The Counseling Department faculty teaches Counseling 100 "Career Planning", Counseling 103 "Educational Planning for Student Success," Counseling 104 "Career and Life Planning: A Holistic Approach." Counseling 103 has been successful in an online format, and this course has been used in partnership with the Criminal Justice Degree Completion program (CJAA) to allow students to gain an educational plan map coursework for their degree online. The Careen Planning course is taught via traditional classroom and online formats, and additionally, along with other campus faculty, teaches traditional and online versions of College 100 "Becoming a Successful Student" to help first-year or high-risk students get off to a successful start in college. Counseling Department and instructional faculty review these courses to maximize instructional effectiveness (II.B.1.05: Counseling Course SLOs & Assessments 2010-11; II.B.1.06: *Counseling Program Reviews 2006, 2008, 2010 and 2012 Web Page*). Counselors teach a number of student success workshops that

support students in the areas of career and life planning and strengthening student success skills. Services from the Counseling Department support and deliver student learning in various forms (II.B.1.07: *Counseling Web Page*; II.B.1.08: *Success Seminars Flyers 2008-2010*).

In 2005, the Student Services Division began scheduling counseling appointments through a Scheduling and Reporting System (SARS) in the following departments: counseling, EOPS and Re-Entry/CalWORKs. eSARS, an improved online appointment service for counseling, will be piloted in summer 2012.

Each semester, the Counseling Department works closely with Admissions and Records to identify three distinct populations of students. The first group is the students who are on probation. These students are then emailed a letter through their MyGWC account asking them to make an appointment to see a counselor to discuss their situation and to develop a Student Educational Plan (SEP). A second targeted group is those students on probation for two consecutive semesters that are placed on "disqualification status." While initially students were required to meet in person to review their educational goals and complete a "Contract for Readmission," a lack of funding for counseling faculty in the summer to address the needs of this population led to a new online tutorial format. To clear this disqualification status counseling faculty developed an Online Probation/Disqualification Tutorial (II.B.1.09: *Probation/Disqualification Tutorial Web Page*) that the student must complete. Once a student has completed the tutorial, he/she must print out the completed quiz and bring it to the Counseling Department to get cleared for the next semester. The student at that point will be limited to a maximum of seven units for that semester. If a student continues on disqualification status for a third semester he/she will be placed on a "sit-out" status for the following semester and must complete the above process to be cleared to register for the semester when he/she returns.

Transfer students are the third group targeted by the Counseling Department. During the fall application window of October and November for both the California State University and University of California systems, an extensive outreach effort is made to heighten student awareness of the transfer process. Coordinated by the College's Transfer Center, workshops and activities are conducted by Transfer Center staff, counselors and university representatives throughout the year in an effort to raise the number of students who successfully complete the transfer process. Transfer Admissions Guarantee (TAG) workshops were offered in summer and fall 2011 in an effort to make students aware of the transfer admissions guarantee program and assistance was given to students in completing the application (II.B.1.10: *TAG Workshop Flyer*; II.B.1.11: *TAG Web Page*; II.B.1.12: *Transfer Center Program Reviews 2006, 2008, 2010 and 2012 Web Page*). Additionally, new "drop-in evaluation" hours were established during these months for quick transcript review and assistance with completing the online UC and CSU admission applications.

The Financial Aid Office supports student learning by providing financial access to classes and materials through a variety of federal, state and institutional resources. Financial aid programs are need-based and provide funding to eligible students to reduce the financial burden of pursuing educational goals. Financial Aid staff members schedule numerous on-campus and off-campus financial aid presentations to potential students and their parents in an effort to raise awareness of the funds available for college (II.B.1.13: *Financial Aid Web Page FAQ*; II.B.1.14: *Financial Aid Program Reviews 2006, 2008, 2010 and 2012 Web Page*).

The Career Center delivers student learning through assistance with assessments to clarify personal interests, values and personality characteristics. These assessments help students to identify an academic major or career and technical program, and influence other life choices. The Career Center services include instruction in career research, career interest assessments and assistance with writing applications, resumes, and cover letters. The Center is an instructional lab that is open for any class to bring students to be taught how to use career resources. The Career Center delivers its services throughout the year by presenting occupation-related workshops often conducted by business and industry professionals who impart real-world career knowledge and information to students (II.B.1.15: *Career Center Seminar/Workshop Announcements & Summary Reports 2006-2012*). Assessment of student learning efforts in these seminars and workshops has led faculty to alter instruction, adjust the means of assessment and standards of expected performance (II.B.1.16: *Student Learning Outcomes 2006-2007 Career Center Cycle 2*).

With the closing of the Employment Services Center two years ago, the Career Center began offering an official job posting board and online career resource center called "College Central Network." Employers post jobs and internships via this online job board for free. Students can search jobs posted exclusively for GWC and, via the national jobs database, build and upload their resumes, create a portfolio, access career information, and read job search tips (II.B.1.17: *College Central Network Web Page*).

The Re-Entry/CalWORKs Center provides specialized support services for economically disadvantaged parent(s) who are receiving CalWORKs/Temporary Assistance for Needy Families (TANF) benefits which include:

- Individualized academic, career and personal counseling, online orientation for CalWORKs services and program requirements, transportation assistance, book bags and school supplies, free student success workshops, job development assistance, assistance in resume preparation and job interviewing skills, and work-study opportunities (II.B.1.18: *CalWORKS web page*). Through personal attention the Re-Entry/CalWORKs staff is dedicated to providing assistance and support to ensure student success (II.B.1.19: *CalWORKS Program Reviews 2006, 2008, 2010 and 2012 Web Page*).

In 2010, group-planning sessions were offered to be able to serve all students with GWC's limited counseling staff. This new process has proved to be highly effective in getting students more involved in selecting their courses each semester and keeping them on target for reaching their educational goals. Through this process, the students are taking a more active role in planning their educational experiences. (II.B.1.20: *CalWORKS Program Student Learning Outcomes Group Program Planning for 2010*; II.B.1.21: *CalWORKS SLO 2011-12 Program Planning Sessions Assessment*; II.B.1.22: *CalWORKS Program Planning Satisfaction Survey 2011-12*).

The Accessibility Center for Education (ACE) provides the assistance and accommodations disabled students need in order to get the most from their college learning experiences. Depending on their need, students may receive transportation around the campus, sign language interpreters, in-class note takers, special testing accommodations, adapted computer technologies, printed materials in alternate formats such as Braille, specialized classes, and a host of other services (II.B.1.23: *ACE Web Page*; II.B.1.24: *ACE Program Reviews 2006, 2008, 2010 and 2012*

Web Page). The ACE staff articulated learning goals to teach their students to use their services and to be able to self-assess and accept personal responsibility. Evidence of their success is found in the ACE materials (II.B.1.25: *GWC ACE SLOs and Assessments*).

Extended Opportunities Programs and Services (EOPS), CalWORKS and CARE provide a variety of special support services that help reduce hardships for academically and financially disadvantaged individuals, enabling them to better focus on their studies. Services include additional counseling and educational planning assistance, peer advising, tutoring, book grants, and childcare through these programs (II.B.1.26: *EOPS & CARE Web Page*; II.B.1.27: *EOPS & CARE Program Reviews 2006, 2008, 2010 and 2012 Web Page*).

The Puente Program supports first-generation, underserved students in a year-long learning community focused on English writing skills. Students co-enroll in a basic skills English course, and the College Success course during the first semester, and a freshman composition course and career development course during the second semester. Students are given intensive counseling services and develop a student educational plan (SEP) geared toward university transfer. Also, the families of participants are provided information on the college process including financial aid, degree options, and support services. The program has proven successful (II.B.1.28: *Puente Program Reviews 2006, 2008, 2010, and 2012 Web Page 2006, 2008, 2010 and 2012 Web Page*).

Student Health Services (SHS) support and promote health, student well being, and retention. The staff believes that healthy students learn better and stay in school. Five key components of SHS are: (1) Medical; (2) Mental Health; (3) Social Service; (4) Health Education; and (5) Referral to campus and community resources (II.B.1.29: *Student Health Services Web page*).

SHS is unique from other health care providers in that it specializes in student health needs. Care is provided with a holistic approach that treats the student not only as a patient but also as a person with diverse roles; student, family, work, friends, etc. Stress is the most common complaint seen at the SHS and the staff strives to help students find a balance so that they can manage the multiple responsibilities in their lives. SHS staff includes MDs, RNs, Licensed Clinical Psychologist and support staff. Services are free or low cost. SHS is open when school is in session and is entirely funded by the student health fee. In terms of student learning outcomes, the SHS wants students to know and be informed about their health needs so they can be empowered to make healthy choices, live healthy lifestyles and access and utilize resources to maintain their health and stay in school (II.B.1.30: *Student Health Center Program Reviews 2006, 2008, 2010 and 2012 Web Page*).

The Student Activities Office strives to maximize personal growth and development in students by providing a variety of opportunities for involvement, service and leadership in co-curricular, campus and community activities. In response to the varying needs of the student population, the Student Activities Office recognizes diversity as a core value of GWC's campus community with an emphasis on academic excellence and student retention. Student Activities supports the academic mission of the college by working to create experiential learning opportunities outside of the classroom and encouraging students to actively participate in the greater educational community as part of the college's fully integrated planning process (II.B.1.31: *Student Activities Web page*; II.B.1.32: *Student Activities Program Reviews 2006, 2008, 2010 and 2012 Web Page*).

II.B.1 Actionable Improvement Plan
None

II.B.2

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a) General information

- Official Name, Address(es), Telephone Number (s), and Web Site Address of the institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

b) Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

c) Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

d) Locations or Publications where Other Policies may be found

II.B.2 Descriptive Summary
The 2011-2012 GWC Catalog contains precise, accurate, and current information on all programs and services. Board Policies are published on the CCCD website. These policies are available for public access (II.B.2.01: *Coast Community College District Board Policies Web Page*).

II.B.2 Self Evaluation
GWC meets the standard.

Included in the catalog is the College's official name, address, telephone number, and web site address; Educational Mission; Course, Program and Degree Offerings; Academic Calendar and Program Length; Available Student Financial Aid; Available Learning Resources; Names and Degrees of administrators and Faculty; and Names of Governing Board Members (II.B.2.02: *GWC Catalog 2011-12 Web Page*).

The Statement of Academic Freedom and Responsibility is located and detailed in the Faculty Contract (II.B.2.03: *CCA_NEA and CCCD Agreement 2010-11, Article V, "Academic Freedom and Responsibility," p. 4*; II.B.2.04: *CCCD & CFE Agreement 2011-12, Article VI, "Academic Freedom and Responsibility," pp. 6-7), in District policy (II.B.2.05: Board Policy 4030, Academic Freedom*) and in the *GWC Catalog* (II.B.2.06: *GWC Catalog 2011-12 Web Page*).

Detailed information on Admissions, Student Fees and other Financial Obligations, and Degree, Certificates, and Graduation and Transfer is presented in the GWC Catalog (II.B.2.07: *GWC Catalog 2011-12 Web Page*). Each semester, with the publication of the Schedule of Classes, specific details are provided. Course requirements are listed under each specific program for both certificates and degrees. Graduation and transfer requirements are detailed in the GWC Catalog. The requirements are also published in the printed Schedule of Classes. During course advisement and orientation, students obtain individual educational plan handouts in the Counseling Division detailing specific program requirements or view them in the GWC Catalog or Student Success Handbook. The information is reviewed annually, in conjunction with the recommendations and approved changes from Student Services and Instruction (II.B.2.08: *GWC Catalog 2011-12, "Graduation Requirements," pp. 40-48*; II.B.2.09: *GWC Catalog 2011-12, "Admissions, Registration and Matriculation," pp. 9-24*; II.B.2.10: *GWC Class Schedule, Spring 2012 "Admissions to GWC"*; II.B.2.11: *GWC Class Schedule, Spring 2012 "General Education Options"*; II.B.2.12: *GWC Class Schedule, Spring 2012 "Student Success Services"*).

All components are addressed sufficiently in the catalog with written and detailed information. Academic regulations including academic honesty, nondiscrimination, grievance and complaint procedure, and the sexual harassment policy are found in the catalog (II.B.2.13: *GWC Catalog 2011-12, "Rights, Responsibilities, Policies and Regulations," pp. 177-188*). Information on acceptance of transfer credits and refund of fees is also found in the catalog (II.B.2.14: *GWC Catalog 2011-12, "Admissions, Registration and Matriculation," pp. 9-24*).

The GWC catalog is reviewed annually for accuracy and any changes to policies and procedures. Each department shares, along with the Articulation Officer, the responsibility for ensuring the integrity of the GWC Catalog (II.B.2.15: *2012-13 Catalog Production Calendar*).

The Offices of the Vice-President of Student Life and Administrative Services and the Vice-President of Student Success maintain information related to the Student Discipline Policy, the Student Grievance Procedures, the Student Bill of Rights, and Sexual Harassment Policy. Both the Vice President of Student Success and the Vice President of Student Life and Administrative Services work with faculty and students on appropriate documentation procedures and due process rights and procedures.

Other major policies, such as the GWC Policy for Student Computer Usage, are also posted online. Detailed information on major policies at GWC, which include addressing grievance issues, enforcing student rights, and instructing students on the grievance and complaint procedure, are provided on the GWC website (II.B.2.16: *GWC Catalog 2011-12, "Computer and Electronic Resources Systems Acceptable Use Policy, pp. 185-187*).

The catalog is available for free to all in a PDF format on the College website (II.B.2.17: *GWC Catalog 2011-12 Web Page*). Every department and program is provided with a reference copy of the printed catalog. Additionally, copies of the catalog are available for purchase at the College Bookstore. GWC distributes reference copies of the catalog to community partners such as local feeder high school counselors and career center staff.

As part of the matriculation process, new SOAR students are given a schedule of classes. The GWC Webmaster ensures that the catalog is uploaded to the web site, where the public has the opportunity to view it from any location that has access to the Internet. The GWC website and its links are ADA compliant. Students are provided with a direct link to the Catalog (including prior year's catalogs) when logging onto the public site (II.B.2.18: *GWC Catalog 2011-12 Web page*).

Since GWC produced its last accreditation self-study in 2006, budget cuts have resulted in the reorganization of offices and programs that have responsibility for revising and updating the College catalog. Personnel in these offices and programs responsible for these efforts have identified strategies to simplify the process such as distributing and collecting information electronically in order to assure catalog information is accurate and correct.

Linking an electronic version of the catalog to our GWC webpage has increased student access to this resource and also allowed the College to reduce printing and mailing costs associated with distributing a paper copy of catalog to a variety of individuals and organizations requiring access to catalog information.

At the same time, changes to degrees, programs, regulations, and requirements, continue to take place at a rapid pace and challenge the College's ability to update and maintain accurate catalog information required by accreditation standards.

II.B.2 Actionable Improvement Plan
None

II.B.3
The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3 Descriptive Summary
The College participates in a number of surveys and research studies in a continual effort to understand its student population, including the identification of student learning support needs.

II.B.3 Self Evaluation
GWC meets the standard.

Program review activities include surveys to evaluate and measure student satisfaction regarding various programs. These surveys are also used to identify student learning needs. Responses to these surveys help each department set program goals that will enable it to deliver improved support to students (II.B3 31b: *Student Services Unit Program Reviews 2006, 2008, 2010 and 2012 Web Page and Program Reviews for CalWORKS as particular illustrations*). The College Educational Master Plan was drawn upon a number of research studies that supported the efforts of the basic skills and student equity work groups to understand student learning support needs, set goals for

improvement and to accommodate those support needs (II.B.3.01: *Educational Master Plan 2011, "V. Environmental Scan," pp. 11-53 and "VI. Institutional Effectiveness," pp. 54-69*; II.B.3.02: *Student Equity Plans and Research 2005 to 2011; II.B.3 31e: GWC Student Equity Plan 5-Column Model 2009-11; II.B.3.03: GWC Placement Recommendations Data 2008-2010*).

Two broad surveys were conducted with a random sample of students. An 18-question survey to support the accreditation self-evaluation report was conducted in fall 2011 using the same questions administered in 2006. Students were asked the following question, "In general, GWC is a positive and supportive environment to pursue an education." On a four-point scale the mean score was 3.19, down slightly from the mean score of 3.22 in 2006. A total of 74.3% of the responses awarded an above average grade to the College while only 2.2% of the responses indicated below average performance from the College (II.B.3.04: Accreditation Student Survey 2011 Results pp. 1-4, item 17).

In spring 2011, GWC participated in the Community College Survey of Student Engagement (CCSSE) that has generated research data and made it available for the College to use in evaluating and improving programs and services for students. The CCSSE was administered in spring 2011. Students were asked the following question, "How much does this college emphasize providing the support you need to help you succeed at this college?" On a four-point scale the mean score was 2.8, slightly lower than the mean score for all large community colleges (II.B.3 31h: GWC CCSSE Results Accreditation Standards 2011, item 9b).

Many of the state categorically funded programs such as matriculation, EOP&S/CARE, CalWORKs, DSPS and Basic Skills, require annual submission of program plans and end of year reports. Data collected from these efforts is used to evaluate and improve services to students (II.B.3 31i: CalWORKS Re-Entry Program Plans and Year End Report 2005-2006 to 2011-12; II.B.3.05: *BSI 2010-11Year End Report and 2011-12 Action Plan;* II.B.3.06: *Program Plans EOPS 2009-10 to 2010-11; II.B.3.07: Matriculation Program Plan May 2009*).

Since 2005, student services programs have actively participated in the creation and implementation of student learning outcomes (SLOs) that have generated research data that is used to evaluate and improve services to students. (II.B.3.08: *Student Services Unit Program Reviews 2006, 2008, 2010 and 2012 Web Page;* II.B.3.09: *Student Services Learning Outcomes and Assessment Examples 2005-06 to 2010-11*). The CalWORKS program in particular has used student surveys in spring 2011 and fall 2011 semesters to determine if the group approach to program planning was effective in assisting students and to identify areas that needed improvement. The unit concluded that the SLO was achieved as 100 percent of the students understood the purpose of the program planning session. Additional materials and resources in the session was identified as an area for improvement and that was corrected in subsequent terms (II.B.3.10: *CalWORKS Program SLO Assessment 2011-12*).

Below is a summary of additional research. Each item below is also used in the evaluation of services provided. Evidence of these surveys and reviews is cited and can be viewed in detail.

- Matriculation Satisfaction Surveys (II.B.3.11: *Student Satisfaction Matriculation Services Report Spring 2009*)

- Student Computing Center Surveys (II.B.3.12: *Student Computing Center Surveys 2007 to 2011)*

- Health Center Student Surveys (II.B.3.13: *Student Health Center Survey Instruments*)

Based upon survey responses the Student Computing Center (SCC) set out to reduce printing costs and paper waste plus increase efficiency. The SCC purchased the Go-Print system for student printing and eliminated the eight-dollar material fee to print 20 pages a day. In 2010 students who rated themselves as beginners declined by over 50 percent while the portion of students reporting themselves as experts in their computing skills increased by 20 percent. The students felt they had become more competent computer users from the assistance provided by SCC staff.

The Student Health Center serves as a case study in the application of the plan, implementation and evaluation cycle. Since 2006, the GWC Student Health Center has conducted satisfaction and awareness surveys. The satisfaction surveys were given to patients after they received care at the health center. On a scale of 1 to 5 with 5 being highest satisfaction, the results showed an average of 4.5 in patient satisfaction. Survey results indicate the SHC's successful emphasis on providing individualize care that is holistic and supports students learning and retention by protecting and promoting student health.

An awareness survey indicated that 66% of students surveyed did not have adequate knowledge of Student Health Services. One of the greatest challenges is informing the students about Student Health Center services. To increase awareness the Center staff has conducted health fairs, improved signage on campus, increased the number of presentations to college 100 classes, established an on-line health magazine, implemented an appointment system to improve access, and participated in various campus events to promote health and awareness. As an indicator of increased awareness, the Center has experienced increased utilization of services in that the percentage of students who use the Student Health Center has increased from 4% to 6%. The Center staff goal is to achieve a level of 10% utilization among the students. The Center intends to increase outreach efforts by hiring health educators whose main function will be outreach and health education. The Health Center will provide medical and mental health services for acute, episodic needs to students who are enrolled and attending classes. In promoting wellness, both physical and emotional, students are encouraged to choose positive life-styles (II.B.3.14: *Student Health Center Program Reviews 2006, 2008, 2010 and 2012 Web Page*). These activities contribute to student retention and well- being.

Instructional units are provided with comprehensive student success, retention and awards data from the College Student Information System as part of their program review materials (II.B.3.15: *GWC College-Wide Program Review Data Web Page*).

Additional discussion of College efforts to support student learning needs is located in standard II.C of this self-evaluation report.

II.B.3 Actionable Improvement Plan
None

II.B.3.a
The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services regardless of service location or delivery method.

II.B.3a Descriptive Summary
The varied needs of GWC students are served by a comprehensive array of student support services. General services benefit all students – Admissions and Records, Assessment, Counseling, Health Services, Student Activities, Career and Transfer Centers and specialized support services benefit specific student populations in need of unique services – Financial Aid, ACE, EOPS/CARE, Re-Entry/CalWORKs, Outreach and International Students.

Student Services offices open and close at varied times daily. Most offices close at noon on Fridays. These hours of operation assure appropriate access based on student needs. Student Services is housed in several locations throughout the campus. Space for International Students, ACE, Financial Aid and CalWORKs was examined and each of these programs was moved to larger, more accessible locations to better serve these student populations. There are long-range facilities plans under way to develop a One-Stop integrated student service center (II.B.3a 32b: *GWC 2020 Resource & Facilities Master Plan, 2008, "Proposed Building/Facilities Program," pp. 69-84*). The goal of a One Stop Student Service Center is to improve access by centralizing services.

Student services departments utilize various methods to provide services for diverse students including non-traditional, economically disadvantaged, first-generation college, English as a second-language and international students. Most published materials and web pages are provided in English, Spanish and Vietnamese.

Services are also available to students online. Students can apply for admission, view the class schedule, the college catalog, register for classes, apply for graduation, submit financial aid forms, pay fees online, complete an online orientation and e-counseling. On the GWC college website Student Services maintains links to each department's webpage that allows visitors to view program information, services and events or query a staff member for follow-up via email (II.B.3a 33: *Student Services Web URL*).

II.B.3.a Self Evaluation
GWC meets the standard.

Consistent with the provisions of this standard and the expectations contained in ACCJC policy, the College assures equitable access to all students through the provision of appropriate, comprehensive and reliable services regardless of service location or delivery method (II.B.1 1b: *ACCJC Policy Distance Education and on Correspondence Education, June 2011*).

The Financial Aid Office provides direct assistance through specialized events, presentations and orientations for students. Financial Aid hosts three signature events each year (II.B.3a 34: *Financial Aid Schedule of Events*; II.B.3.a 34c: *Financial Aid Web Page*). These events are designed to raise awareness about financial aid resources and to ensure accurate completion of the Free Application for Federal Student Aid (FAFSA) among prospective students from the feeder high schools.

Counselors provide services to assist students in making effective academic, personal and career decisions. Generally, students make individual appointments for counseling, however, counselors are available on a walk-in basis and for drop-in during peak times year round (II.B.3.a 34b: *Counseling Schedules 2008-2012*). Additionally, e-counseling is available to all students for general questions and the department has made this a priority in order to provide an acceptable level of service to GWC students (II.B.3a 5: *Counseling Web Page*). New student orientations are also conducted twice per year, online for general students and in person for non-native language speakers. Additionally, in-person SOAR orientation sessions are offered March through June for our incoming high school students (II.B.3a 35: *SOAR Web Page*).

EOPS/CARE and Re-Entry CalWORKs Offices host information workshops and orientations to inform students about the program benefits and eligibility requirements (II.B.3a 36: *EOPS/CARE and Re-Entry CalWORKS Web Page*). ReEntry/CalWORKs is developing an online orientation that will allow distribution of detailed information in a timely manner. Both EOPs and CalWORKs have established long-term contacts with community organizations and feeder high schools to increase referrals, provide access to target populations, and maintain GWC's relationships with these organizations.

The ACE Department has an intake process to identify eligible students. Students meet with the ACE counselor to discuss support services which may include enrollment in specialized classes, counseling, tutoring, interpreters, note takers, test facilitation, use of adaptive equipment and other available services. In addition, ACE participates in a variety of outreach events and the Alternate Media Specialist and Instructional Associate in the Hi-Tech Center Lab keep up with the latest adaptive technology (II.B.3.b 37: *ACE Web Page*). Disabled students receive a wide range of services, both in and out of the classroom, and are supported by a high-tech learning lab (II.B.3.b 13: *ACE Program Reviews 2006, 2008, 2010 and 2012 Web Page*).

Specialized orientation and counseling services are also provided for student athletes. The athletic counselor meets with potential and current athletes to explain major NCAA and NAIA eligibility rules and academic preparation requirements (II.B.3.a 37b: *Athlete SOAR Orientation Summaries 2008-2011*).

GWC continues to be committed to providing high quality child care and education programs to insure that students and local families have access to care for their children. GWC has partnered with the Boys and Girls Club to provide staffing, programs and curriculum and a new Child Development Center and Pre-school, built on campus, opened on January 10, 2011.

The International Student program and the intercultural Center were merged in August 2011 under a common director. The International Student program provides centralized, one-stop services to all new and continuing international students at GWC. The program provides a six-hour, tailored mandatory orientation, sponsored activities and workshops (II.B.3.a 38: *International Student*

Program Web Page). The Director is charged with developing appropriate marketing material and with establishing and maintaining an outreach/recruitment plan, in addition to maintaining institutional compliance with the U.S. Citizenship and Immigration Service. The District has set a goal to increase international student enrollments 15% over the 2011-12 academic year enrollments by 2020.

The Intercultural Center is dedicated to providing an environment that celebrates the rich diversity of the GWC campus and the communities it serves. The Center is committed to participate in and sponsor community events that provide the College an opportunity to learn about its diverse ethnic groups on campus and in the larger global community (II.B.3.a.16: *Intercultural Center Web Page*).

The Puente program is a year-long learning community that includes three main components: (1) accelerated writing courses incorporating Latino and multi-cultural authors with an emphasis on English writing skills; (2) intensive counseling to provide students with sustained, in-depth career and academic guidance; and (3) mentoring from the community and university partnerships. Students in the Puente Program enroll as a cohort in required coursework each semester and participate in the program as a true learning community (II.B.3.a.17: *Puente Program Web Page*).

The College became eligible to compete for federal funds earmarked for Hispanic Serving Institutions (HSI) during the 2011-12 academic year. A federal Title V application has been prepared to facilitate the expansion of programs to support academic and student services for Chicano/Latino student success (II.B.3.a.18: *Title V Individual GWC Narrative Excerpts spring 2012*).

II.B.3.a Actionable Improvement Plan
None

II.B.3.b
The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

II.B.3.b Descriptive Summary
Campus Committees consisting of administrative, faculty, staff and student representatives allow for full-inclusion of ideas from the GWC community. Committees including the Student Success Planning team, Council for Curriculum and Instruction, Planning and Budget, and the Student Equity Team allow for recommendations and decisions to be implemented in any of the student services or other campus programs through a shared governance process.

University transfer programs such as the Puente Program and Honors Program ensure that students are able to achieve their educational goals and complete requirements for a baccalaureate degree and beyond.

The ACE provides specialized accommodations to students to enhance their learning experience. EOPS/CARE and Re-Entry/CalWORKS Offices host information workshops and orientations to inform students about the program benefits and eligibility requirements. The EOPS Outreach Coordinator within this department has established long-term contacts with community organizations and feeder high schools that assist in maintaining access to their target populations. The GWC

EOPS program serves the largest number of students in the CCCD. These programs seek to promote personal development and personal responsibility values among the GWC students served.

Student Health Services provides primary health care and education to students in support of their personal wellbeing so they may attain their educational goals, and further serves as a health and medical resource for the campus community.

The Associated Students of GWC works hard to represent the interests of the student body and make important changes in enhancing student life at GWC. The GWC Health, Kinesiology, and Athletics Division currently support 15 men's and women's athletic teams that compete in the Orange Empire Conference of the California Community College Association, and in the Southern California Football Alliance.

II.B.3.b Self Evaluation
GWC meets the standard.

The Learning Communities provided at GWC allow students with common goals to study in supportive learning environments. Examples of such programs include the Puente Program, Peace Studies, the Honor Program, and the Teach3 Program (II.B.3.b.19: *Honors Program Reviews 2006, 2008, 2010 and 2012 Web Page*; II.B.3.b.20: *Peace Studies Program Reviews 2006, 2008, 2010 and 2012 Web Page*; II.B.3.b.21: *Teach3 Program Reviews 2006, 2008, 2010 and 2012 Web Pag*e).

Service Learning, a key component to several programs at GWC, includes social consciousness and community awareness while assisting students in connecting coursework with real-life experiences. Currently, service learning is a component of ASGWC, the Teach3 and Honors programs, and the Peace Studies Program. While the program is new at GWC and current funding and staffing limit the participation to select learning communities, the expectation is that service learning will eventually be available to all students who wish to participate.

As the primary liaison between the students and the faculty, staff, and administration, ASGWC provides a forum for personal and social enrichment of student life. Included in the ASGWC activity schedule is an annual leadership conference in which students and faculty participate in a series of workshops and a weekend retreat focusing on decision making skills, diversity, leadership, and shared governance (II.B.3.b.22: *ASGWC Retreat Schedule and Agenda*). The "Collections of Kindness" project sponsored by ASGWC provides students the ability to perform charity work to the neediest of families in the community.

The Golden West Athletics is dedicated to providing its student-athletes with opportunities to experience the valuable life lessons of self-discipline, competition, leadership, teamwork, sportsmanship, character building, and community involvement through athletic participation. The department conducts a review of each sport on a yearly basis using agreed upon key performance indicators. This measurement tool has proved to be valuable in evaluating each sport offering. Currently supported athletic programs include:

- Cross Country (men/women)
- Soccer (men/women)
- Swimming (men/women)
- Track (men/women)

- Volleyball (men/women)
- Water-Polo (men/women)
- Baseball (men)
- Football (men)
- Softball (women)

The international student program exercises great care to ensure foreign students are aware of their unique responsibilities (II.B.3.b.23: *International Student Program Process Outcome 5CM 2012*).

II.B.3.b Actionable Improvement Plan
None

II.B.3.c.
The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

II.B.3.c. Descriptive Summary
The GWC Counseling Department is open and staffed year round. During the fall and spring semesters counselors are available from 8:00 a.m. to 7:00 p.m., Monday through Thursday, and from 8:00 a.m. to noon on Fridays. During summer and intersession, counselors are available from 8:00 a.m. to 7:00 p.m. Monday through Thursday. The Dean of Counseling and Matriculation guides the Counseling Department.

As stated in the Counseling and Matriculation Division mission, "The GWC Counseling Division embraces the diversity and uniqueness of all students. We commit to assisting students in achieving their academic, career and personal goals through a supportive and individualized approach. We value student growth and strive to assist students in reaching their greatest human potential." To support student learning and success the counseling division employs nine full-time counselors and one full-time instructional faculty member who teaches the majority of the counseling courses. Counseling faculty are assigned to various programs on the campus: Nursing, International Students, Teach 3, CalWORKs, Online Criminal Justice and Puente. One full-time counselor works 50% of load working with the Physical Education division to counsel student athletes and follow up with athletic eligibility. Another counselor was assigned 50% to Puente serving as an instructor within the program and program coordinator. Part-time counselors provide general, athletic and basic skills counseling. Several counselors and staff are bilingual speakers (Spanish/English and Vietnamese/English).

There are four full-time counselors (one of whom serves as the Director of EOPS) who work within the EOPS/CARE department serving only EOPS/CARE students and one full-time and one part-time counselor working in ACE specifically with students who qualify for ACE services.

CalWORKs employs four part-time counselors who meet and work collaboratively with other programs on campus. The counselors assist students with required paperwork, serve as liaisons with county agencies, and provide special assistance with registration, childcare, and ancillary requests. Utilizing a case management approach counselors monitor student degrees to ensure

students are compliant with program regulations and make referrals to other agencies for additional support.

The counselor to student ratio within the counseling department (excluding ACE, EOPS and CalWORKs) is 1 to 1,500. Title 5 program-based funding requirements call for a minimum of 900 to 1 student to counselor ratio in California Community Colleges. The counseling department continues to work towards hiring full-time counselors to improve the GWC ratio by submitting requests for full-time faculty through the academic senate process. At this time the Counseling Department has agreed to put a request for a full-time hire in their fall 2012 program review. In the meantime, Counseling will be backfilled by the hiring of two part-time faculty.

II.B.3c Self-Evaluation
GWC meets the standard.

Counselors seek to assist students in creating or revising student educational plans (SEPs), reviewing assessment scores, influencing course selection, and developing plans for AA degree/certificate completion or transfer. Students who are undecided about their career major are referred to counseling courses for guidance in the career decision-making process. Generally students make individual appointments for counseling. However, counselors are available for drop-in appointments during peak times year round.

Additionally, e-counseling is available to all students for general questions and the department has made this a priority in order to provide an acceptable level of service to GWC students. New student orientations are also conducted twice per year, online for general students and in person for non-native language speakers. Additionally, in-person SOAR orientation sessions are offered March through June for incoming high school students, plus specialized orientations for student athletes to explain NCAA and NAIA eligibility rules and academic preparation requirements.

Counselors dialogue with other staff members about critical needs of students and share information with their instructional colleagues by serving on the following campus committees: academic senate, curriculum, planning and budget, instructional planning team, matriculation, district planning and budget, instructional professional development, basic skills/student success, and enrollment, retention and completion. One full-time counselor serves on the statewide academic senate. Counselors are also part of the academic petitions committee and financial aid appeals committee.

Counselors (including representatives from EOPs/CARE and ACE) are provided with a variety of training opportunities both on and off campus to maintain and upgrade their skills. Counselor department meetings are held twice each month on Wednesdays during the fall and spring semesters. These meetings include counselors from EOPS and ACE and the counseling Dean on campus. The meetings are used to update counselors about instructional and student programs and services as well as to discuss changes in policies and procedures (II.B.3.c.24: *Counselor Meeting Agendas 2010-11*).

The department chairs have developed training sessions for part-time counselors that are offered each semester to keep them current on college and department programs and services. Counseling symposiums/retreats have been planned to include full-time and part time counselors from

all counseling programs once a year (II.B.3.c.25: *Part-time Counselor Training and Department Workshops 2007-2012*). Last spring the focus was on how to most effectively serve Veterans and student success. In addition, counselors attend training sessions coordinated by the University of California and California State University systems and the spring Ensuring Transfer Success conferences for admissions transfer and updates.

All programs where counseling is a component have conducted program reviews, and all categorical programs have participated in additional audits. Identified areas in need of improvement were addressed (II.B.3.c.26:*Counseling Department Program Reviews 2006, 2008, 2010 and 2012 Web Page*):

- The counseling and transfer center websites were updated
- E-counseling extended to be offered in intersession and summer
- Counseling hours were expanded
- Developed and maintained "Planning Guide for Transfer Students"
- The new SEP was revised to reflect the AA degree changes
- Purchased Scheduling and Reporting System (SARS) for scheduling counseling appointments

The online orientation was updated and improved. Beginning in spring 2010 and summer 2010, general students completed the orientation online rather than in person (II.B.3.c.27: *New Student Orientation Web Page*). A total of 3,753 students completed the online orientation. In the same time period, 1,022 students completed orientation through in-person group sessions. SOAR statistics indicate a rising number of students participating in this program (II.B.3.c.28: *SOAR Student Statistics 1996-2011*).

The Transfer Center will be going through Program Vitality Review in spring 2012 with the aim of improving transfer services and increasing transfer rates (II.B.3.c.29: *PVR Transfer Center Letter November 9, 2010*). Concerns have been expressed in the following areas (II.B.3.c.30: *Transfer Center Program Reviews 2006, 2008, 2010 and 2012 Web Page*):
- Lack of Updated Transfer Planning Guide
- Lack of Updated Major Advisement Sheets
- Lack of Transfer Agreements with Private Universities
- Decline in Transfer rates to local Universities
- Lack of Resources
- Little involvement in transfer activities, such as efforts to increase participation in the transfer fairs, getting word out to students regarding TAG agreements, etc.
- Lack of expansion of articulation agreements with more State and UC schools
- Limited transfer counseling services

With no net gain of counseling faculty, no budget to hire part-time counselors, a retirement in spring 2010 and a pending retirement in spring 2012, a burden has been placed on counseling services. Without more counseling faculty hired, the number of increased students in enrollment continues to go un-served. In the spring of 2011, the President recommended placing the Puente Program on hiatus, and moving the counselor assigned to this program back to general counseling 100 percent from the former assignment as 50 percent general counseling and 50 percent Puente. Advocacy by the counselor, students, and other faculty resulted in the program continuing for the 2011-12 year with part-time instructors. Given the ongoing budget reductions

and fiscal stress on the College the future of the program with full-time faculty, as recommended by the UCOP, is unknown.

Last year, the Counseling Department's request for a faculty position was rated high by the academic senate and warranted hiring. A counselor faculty hiring committee was put together and the process was in place to hire. The President elected to pull the counseling position and not fund it because counseling is in transition from traditional practices to more technological approaches such as Coast Pathways, and electronic SEPs. In May 2012 the Counseling Department will lose another counselor due to retirement. Counseling is a valued component for student success; therefore, it is critical that the campus put resources into hiring new counseling faculty and exploiting technology to assist students as soon as an analysis of Department needs is completed using the lens of the State Student Success Task Force as one perspective.

Counseling has successfully completed four cycles of SLO identification and evaluation. The most recent department SLO focused on the assessment of our updated and improved online new student orientation. The results revealed that students reported the online orientation was effective in meeting the stated goals of a new student orientation. The assessment outcome of the SLO has identified specific areas of the orientation in need of improvement. The department is working on implementing these revisions and plans to assess the effectiveness of these changes (II.B.3.c.31: *Assessment of New Student Online Orientation Instruction*).

Counseling has successfully identified and assessed SLOs for each of the four courses offered in the department. Results are being used to improve the quality of the courses Counseling provides. SLOs are currently being updated and revised to conform to institutional and program SLOs.

II.B.3.c Actionable Improvement Plan
None

II.B.3.d
The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.

II.B.3.d Descriptive Summary
GWC is wholly committed to student equity and diversity. The commitment is evidence by the full implementation of the goals of the Equity Plan, by the programs and activities the college engages in to ensure equity, and by the statements addressing equity and diversity in the GWC primary planning documents (II.B.3.d.32: *College/Vision Mission Statement and College Goals Web Page*).

The scope of the programs, practices and services include the programs of EOPS/CARE, Emancipated Foster Youth, CalWORKs, Financial Aid, ACE (Disabled Student Services), International Students, Puente, El Vento and Peace Studies and Veterans Services. All of these programs and services are performing best practices on the campus to promote student inclusion and participation through clubs, intercultural events and the services offered by these programs. Along with the programs, the Admissions and Records Department, as well as the offices of Assessment, Student Health, Tutoring, and Associated Student Services address cultural awareness and sensitivity.

Cultural diversity is also addressed in the classroom by providing instruction and interaction opportunities for students in specific course work such as Vietnamese G290-Vietnamese Culture, Anthropology G100- Introduction to Cultural Anthropology, Anthropology G150-Indians of North America, Social Science G133-Racial & Ethnic Relations in America, Social Science G134-Chicano Studies, Social Science G135-Vietnamese Cultural, Social Science G136-History & Culture of the Chicano American and G290-Mexican Culture & Civilization are strong examples of how GWC adjusts to the interests of the student population.

Through campus events spearheaded by diversity constituents, the College offers events and workshops to address cultural sensitivity and promote GWC as a viable option for all students to attend. Events like Chicano Latino Day brings 400-500 Hispanic High School Seniors to the campus annually so they can participate in a day of the college experience. The GWC Financial Aid, EOPS/CARE, CalWORKs, and Emancipated Foster Youth Programs hold outreach activities in the community that are design to promote college inclusion for minority students. The GWC Associated Student Government actively promotes full inclusion with clubs that include, EOPS/CARE/Emancipated Foster Youth Club, Feminist Club, Gay & Lesbian Alternative Straight Alliance (GLASA), Intercultural Club, International Students Club, Mi Casa Club, Peace Mind & Body Club, Puente Club, Sign Language & Interpreting Club, Tutoring Center Club, Vietnamese Student Association and the Veterans Club (II.B.3.d.33: *GWC Student Clubs Web Page*).

Many of the College materials and web pages are provided in English, Spanish and Vietnamese. Several Student Services employees in various offices are bi-lingual (Spanish/English or Vietnamese/English).

II.B.d Self Evaluation
GWC meets the standard.

The following programs, services and events, demonstrate the College's commitment to a diverse student population. This year GWC qualifies as a Hispanic Serving Institution.

Athletics
The athletic program at Golden West consists of 8 men's sports, and 7 women's sports for a total of 15 intercollegiate teams. The College pursues gender equity in our athletic offerings and GWC has a large diverse student/athlete population. This is not only demonstrated by ethnicity, but annually the College also has a variety of international participants. There is an overriding emphasis by the coaches and counselor's to promote academic success first and foremost with more than 400 student athletes each year.

EOPS/CARE
EOPS & CARE are sister programs providing "over and above" services for low income and educationally challenge students. The student population and the GWC faculty/staff consist of a viable socially diverse population. Even now, during this statewide fiscal crisis, annually the programs will provide over 1,000 students individualized attention and services while they are striving to reach their education goals. Additional CARE Services target single parents receiving federal and state assistance through CalWORKs. These students must also be active participants in EOPS.

Emancipated Foster Youth (EFY)

EFY is a relatively new service for GWC and is associated with EOPS. The College serves a diverse student population of approximately 15-30 annually who need many specialized services to compete in the college setting. Due to the enormous generosity of a single donor who has provided $160,000 in private funds to date, the College is able to assist the emancipated foster youth to be competitive within the educational and social environment.

Re-Entry/CalWORKs

The Re-Entry/CalWORKs Program is designed to give students on welfare a chance to obtain or upgrade marketable skills that can be used to secure viable employment. The students receive personalized attention, counseling and motivation while pursuing their learning experience. In addition, the program actively participates in outreach activities within the Orange County community.

Financial Aid

Financial aid is available to help remove the cost barriers that may prevent students from pursuing their educational goals. A diverse Financial Aid staff ensures that GWC is addressing culture as well as financial literacy. It serves students at large and underrepresented students. Assistance is available from a variety of programs funded by federal, state and private sources.

Fine Arts Program

The Fine Arts Program demonstrates cultural sensitivity in art gallery exhibits as well as in many of its dance, music and theatrical repertoire.

Access Center for Education (ACE)

ACE helps accommodate people who have a verified disability that poses a limitation on the person's ability to succeed academically. The program provides services that are appropriate to each individual's disability as determined by the program experts.

International Students Program

This program is committed to providing assistance to international students so that they may succeed at GWC. Students are able to take advantage of the student-centered support provided to them with specialized counseling; expert visa/practical training guidance, personal advising, and home-stay services. Additionally, the program provides many opportunities for this diverse population to participate in student activities on and off campus.

Puente Program

The Puente Program is a two-semester learning community that incorporates three main components: (1) accelerated writing courses that incorporates Mexican American and Latino authors; (2) intensive counseling services to provide career and academic guidance; and (3) mentoring services. Students in the Puente Program enroll as a cohort in required course work and participate as a true learning community that supports personal, academic and cultural development.

El Viento

This program is specific to a targeted Hispanic community in Huntington Beach known as Oak View. The promise of the El Viento Program is to start with 4th grade students from that specific community and provide assistance and guidance for them for the next 8 years while they progress through high school and college. GWC is proud to be one of the support systems for this effort.

Peace Studies Program
This developing program provides an interdisciplinary perspective to the study of conflict, violence, war, and peace. The goal of this program is to develop future leaders who learn peace-making and culturally-specific conflict skills designed to address the issues that are abundant in today's diverse society.

Veterans Services
GWC is dedicated to providing veterans the support they need to make a transition from their military service to their personal commitment to a college education. GWC is approved by the Bureau for Private and Vocational Education to provide appropriate benefits. Along with helping the veterans build a solid educational foundation, the participants are encouraged to participate in student activities and student government.

Student Activities Program
The Student Activities Office strives to maximize personal growth and development in GWC's students by providing a variety of opportunities for involvement, service and leadership in co-curricular activities while recognizing cultural diversity as a core value.

Intercultural Program
The Intercultural Program enhances academic excellence by providing resources to students, support staff, and faculty that: (1) demonstrates respect and appreciates diversity of thought and experience; (2) celebrates historical and cultural commonalities and differences; and (3) provides training in leadership and global communities. Upon completing a field trip to the African American Heritage Museum several students reflected on their learning experience as follows:

"*I did not expect my visit to be so inspiring.*" Thuy

"*I hope GWC will organize more trips to other cultural experiences. After all, learning takes place both inside and outside the classroom. I learned so much.*" Sonia

Student Health Center
The mission of the student health center is to provide primary mental and physical health care as well as provide individual and group well-being education for the GWC student population. Cultural and ethnic sensitivity is taken into account when dealing with race, gender or alternative life style issues.

Tutorial & Learning Center
The Tutorial & Learning Center provides a variety of diverse tutorial options to meet the needs of GWC students and the surrounding community. Academic support is available to all Golden West students in the classes for which they are enrolled. The center provides group, drop-in, individual, on-line and community tutoring services.

Clubs Highlighting Diversity
EOPS/CARE/Emancipated Foster Youth Club - The purpose of the club is to provide a support system for students, promote cultural awareness through student involvement, give back to the campus and community, and create a positive GWC experience for new and returning EOPS/CARE/EFY students.

- **Feminist Club** - The purpose and mission of this club is to cover all dynamics of Human Rights issues. The club is not limited to women's issues and is dedicated to educating and empowering all students through social justice and action leading the way to social change.

- **Gay Lesbian Alternative Straight Alliance (GLASA)** - The purpose of this club is to raise awareness of the rights of the GLBT population and promote a safe environment for greater understanding of the GLBT community.

- **Intercultural Club** - The purpose of this club is to bring cultural awareness and ethnic diversity to GWC by hosting cultural events and activities.

- **International Students Club** - The purpose of this club is to provide and establish organizations in conjunction with the International Students Program that offers a community of support to international and resident students. Club members plan activities to familiarize themselves with the culture of the United States and share with GWC the different cultures that students represent for better awareness and mutual understanding.

- **Latter Day Saints Students Association (LDSSA)** - The purpose of the LDSSA is to promote good fellowship and wholesome associations among college students, to make moral ideals more practical in our lives, to promote intellectual stimulation, and to foster cultural and social adaption for our talents.

- **Mi Casa Club** - The purpose of this club is to foster and promote the academic and personal success of Chicano/Latino students. The club encourages student advocacy personal support and transition beyond community college.

- **Model United Nations (MUN)** - This club simulates the structure, procedure and policies of the real United Nations. The purpose of the club is for students to learn the dynamics of multicultural diplomacy, to increase their awareness of global issues, and to gain in-depth knowledge of global problems and resolution.

- **Peace Mind & Body Club** - The purpose of this club is to build a culture of peace; to create peace within our community, our country, the world and ourselves.

- **Puente Club** - The purpose of this club is to provide academic support and community service opportunities to Puente students.

- **Sign Language & Interpreting Club** - The purpose of this club is to give students a way to practice signing, learn more about interpreting, network for the future, and refine their skills to work with the specialized diverse hearing impaired student population.

- **Tutoring & Learning Center Club** - The purpose of this club is to promote the tutoring & learning center services that are available to the GWC diverse student population. The goal is to further expand educational opportunities through GWC's scholarship program and provide social interaction & recognition opportunities for the members.

- **Vietnamese Student Association** - the purpose of this club is to increase Vietnamese cultural understanding through a diverse club membership, offering educational and cultural events for the campus and community.

- **Veterans Student Organization** - The purpose of this club is to prepare and assist Veterans in transitioning from their military background to becoming successful college students.

Access to culture and cultural information plays a key role in engaging GWC students and potential students in the educational process. The programs, services and practices described above provide students fuller access and participation in the cultural life of the campus and opportunities to gain an understanding and appreciation of diversity. GWC has clearly developed a broad variety of opportunities that promote student understanding and appreciation for diversity. Examples of the diversity event programming illustrate the variety (II.B.3.d.34:*GWC Examples of Diversity Appreciation Programming*). Challenges to develop a broader understanding and appreciation of diversity throughout GWC's campus community still remain. The College must continue its commitment to foster these programs and services that are focused on inclusion of GWC's diverse student population.

II.B.3.d Actionable Improvement Plan
None

II.B.3.e
The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

II.B.3.e Descriptive Summary
In accordance with Title V, College and District policies, GWC admits all legally eligible applicants who are high school graduates, 18 years of age or older and who can profit from instruction. The college also has a Special Part-Time Program for concurrently enrolled 11th and 12th grade students and a Special Admit program for eligible students who are in 10th grade or below. International Students are admitted provided they meet all Immigration and Naturalization Service (INS) and Department of Homeland Security regulations plus the College admissions criteria for the issuance of an I-20.

II.B.3.e Self Evaluation
GWC meets the standard.

Prospective and or new students apply online through the CCCApply application system. There are links to the application throughout the college's website, or students can go directly to CCCApply.org and apply. For those individuals who may not have access to a computer at home, the Admissions Office provides several computers for the public to use for both admission and registration transactions. Paper applications are available in the Admissions Office as well a PDF version on the web for anyone who would may not feel comfortable filling out the application online. Application and matriculation materials are not currently translated into Vietnamese and Spanish but the Student Services Division does have staff on hand during regular business hours that can assist many of GWC's limited English speaking students both in person and over the phone. Students with disabilities who need modified or alternative services are assisted through ACE in coordination with the Admissions and Records Office.

GWC has a matriculation plan that describes and details every element of matriculation. Additionally, GWC has a matriculation sub-committee that regularly evaluates and oversees the admissions, assessment, orientation, counseling/advisement, follow-up, coordination and training and research components of the matriculation standards (II.B.3.e.35: *Matriculation Program Plan 2009*; II.B.3.e.36: *GWC Placement Exam Validation Research*). These standards mandate that the institution provide these services as effectively as possible while minimizing bias. The admissions component requires that all new students and returning students who have missed at least one primary term file an admissions application prior to enrollment in classes. Each new and returning student application is evaluated upon submission, and the student's matriculation status is determined in accordance with the college and district exemption criteria. Based on this determination, students are notified electronically via email with information regarding their matriculation status as well as services to meet any special needs. The email also refers students, as appropriate, for assessment services and/or student orientation. Students needing to matriculate cannot register for more than six units prior to completion of their required matriculation services. Students can conveniently complete the new student orientation online and be cleared to register within hours. Orientations for limited English speakers as well as incoming freshman participating in the student orientation, assessment and registration (SOAR) program are still conducted in small groups with more personalized advisement. Students cannot enroll in courses with mandated prerequisites without proof of prior college coursework (grade of "C" or better), placement test results, or a successful challenge of the prerequisite in accordance with college and departmental policy.

The matriculation sub-committee reports to the Student Success Committee that is comprised of Basic Skills, Student Equity and matriculation. These committees were "stand alones" until a few years ago when the College realized all three committees basically had the same charge but never met together. As an improvement to the planning processes it was decided to bring members from all three groups together to form one larger committee and work collaboratively as a Strategies for Student Success Committee.

GWC, in conjunction with Orange Coast College, offers local feeder high school seniors the opportunity to participate in a student orientation, advisement and priority registration program. The SOAR program provides students the opportunity to submit an admission application and take assessment testing at their high schools, provides specialized orientation sessions, and gives students an early opportunity to register for fall classes ahead of continuing, new and returning students. Students enroll according to a priority appointment system in accordance with College and District policy and Title V mandates (II.B.3.e.37: Board Policy 5055 Priority Registration; II.B.3.e.38: Priority Registration Mandates). GWC is in compliance with recent legislation which gives the following groups registration priority: (1) EOPS and Foster Youth; (2) DSPS; and (3) Veterans. Students register conveniently online via their student portal. Prior to the start of the term, once classes are closed, students have the opportunity to place themselves on a waitlist for the class. If a space becomes available due to a student drop, the first student on the waitlist is notified via email and has 24 hours to enroll in the class. If a class is still closed once the term begins, students can request an Authorization to Add Code (AAC) from the instructor and add the class online. Students who are not comfortable registering online may do so in-person during the first two weeks of the term. Admission standards are consistent with the college's mission and are effectively linked to the college's educational goals as identified in The College Educational

Master Plan and the District's Vision 2020 plan. The Admissions and Records Office is evaluated in a number of ways: Program Reviews, Year End Reports, yearly internal and external audits and accreditation visits (II.B.3.e.39: Admissions and Records Program Reviews 2006, 2008, 2010 and 2012 Web Page). Based on evaluations from focus groups with students as well as student surveys, students are generally satisfied with the services received in Admissions and Records.

Since the implementation of Banner in October 2007, the Admissions & Records staffs from Golden West College, Orange Coast College, Coastline College and application developers from District Information Services meet weekly they discuss, develop and implement new processes and improvements that enhance the admissions registration, and records processes, thereby greatly reducing barriers and minimizing biases for our students.

The Administrative Director of Student Enrollment Services and the Director of Admissions and Records are active participants on a variety of College and District committees and work closely with the college community, the District office, the California Association of Community College Registrars and Admissions Officers (CACCRAO) organization. Both College administrators coordinate with colleagues from Coastline and Orange Coast to ensure that the Admissions and Records Office remains compliant and that the quality of services to students, faculty and staff remains high.

The Student Services Division is constantly assessing processes and procedures to determine how to improve service to students. Currently there are several projects underway to improve service to students. Student Services Division staff worked collaboratively with the District, OCC and CCC to develop an internal online "short" admission application that was piloted in summer and used in fall by continuing students who would like to take a class at one of the sister colleges. This will also be used for the Nursing program students. An online graduation application is being developed to make that process easier for students.

II.B.3e Actionable Improvement Plan
None

II.B.3.f
The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

II.B.3.f Descriptive Summary
GWC maintains student records as required by the California Education Code and secures them in compliance with Family Education Rights and Privacy Act of 1974 (FERPA) regulations as described in the College Catalog and College website. In addition, GWC complies with guidelines in Title 5 of the California Code of Administrative Regulations on the retention and destruction records. Class 1 records must be kept permanently and confidentially.

II.B.3.f Self Evaluation
GWC meets the standard.

Provisions are made for secure backup of all electronic files, which include but are not limited to network backups, microfilm and electronic document imaging. There are duplicate sets of microfilm stored at an off-campus site. Standard practices are followed for securing student files and limiting access to authorized staff. Old, hard copy transcripts prior to 1989 have been electronically imaged. The hard copies are being stored securely off-site with a records management company. Hard copy faculty rosters that have not been electronically imaged are kept in a secure room in the Admissions & Records Office. This room is equipped with a Halon fire-extinguishing system and alarm. Student records and faculty grade information is stored electronically on the Student Information System (SIS), which is housed and maintained at our District office with back-ups being performed each night. The backed up data is sent to a commercial offsite storage.

GWC follows federal and state regulations as well as District policy regarding the maintenance and release of student records. GWC publishes the established policies that it follows for release of student records in the college catalog and website in accordance with District policy (II.B.3.f.40: *GWC Catalog 2011-12, "Rights, Responsibilities, Policies & Regulations," pp. 177-188*; *II.B.3.f.41: Board Policy 5040 Family Rights and Privacy Act of 1974*). Students who apply for admission online are given the option to "opt out" or deny permission to release information to third parties such as the National Student Clearinghouse. Students may also make a similar request in person in the Admissions & Records Office.

Technology Support Services (TSS) is responsible for campus network security and backup of campus network related data and resources. GWC has deployed a multi-layered approach to security. TSS has anti-phishing and SPAM appliances to block harmful email. A Network Access Control (NAC) appliance has been deployed to monitor systems and warn of potential attacks. All users on the network have to be authenticated through GWC's Microsoft Active Directory. Every workstation has McAfee Total Protection installed and is actively monitor by a technician to spot potential problems. A daily scan is conducted on GWC's systems every day at noon. The anti-virus is constantly updated automatically to keep all definitions up-to-date. The wireless network covers the campus and uses Wi-Fi protected access (WPA) to protect from unauthorized users. All users have to authenticate with their username and password. Remote access to the campuses through our Cisco virtual private network (VPN) solution and is always authenticated and encrypted. Events are logged; daily backups are performed and sent off-site though Iron Mountain – a third party vendor. There are discussions underway to address our Disaster Recovery (DR). Due to lack of funding, the project has not yet been implemented.

District Information Services (DIS) is responsible for the Enterprise Resource Planning System (ERP)/ Student Information System (SIS) in use at GWC. All users must sign a confidentially form before given access to the ERP system. The ERP system uses https to accept incoming connections and users must use their username and password to login. Only connections from within our IP address range are accepted into the ERP system. The GWC campus network has border routers and firewalls performing security inspections. These devices are fully redundant to guard against failure and also to make sure data is transported securely to the proper destination. In addition, the NAC is setup to automatically send alert/text message in the event there are security or network breach attempts from external or internal threats. Servers are configured with secure settings and are on a regular update schedule for patches and anti-virus Critical servers have an

additional layer of security called Server-based Intrusion Detection Systems (SIDS), which protects the servers from unauthorized access or suspicious programs being installed.

GWC assigns each student (at time of admission) a unique student identification number as well as a username and temporary password to log in to the Student Portal (MyGWC). At initial login, students are required to change their password, which enables the student to have greater confidentiality of his/her records. Passwords are not stored by GWC or DIS. Functionality exists within the Student Portal for students to change their own password as often as they would like but they are not forced to do so with any regularity. Students who forget their password may have their password reset by the Admissions & Records Office after identity verification.

At time of employment, access to the college network is requested for new employees by the manager of the department and coordinated through the campus TSS. All SIS account requests are submitted by the employee's immediate supervisor and then must be reviewed by the Administrative Director of Enrollment Services before access is granted. With discretion, and the supervisor's approval, 160-day employees are given access to the student database based on their specific job responsibilities. Confidentiality of both student and personnel records has been addressed through the development of a confidentiality agreement that must be signed by any employee who is assigned an SIS account. When employees cease employment with the District or their job assignment changes, their access to the network and the SIS is modified or terminated.

The College has many old Class I records in various forms, hard copy and microfilm, that need to be burned onto CD's to maintain their integrity for the long term, not to mention the hard copy records that are subject to fire and pests. Financial resources need to be committed to this project to save these irreplaceable records and to remain FERPA compliant. Additionally, because of storage space limitations, some hard copy records may be unsecure and therefore out of secure storage compliance. The newly formed Student Life and Administrative Planning Team will be developing a plan to rectify these matters and present this to the College Planning and Budget Committee for consideration in the Spring of 2013.

II.B.3.f Actionable Improvement Plan
None.

II.B.4
The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

II.B.4 Descriptive Summary
Program Review and Program Vitality Review are the primary processes used for the examination and evaluation of Student Services programs on a regular and ongoing basis. All support services go through a comprehensive program review every two years using the strategic planning method Strengths, Weaknesses/Limitations, Opportunities and Threats (SWOT) Analysis. Through the program review process programs that are "in trouble" can be referred to the Program Vitality Review (II.B.4.01: *Program Vitality Review Web Page*).

Student Services units use SLOs created by individual divisions and departments to evaluate and provide evidence regarding how the unit is contributing to student success, learning and achievement. Following the Nichols and Nichols five-column assessment process, SLO's are written, assessed and evaluated. The five-column assessment process includes: (1) mission and goals, (2) intended outcomes, (3) means of assessment, (4) summary of data collected, and (5) use of results.

The assessment of a SLO is a large part of the evaluative process in program review. Column Five specifically focuses on the use of results. After creating a SLO, it is then assessed as data are collected and analyzed. From that data Student Services units can determine where to make improvements as well as reflect on the strengths of the area.

II.B.4 Self Evaluation
GWC meets the standard.

Each program in Student Services has a written mission statement that aligns with the Student Services mission as well as with the College mission. In support of the program mission statements, each program has identified SLOs for their specific area (II.B.4.02: *List of Student Service Area SLOs by Unit*).

The process of program review is designed for all departments to know where they currently stand and establish goals to grow towards. Findings from the program review are used to measure progress toward the achievement of established departmental goals, identify student needs, establish solutions to challenges, and redefine the department's mission or vision, if needed, and to set new departmental goals.

The program review format used for all Student Services Division units is thorough and effective (II.B.4.03: *Student Services Program Reviews 2006, 2008, 2010 and 2012 Web Page*). The Student Services Division has seen numerous improvements throughout its programs in the last two years, and more goals for improvement have been set. Although program review reflects strengths in individual areas it also shows where there are deficiencies.

Due to the funding level provided by the State many of our programs have been unable to fulfill areas of need. Services have been minimized or cut and due to the lack of funds across the campus, many of the Student Services units have been unable to provide the extent of services for student needs to the extent the unit once did.

GWC demonstrates its commitment to its achievement of student learning outcomes through its integration of SLO assessment with the program review process. All programs assessing SLOs report those assessments using the Nichols five-column model.

Through the program review process, Student Services units are reflecting on their strengths, challenges they face, opportunities for growth and specific areas in need of improvement. Combining all of that information they can then create their mission or goal and a SLO.

An example of the five-column model is found in the Counseling Department program review. The Department listed very specific areas that would not only improve the effectiveness of the Counseling Department but also give the most back to the students at GWC. Each area of the

five-column model was covered thoroughly. Data was collected and reviewed allowing them to determine the extent to which the unit achieved their service and learning goals (II.B.4.04: *Counseling Department Program Reviews 2006, 2008, 2010 and 2012 Web Page)*.

Another example is found in the CalWORKS program that conducted an assessment of a learning outcome associated with the group program planning sessions they had started. The assessment pointed to an area for improvement regarding the provision of materials and resources. The program staff has used that insight to continue to improve the planning session experience (II.B.4.05: *CalWORKS Program SLO Assessment 2011-12*).

At the end of the five-column assessment, the fifth column represents the use of results. With these results GWC, as an institution, evaluates each area and uses a framework for improvement. As a College the institution is using the results to accommodate the needs of students as well as to address changes that need to be made in the systematic structures and procedures used in Student Services units (II.B.4.06: *Student Services Learning Outcomes and Assessment Examples 2005-06 to 2010-11*).

GWC holds a high standard of excellence to all students, staff and faculty. The continued evaluation of programs and units allows all areas to be aware of how and where growth/change can be made.

II.B.4 Actionable Improvement Plan
None

Standard II.B Evidence List

Links to evidence are available at www.goldenwestcollege.edu/accreditation2011-2012.

2.B.1.01:   GWC Organizational Chart March 7, 2012
            GWCOrgChart030712.pdf

2.B.1.02:   ACCJC Policy Distance Education and on Correspondence Education, June 2011
            ACCJC_PolicyDistanceEducationAndCorrespondenceEducation0611.pdf

2.B.1.03:   Online Instruction Department Web Page
            http://www.onlinegwc.org/studentservices.cfm

2.B.1.04:   Student Satisfaction with Matriculation Services Student Survey Spring 2009
            StudentSatisfactionMatricServicesRrt2009.pdf

2.B.1.05:   Counseling Course SLOs & Assessments 2010-11
            CounselingCourseSLOsAndAssessments2010_11.pdf

2.B.1.06:   Counseling Program Reviews 2006, 2008, 2010 and 2012 Web Page
            http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.B.1.07:   Counseling Web Page
            http://www.goldenwestcollege.edu/counseling/

2.B.1.08:   Success Seminars Flyers 2008-2010
            SuccessSeminarsFlyers2008_2010.pdf

2.B.1.09:   Probation/Disqualification Tutorial Web Page
            http://www.goldenwestcollege.edu/counseling/probation/

2.B.1.10:   TAG Workshop Flyer
            TAGWorkshopFlyer.pdf

2.B.1.11:   TAG Web Page
            http://www.goldenwestcollege.edu/transfercenter/uc/tag.html

2.B.1.12:   Transfer Center Program Reviews 2006, 2008, 2010 and 2012 Web page
            http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.B.1.13:   Financial Aid Web Page FAQ
            http://www.goldenwestcollege.edu/fao/

2.B.1.14:   Financial Aid Program Reviews 2006, 2008, 2010 and 2012 Web Page
            http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.B.1.15:   Career Center Seminar/Workshop Announcements & Summary Reports 2006-2012
            CareerCenterWorkshopsAnnouncementsAmdSummaryReports2006_2012.pdf

2.B.1.16:   Student Learning Outcomes 2006-2007 Career Center Cycle 2
            aCycle2CareerCenterSLO2006_2007FinalAndComplete7.pdf

2.B.1.17:   College Central Network
            http://www.collegecentral.com/gwc/

2.B.1.18:   CalWORKS web page
            http://www.goldenwestcollege.edu/calworks/

2.B.1.19:   CalWORKS Program Reviews 2006, 2008, 2010 and 2012 Web Page
            http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.B.1.20:   CalWORKS Program Student Learning Outcomes Group Program Planning for 2010
            CalWORKsProgramStudentLearningOutcomes_group_program_planning_for2010.pdf

2.B.1.21:   CalWORKS SLO 2011-12 Program Planning Sessions Assessment

CalWorksslo2011_212programplanningsessions.pdf

2.B.1.22: CalWORKS Program Planning Satisfaction Survey 2011-12
CalWORKsProgramPlan2011_12_finalized.pdf

2.B.1.23: ACE Web Page
http://www.goldenwestcollege.edu/ace/index.html

2.B.1.24: ACE Program Reviews 2006, 2008, 2010 and 2012 Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.B.1.25: GWC ACE SLOs and Assessments
GWCACE_SLOsAndAssessments.pdf

2.B.1.26: EOPS & CARE Web Page
http://www.goldenwestcollege.edu/eops/

2.B.1.27: EOPS & CARE Program Reviews 2006, 2008, 2010 and 2012 Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.B.1.28: Puente Program Reviews 2006, 2008, 2010 and 2012 Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.B.1.29: Student Health Services Web page
http://www.goldenwestcollege.edu/studenthealth/

2.B.1.30: Student Health Center Program Reviews 2006, 2008, 2010 and 2012 Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.B.1.31: Student Activities Web page
http://goldenwestcollege.edu/wpmu/sa/

2.B.1.32: Student Activities Program Reviews 2006, 2008, 2010 and 2012 Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.B.2.01: Coast Community College District Board Policies Website
http://www.cccd.edu/board/policies/default.aspx

2.B.2.02: GWC Catalog 2011-12 Web Page
http://www.goldenwestcollege.edu/catalog/

2.B.2.03: CCA_NEA and CCCD Agreement 2010-11, Article V, "Academic Freedom and Responsibility," p.4
CCA_NEAandCCCD_AgreementAdjunct FacultyAcademicFreedom_p4.pdf

2.B.2.04: CCCD & CFE Agreement, Article VI, "Academic Freedom and Responsibility," pp. 6-7
CCCDandCFE_Agreement2011_12AcademicFreedom_pp6_7.pdf

2.B.2.05: Board Policy 4030 Academic Freedom
BP4030AcademicFreedom.pdf

2.B.2.06: GWC Catalog 2011-12 Web Page
http://www.goldenwestcollege.edu/catalog/

2.B.2.07: GWC Catalog 2011-12 Web Page
http://www.goldenwestcollege.edu/catalog/

2.B.2.08: GWC Catalog 2011-12, "Graduation Requirements," pp. 40-48
GWCCatalog2011_12GraduationRequirements_pp40_48.pdf

2.B.2.09: GWC Catalog 2011-12, "Admissions, Registration and Matriculation," pp. 9-24
GWCCatalog2011_12AdmissionsRegistrationMatriculation_pp9_24.pdf

2.B.2.10: GWC Class Schedule, Spring 2012 "Admissions to GWC"
GWCScheduleSpring2012AdmissionsToGWC.pdf

2.B.2.11: GWC Class Schedule, Spring 2012 General Education Options

sprgsched_2012_proof.pdf

2.B.2.12: GWC Class Schedule, Spring 2012 "Student Success Services"
GWCScheduleSpring2012StudentSuccessServices.pdf

2.B.2.13: GWC Catalog 2011-12, "Rights, Responsibilities, Policies and Regulations," pp. 177-188
GWCCatalog2011_12RightsResponsibilitiesPoliciesAndRegulations_pp177_188.pdf

2.B.2.14: GWC Catalog 2011-12, "Admissions, Registration and Matriculation," pp. 9-24
GWCCatalog2011_12AdmissionsRegistrationMatriculation_pp9_24.pdf

2.B.2.15: 2012-13 Catalog Production Calendar
2012_13CatalogProductionCalendar.pdf

2.B.2.16: GWC Catalog 2011-12, "Computer and Electronic Resources Systems Acceptable Use Policy," pp. 185-187
GWCCatalog2011_12ComputerAndElectronicResourcesSystemsAcceptableUsePolicy_
pp185_187.pdf

2.B.2.17: GWC Catalog 2011-12 Web Page
http://www.goldenwestcollege.edu/catalog/

2.B.2.18: GWC Catalog 2011-12 Web Page
http://www.goldenwestcollege.edu/catalog/

2.B.3._.01: Educational Master Plan 2011, V. Environmental Scan, pp. 11-53 and VI. Institutional Effectiveness, pp. 54-69
EducationalMasterPlanSp2011_V_EnvironmentalScanAndVI_InstitutionalEffectiveness_
pp11-69.pdf

2.B.3._.02: Student Equity Plans and Research 2005 to 2011
StudentEquityPlansAndResearch2005To2011.pdf

2.B.3._.03: GWC Placement Recommendations Data 2008-2010
GWCPlacementRecommendationsData2008_10.pdf

2.B.3._.04: Accreditation Student Survey 2011 Results pp. 1-4, item 17
AccreditationStudentSurvey2011Resultspp1_4.pdf

2.B.3._.05: BSI 2010-11Year End Report and 2011-12 Action Plan
10_10_11BasicSkills10_11EndofyearReport11_12actionPlan_expedPlan.pdf

2.B.3._.06: Program Plans EOPS 2009-10 to 2010-11
EOPS_ProgramPlans2009_10To2010_11.pdf

2.B.3._.07: Matriculation Program Plan 2009
5_2009GoldenWestCollegeMatriculationPlan.pdf

2.B.3._.08: Student Services Unit Program Reviews 2006, 2008, 2010 and 2012 Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.B.3._.09: Student Services Learning Outcomes and Assessment Examples 2005-06 to 2010-11
StudentServicesLearningOutcomesAndAssessmentExamples2005_06To2010_11.pdf

2.B.3._.10: CalWORKS Program SLO Assessment 2011-12
CalWorksProgramSLOAssessment2011-12.pdf

2.B.3._.11: Student Satisfaction with Matriculation Services Student Survey Spring 2009
StudentSatisfactionMatricServicesRrt2009.pdf

2.B.3._.12: Student Computing Center Surveys 2007 to 2011
StudentComputingCenterSurveys2007to2011.pdf

2.B.3._.13: Student Health Center Survey Instruments
StudentHealthCenterSurveyInstruments.pdf

2.B.3._.14: Student Health Center Program Reviews 2006, 2008, 2010 and 2012 Web Page

http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.B.3._.15: GWC College-Wide Program Review Data Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.B.3.a.16: Intercultural Center Web Page
http://www.goldenwestcollege.edu/intercultural/

2.B.3.a.17: Puente Program Web Page
http://www.goldenwestcollege.edu/puente/

2.B.3.a.18: Title V Individual GWC Narrative Excerpts spring 2012
TitleV_IndividualGWCNarrativeExcerptsSpring2012.pdf

2.B.3.b.19: Honors Program Reviews 2006, 2008, 2010 and 2012 Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.B.3.b.20: Peace Studies Program Reviews 2006, 2008, 2010 and 2012 Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.B.3.b.21: Teach3 Program Reviews 2006, 2008, 2010 and 2012 Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.B.3.b.22: ASGWC Retreat Schedule and Agenda
ASGWC_RetreatScheduleAndAgenda.pdf

2.B.3.b.23: International Student Program Process Outcome 5CM 2012
InternationalStudentProgramProcessOutcome5CM2012.pdf

2.B.3.c.24: Counselor Meeting Agendas 2010-11
CounselorMeetingAgendas2010_11.pdf

2.B.3.c.25: Part-time Counselor Training and Department Workshops 2007-2012
PART_TimeCounselorTrainingAndDeptWorkshops.pdf

2.B.3.c.26: Counseling Program Reviews 2006, 2008, 2010 and 2012 Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.B.3.c.27: New Student Orientation Web Page
http://www.goldenwestcollege.edu/orientation/index.html

2.B.3.c.28: SOAR Student Statistics 1996-2011
SOAR_StudentStatistics1996_2011March8_2012.pdf

2.B.3.c.29: PVR Transfer Center Letter November 9, 2010
PVR_TransferCenterLetter110910.pdf

2.B.3.c.30: Transfer Center Program Reviews 2006, 2008, 2010 and 2012 Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.B.3.c.31: Assessment of New Student Online Orientation Instruction
AssessmentOfNewStudentOnlineOrientationInstruction.pdf

2.B.3.d.32: College/Vision Mission Statement and College Goals Web Page
http://www.goldenwestcollege.edu/about.html#mission

2.B.3.d.33: GWC Student Clubs Web Page
http://goldenwestcollege.edu/wpmu/sa/clubs/

2.B.3.d.34: GWC Examples of Diversity Appreciation Programming
GWCExamplesOfAppreciationOfDiversityProgramming.pdf

2.B.3.e.35: Matriculation Program Plan 2009
5_2009GoldenWestCollegeMatriculationPlan.pdf

2.B.3.e.36: GWC Placement Exam Validation Research

GWCPlacementExamValidationResearch.pdf

2.B.3.e.37: Board Policy 5055 Priority Registration
BP5055PriorityRegistration.pdf

2.B.3.e.38: Priority Registration Mandates
PriorityRegistrationMandates.pdf

2.B.3.e.39: Admissions and Records Program Reviews 2006, 2008, 2010 and 2012 Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.B.3.f.40: GWC Catalog 2011-12, "Rights, Responsibilities, Policies and Regulations," pp. 177-188
GWCCatalog2011_12RightsResponsibilitiesPoliciesAndRegulations_pp177_188.pdf

2.B.3.f.41: Board Policy 5040 Family Rights and Privacy Act of 1974
BP5040FamilyRightsAndPrivacytActOf1974.pdf

2.B.4.01: Program Vitality Review Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-vitality-review-pvr/

2.B.4.02: List of Student Service Area SLOs by Unit
ListOfStudentServiceAreaSLOsByUnit.pdf

2.B.4.03: Student Services Unit Program Reviews 2006, 2008, 2010 and 2012 Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.B.4.04: Counseling Program Reviews 2006, 2008, 2010 and 2012 Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.B.4.05: CalWORKS Program SLO Assessment 2011-12
CalWorksProgramSLOAssessment2011-12.pdf

2.B.4.06: Student Services Learning Outcomes and Assessment Examples 2005-06 to 2010-11
StudentServicesLearningOutcomesAndAssessmentExamples2005_06To2010_11.pdf

Accreditation Self-Study 2011-2012

STANDARD II.C
Library and Learning Support Services

Standard II.C Subcommittee

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II.C Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1
The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

II.C.1.a Descriptive Summary
The completion of the new Learning Resource Building was the culmination of years of work to bring together six academic support programs into one location. During this period, the Math Tutoring Center was combined with the Tutorial and Learning Center (T&LC). The International Conversation Lab was also established and housed in the Tutorial and Learning Center. In fall 2011, the final step occurred. The new Learning Resource Center was opened and the Writing and Reading Center (WRC), T&LC, and the Student Computer Center (SCC) were relocated to the first floor to establish a new Student Success Center. The second and third floor of the building houses the library and its collections. This is a one-stop location where students can find services and resources to use to reach their academic goals and acquire skills to enhance their life-long learning.

Library
The library effectively and efficiently meets the demand of the campus and regulatory agencies through utilizing the expertise of its faculty and staff. Faculty selects and purchases instructional library materials based on the campus curriculum and needs, as well as, within the reality of the budget constraints GWC is currently facing (II.C.1.a.01: *Library Program Reviews 2006, 2008, 2010 and 2012 Web Page*).

The Student Success Center provides many benefits to the students and to the GWC campus. Students now find a variety of services in one central location. This new configuration reduces costs for the college, allows for shared staff responsibilities, and creates a smoother flow of information and cooperation among the various programs. The Student Success Center contains the T&LC, the WRC, and the SCC. The Math Tutoring Center and the International Student Conversation Lab are now housed under the direction of the T&LC.

Tutorial and Learning Center (T&LC)
The T&LC faculty and staff are committed to providing quality academic support to students, assisting them in reaching their academic goals and encouraging lifelong learning. It is the primary instructional support service at GWC responsible for assisting students in developing skills, strategies, and behaviors to become confident, independent, and active learners. The program serves a wide-spectrum of students— from those who are having academic difficulty in their courses to students seeking academic support to continue their distinguished achievement levels in higher education. The International Conversation Lab and language labs have also been established to assist students with oral communication skills in English, foreign languages, and sign language. The center provides free peer-assistance for all courses taught at GWC. Tutors have been recommended by GWC faculty and have been trained to provide individual and small group tutoring (II.C.1.a.02: *Tutorial and Learning Center/Student Computer Center Program Reviews 2006, 2008, 2010 and 2012 Web Page*).

Student Computer Center (SCC)
The SCC is committed to teaching students how to use computer technology effectively. This program serves a variety of students who want to use a college computer to prepare their assignments. It also serves the many students who enroll in classes at GWC but do not have the computer skills to be successful in these classes.

The SCC trains and schedules student lab assistants who provide general software support, including personalized instruction. Lab assistants help students to become more comfortable with technology and become independent users of computer resources. The center also provides assistance for several courses taught at GWC (II.C.1.A.03: *Tutorial and Learning Center/Student Computer Center Program Reviews 2006, 2008, 2010 and 2012 Web Page*).

Writing and Reading Center (WRC)
The Golden West WRC offers a wide range of opportunities for students to establish and enhance their writing, reading, and English language skills. The center has twenty mini-courses that focus on helping students improve college-level reading, composition, vocabulary, and grammar skills. These courses cover a broad range of skill-levels in order to assist students in all ESL, composition, critical thinking, and literature courses. Students work in the center and meet with English Department faculty, ESL Department faculty, and graduate-student tutors for small-group tutoring or one-on-one conferences on a regular basis throughout the semester (II.C.1.a.04: *Writing Center Program Reviews 2006, 2008, 2010 and 2012 Web Page*).

II.C.1.a Self Evaluation
GWC meets the standard.

Library
Each full-time librarian coordinates the work flow of a library service area. The areas include: technical services (acquisitions and cataloging), public services (circulation, Inter-Library loan, print periodicals and media), systems (electronic resources, databases, the library web site and other online/technology services), instructional services (bibliographic instruction for classes and library courses), reference and library coordination (library chair and library faculty director) (II.C.1.a.05: *LRC Manual*).

Each librarian is responsible for the development of a collection for a specific GWC campus curriculum offering (for example: college success, English, biology, nursing). Since the last accreditation, librarians have made progress in identifying, evaluating, updating, and purchasing library resources in a variety of subject areas. Librarians work closely with instructors, vocational program directors, and other campus support area personnel, to provide appropriate and useful library resources that support the campus and the college curriculum.

Librarians ensure that new programs also have the resources that are needed to support their curriculum and purchases in the last few years reflect this need. Librarians also consider currency and appropriateness for the two-year college level in the selection process. Materials dealing with controversial topics represent different points of view for a balanced perspective (II.C.1.a.06: *GWC Library Collection Development Plan*; II.C.1.a.07: *GWC Librarian Collection Development Assignments 2010*; II.C.1.a.08: *Fall 2011 Invoice Perma Bound Books*; and II.C.1.a.09: *2010-2011 Cataloging Statistics*).

A librarian serves on Council on Curriculum and Instruction (CCI). As part of the CCI technical review process, the librarian works with faculty to identify new textbooks for their courses and demonstrates how to use the library online patron access catalog (OPAC) and electronic databases to identify library materials. This process provides an opportunity to discuss ways that the library supports the instructors and their classes. At this time librarians also identify holes in the collection and make additional purchases in the circulating collection that support new classes and program, continuing classes and established programs (II.C.1.a.10: *GWC Library Faculty Committee Assignments 2011*).

Librarians completed a major review of the GWC collection, weeded, and reclassified all books in the library since the 2005 accreditation. This was especially needed due to the move to a new LRC building. Each volume in the collection was evaluated for wear, relevancy and if it met current campus curriculum needs and/or basic information needs. Statistics on use assisted in decisions for the library books selected for removal from the collection. Reclassification occurred for all materials cataloged in Dewey to Library of Congress, with consolidation of small special collections into the LC classification structure, especially ESL materials, children's books, fiction collection, and media collection. Integration of full text electronic books was included with links in the library OPAC to provide useful links and access to books, especially during the hours when the library is closed. All of this was completed with existing staff at no additional cost to the campus.

The library now holds 39,198 volumes in its collection, which includes STAR and Reserve materials. During the last five years, GWC students have checked out STAR books 19,224 times. Additionally, the library owns 8,386 e-books and has 1,292 media items.

During the last five years, the library purchased 3,892 titles and added 791 gift books to the collection and finally added 684 media titles.

When new books are published the technical services librarian sends out a digest style summary of the new items that are relevant to the specific subject area faculty (full-time and part-time) (II.C.1.a.11: *Email Communication for Orders - Example 2011*). Librarians know that instructors are the connecting link between the library and GWC students. When instructors see the library as a useful resource, they encourage and recommend the library to their students. Instructors also are more supportive of library

budget and staffing increases when they value the library as a resource that serves the entire campus. To heighten this awareness, librarians participate in campus committees and interact with faculty in their areas of curriculum support (II.C.1.a.15: *GWC Library Faculty Committee Assignments 2011*).

The library ordering process is budget-driven and, due to continual campus budget cuts, all standing orders have been discontinued. All orders (circulating, reference and other purchases) are now considered annual requests and are evaluated yearly. With district budget allocations and spending deadlines the library purchases the majority of its materials in the fall semester (II.C.1.a.16: *GWC Library Collection Development Plan*; II.C1.a.17: *2010-2011 Cataloging Statistics*; II.C.1.a.18: E*mail Communication for Orders - Example 2011*; II.C.1.a.19: *GWC Library Faculty Committee Assignments 2011*).

Librarians and library staff are proactive in identifying and securing campus support for library materials and equipment to support student learning and the stated college mission. Materials selected (books, databases, reserve textbook collection) are aimed at supporting transfer and career technical education (CTE) programs. Librarians frequently utilize their expertise to prioritize and anticipate funding area voids and proactively seek alternative funding. One example of this is the STAR textbook collection. The library STAR textbook reserve program, is funded by the GWC foundation, and provides a faculty and students a request-driven textbook collection to support students' success. Additionally, the loss of TTIP funds forced the library to look for other option to fund the databases. Ultimately the Associated Students were able to approve a 2011-2012 academic year request that supported another year of purchasing the online periodical databases. The state purchase of EBSCO also ensured continual access of this database as a necessary instructional support material for the students of GWC.

Library classroom equipment upgrades include classroom control support software and SmartBoard presentation technology, a new projector, and an electronic screen. Finally all media materials have been updated to be in compliance with closed captioning mandate from the State Chancellor's Office (II.C.1.a.20: *GWC Faculty Awareness and Use of Library Services Surveys — Fall 2009*; II.C.1.a.21: *GWC Library Services In-Class General Student Survey—Fall 2009*).

To enhance effectiveness librarians will continue to request allocations for the library book budget and a line item campus commitment for the online periodical databases. The purpose is to support the curriculum, faculty and student needs. Requests for campus budget priorities include requests for computers to replace the current ones funded in 2005, printers, copiers previously funded in 2002, and other requests to replace old and worn out equipment in a timely manner. Requests will also be for continued funding for the STAR textbook collection. Given that, the library has had a loss of faculty and staff due to retirements and campus reorganization, it is essential that the Library retain current levels of staffing to adequately support the campus instructional needs and standards.

Tutorial and Learning Center
The program is abundant in the variety of tutorial format options it provides for students. While many colleges offer individual appointments, group tutorials, drop-in (walk-in) tutoring, or online assistance, GWC T&LC offers all these formats, thus providing the flexibility to meet the needs of GWC's diverse student population (II.C.1.a.22: *Tutoring and Learning Center Web Page*).

A volunteer Conversation Lab was established in spring 2007 and had been very successful enrollments and evaluations. Established through Basic Skills funds, this program is run through volunteers at no cost to the campus. The purpose is to assist students with English oral communications and has provided a strong connection between the departments of ESL and T&LC. Based on the Conversation Lab model, a Spanish Lab and Sign Language Lab was established in spring 2010. These two labs are also run through volunteers at no cost to the campus.

This program has ultimately been able to develop and implement creative ideas expand the services and meet the growing academic needs of students and the community. This has led to an 11.3 percent increase in the number of tutoring requests since the 2006-2008 period and an extremely high 78.5 percent increase since 2005-2006, while at the same time using various tutoring formats and volunteers to keep the cost as low as possible. During the Fall 2011 semester, the T&LC received over 1,800 tutoring requests eclipsing it old record in Spring 2011 by nine percent (II.C.1.a.23: T*utorial and Learning Center/Student Computer Center Program Reviews 2006, 2008, 2010 and 2012 Web Page*).

To enhance effectiveness the T&LC staff will revise policies and procedures for the new Student Success Center. The T&LC, WRC and the SCC had developed their own unique policies and procedures when they were separate entities. With the three programs joining forces as the Student Success Center, new procedures and policies must be established and coordinated.

The staff will explore increasing the use of the online tutoring format. Currently there is online tutoring but GWC would like to expand the successful program. Having the online tutoring course specific (instead of tutoring for the department) has been very beneficial to GWC's students and the use of this program continues to increase.

The departments will explore new and creative ways to increase student access to academic support, by updating or replacing older computers/software, increasing the use of technology, and researching appropriate permanent funding to provide the services needed for GWC students.

Student Computer Center
The SCC is focused on obtaining software to meet the needs of students across all areas of the curriculum. The center has acquired such programs as English Grammar Interactive, Avid, QuickBooks, Final Draft, and other subject specific instructional software. The Biology department provided a copy of the CD that came with its textbook for students to use in the SCC. The SCC also provides on-campus access to distance learning (online classes).

This open computer laboratory includes:

- 55 PC computers
- 12 Macintosh computers
- High-speed Internet access
- Assistance in setting up of personal e-mail accounts
- Color printing and copying
- Scanners
- Fax machine
- CD -RW-DVD Burner
- DVD writers
- Microsoft Office 2010

- Microsoft Visual Studio 2008
- Adobe Acrobat 7.0 Professional
- Illustrator
- Photoshop
- QuickBooks
- Avid
- Creative Suite CS 5
- Digital arts software
- Other software programs

The SCC recently purchased the Go-Print system for student printing. Previously, the program had a material fee of eight dollars for students to print 20 pages a day. In spring 2010, the material fee was discontinued and the Go-Print system was established. This change brought about more efficiency and reduced the waste of paper (II.C.1.a.24: *Student Computing Center Surveys 2007-2011*).

To enhance effectiveness the SCC staff will research the ways to increase the purchase of software licenses to include the whole Student Success Center to enhance the access/availability for all GWC students and advocate for ways to update or replace older computers/software and increase the use of technology. The staff will be exploring new services/formats to increase the use of the SCC such as "How to" workshops and providing classes for new online students.

Writing and Reading Center-
During the 2011 school year, the Writing and Reading Center served 1,921 enrolled students. All courses are regularly reviewed through the program review process. Course materials are revised and kept up-to-date. Each course includes student log sheets, course handbook, and a syllabus to facilitate students' independent study and instructor contacts. Recently, four new ESL mini-courses passed through CCI. These new courses focus on specific ESL grammar and language issues for lower-level ESL students. WRC's mission is to provide learning opportunities for students of every developmental and academic level. Currently the WRC has twenty- two computers with internet access. Students use these computers to write their essays, research, and complete work in the PLATO learning courses. WRC has three grammar courses and an intermediate reading strategies course that all utilize PLATO. The new center also has three group-study rooms, each equipped with a computer and presentation screen. Next semester, all students in ENGW 020: Writing Workshop will participate in group tutoring sessions in these rooms. Instructors will be able to engage students in workshop activities and use creative teaching strategies with a computer and wall-mounted screen so all the students can easily view presentations. Similarly, the main area has a large screen and ceiling-mounted projector for large-group presentations. These basic-skills presentations have already proven to be successful, with an average of fifty-five students per each of eight workshops. All the instructors use this equipment in their presentations for power point, engaging music, and showing video components.

Practical actions that the WRC can take to enhance effectiveness include adding more computers to accommodate GWC's overflow of students in need of computer access for these specific lab courses. New learning software options will be considered in addition to or in place of PLATO, in order to find more effective and cost-efficient solutions. Beyond this, there will be constant review and revision of course materials to meet the ever evolving needs of GWC's students.

II.C.1.a Actionable Improvement Plan
None

II.C.1.b

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

II.C.1.b Descriptive Summary
Library
Since the last accreditation, the GWC librarians continue to maintain library instructional services in the areas of library classes, orientation sessions, teaching of students at the reference desk, work with faculty one-on-one, dissemination of the Library's role through committees and other similar events.

Tutorial and Learning Center
GWC established an information competency requirement for graduation. Tutors are hired in all areas to assist students in those classes listed under this requirement. In some courses, a significant amount of the tutoring focus is related to research, evaluation, and citation of sources.

Student Computer Center
The purpose of the SCC is to provide instructional and technology support to GWC students. This support is delivered by peer-assistants in a one-to-one format. The instructional support program utilizes updated software on 55 Dell and 12 Macintosh computers. The computers are on a regularly scheduled replacement cycle to provide students with cutting edge technology.

Writing and Reading Center
The WRC employs English and ESL instructors and graduate-student tutors to work with students in all areas of college-level English proficiency. In addition, the Writing and Reading center is staffed with support personnel and instructional assistants.

Several of the WRC courses focus on teaching students effective reading and research strategies. Students are also coached in Internet research techniques, MLA format, and techniques for using and citing research sources.

II.C.1.b Self Evaluation
GWC meets the standard.

Library
The library provides training in both areas of information competency and learning skills, in one-on-one reference support, library classes, and library lectures to classes by teaching students to identify and critically evaluate information and to find information using computer-based library databases, electronic books and prepare research documentation following standard APA, Turabian/Chicago or MLA format.

The library provides two eight-week long one-unit classes. Library 110 focuses on information competency and library research. Library 120 focuses on libraries and the Internet. Both of these satisfy the campus AA requirement for Information Literacy (II.C.1.b.25: *GWC Catalog 2011-2012, "Library Course Offerings," p. 145*).

Both scheduled library courses (Library 120 and Library 110) and library orientations have used SLO's to evaluate student success from those courses and/or teaching presentations (II.C.1.b.26: *SLO Assessment- Orientation*). Additionally, outreach to faculty includes discussions of information literacy as well as library training sessions for their classes (II.C.1.b.27: *GWC Faculty Awareness and Use of Library Services Surveys — Fall 2009*; II.C.1.b.28: *GWC Library Services In-Class General Student Survey—Fall 2009*).

To enhance effectiveness the librarians will pursue a goal to request and secure line-item budget funding for library on-line databases and electronic books now that TTIP money is no longer available from the state. Additionally, librarians would like to continue conducting the current level of library research training and library courses in spite of retirement by two full-time librarians. This desire also includes pushing the campus towards hiring full-time library faculty positions to ensure the continued success of the library information literacy program.

The library faculty have a goal of library training outreach to full-time and part-time faculty, by department, to teach them to use the library catalog and online databases structured for their subject area and for personal research purposes. The library meets the standard through its work with part-time and full-time teaching faculty via developing and implementing library research assignments within their courses.

Future actions include publicizing library databases, e-books, new books, reference services, library lectures in an on-going manner such as: add boxed information within the schedule of classes, and make announcements via student and staff versions of on-campus electronic bulletin boards, and the library blog.

The library will survey and assess campus awareness and understanding of library offerings and information competency, as a part of their program review.

Tutorial and Learning Center
The T&LC provides students with individual, group, drop-in, and online tutoring by trained peer-tutors. Approximately 50 to 70 tutors are employed each semester, and 25 are employed during the summer sessions. There are also between five and ten volunteers each semester to staff our International Conversation Lab and the various language labs.

All tutors are recommended by instructors and go through an interviewing and training process. All new tutors are required to take either Tutoring Skills 020 or 107. The only exception to this requirement is if the tutor has already been awarded a Bachelor of Arts/Science degree or has met the equivalent requirements. In these Tutoring Skills classes and Tutoring Skills 111 (taken in the second semester of employment), a full-time faculty member instructs tutors in tutoring techniques, learning skills, learning styles, and communication skills. Tutors are taught how to recognize the difference between facilitating understanding of material and helping too much, how to work with difficult students, and how to work with students who have special needs. While tutors are knowledgeable in their subject areas, these courses provide them with the tools to convey their knowledge of the content areas and learning skills to their students. Online tutoring is also available in specific classes each semester. These courses are selected based on student demand or faculty recommendations.

During the 2008-11 academic year, 99 percent of the students surveyed rated their tutors as excellent or good for their professionalism, patience, preparedness, punctuality, knowledge of the subject area, and the ability to answer questions (II.C.1.b.29: *Tutorial and Learning Center/Student Computer Center Program Reviews 2006, 2008, 2010 and 2012 Web page*).

Annually, the T&LC staff assesses the services, measure their effectiveness, and make appropriate adjustments or suggestions. Suggestions for new services to meet the growing needs of GWC students will be studied and implemented if those services address a need and funding is available.

Student Computer Center
During the 2008-2011 period, 89 percent of the students felt they had become more successful because of the assistance and the skills they had gained from the SCC.

The purpose of the SCC is to provide instructional and technology support to GWC students. Peer assistants deliver this support one-to-one. The instructional support program utilizes updated software on 55 Dell and 12 Macintosh computers. While the goal is to replace computers every two years, budget reductions have cause a delay in the computer replacement schedule. This has resulted in computers breaking down and not being able to handle new software, thus not being able to keep up with the learning demands of students. The GWC TSS Department has done an amazing job in keeping the old computers in running form.

Each semester SCC staff conducts student surveys to determine the ever-changing needs of GWC SCC students. Suggestions for new software will be forwarded to the TSS Department for its evaluation and recommendations for purchase, with anticipation that older computers will be replaced on a timely basis. The SCC will be exploring new services, such as "how to" workshops and providing instruction to new online students.

Writing and Reading Center
In the WRC a central focus is specifically on having the instructors and tutors work with students in ENGW 020 and 021. Many of these writing assignments include elements of research that almost always include the library resources and databases. Instructors review these resources with students, offer instruction in how to access information, synthesize information, and incorporate information into writing. Students are instructed in MLA style, including parenthetical references, works cited, and incorporation of source materials as quotes and paraphrases. The center offers a specific research workshop open to and free for all students on campus. Some 50-75 students usually attend each workshop (II.C.1.b.30: *Writing and Reading Center Web Page*).

One way the WRC staff can enhance instruction is to offer small-group tutoring several times a semester that specifically focuses on finding, analyzing, and using research in writing. Additional sessions to be incorporated will focus on quoting, paraphrasing, and incorporating research into writing, including MLA format for parenthetical references and works cited pages.

II.C.1.b Actionable Improvement Plan
None

II.C.1.c

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

II.C.1.c Descriptive Summary

Library

The Library provides adequate access to the library to GWC students regardless of the course location or means of delivery. As such GWC is following the provisions of the Accrediting Commission for Community and Junior Colleges (ACCJC) policies on distance and correspondence education. The Library provides access to its resources on campus, online, and by telephone. During the fall and spring semesters, the library is open Monday through Thursday from 8:00 a.m. to 8:45 p.m. and Friday from 8 a.m. to 3 p.m. Hours differ for summer session, winter intersession, and holidays based on budget and campus priorities. The library catalog and databases are available 24/7 to students and faculty via the website. Passwords are listed on the myGWC portal and are also available for students to pick up at the reference desk during open hours. Faculty, staff and students who wish to utilize books not currently owned at the GWC library have the option to borrow from the libraries GWC has cooperative agreements with or to obtain materials via interlibrary loan (II.C.1.c.31: Ten Tips and Welcome to the New Library; II.C.1.c.32 *GWC Library Web Page*).

Tutorial and Learning Center

The T&LC provides year-round access to tutoring services. As such GWC is following the provisions of the Accrediting Commission for Community and Junior Colleges (ACCJC) policies on distance and correspondence education. Support personnel assist students whenever the center is open. Tutors' work hours vary to maximize assistance in subject areas and provide learning skills support. Tutorial support for some online courses is provided during the fall and spring semesters through Blackboard and via email.

The Center is open during the fall and spring semesters on Monday thru Thursday 10:00 a.m. – 6:00 p.m. and Friday 10:00 a.m. – 1:00 p.m. During the winter and summer sessions, the center is open Wednesdays and Thursdays from 11:00 a.m. – 6:00 p.m. to work with GWC and community students.

Student Computer Center

The SCC is open year-round. Support personnel assist students, answer questions, and provide individual instruction whenever the center is open. The SCC is open approximately 47 hours per week during the fall and spring semesters, limited hours per week have been made available during the summer sessions when classes are offered. The center is open during the fall and spring semesters Monday through Thursday 9:00 a.m.-8:00 p.m. and Friday 10:00 a.m.-1:00 p.m.

The SCC provides students access to up-to-date technology and individual assistance from support personnel (II.C.1.c.33: *GWC Catalog 2011-12, "Student Computer Center," p. 30*).

Writing and Reading Center

During the fall and spring semesters, the WRC is open on Monday through Thursday 9:00 a.m. – 8:00 p.m. and Friday 9:00 a.m. – 1:00 p.m. Support personnel are available to aid students during all times that the center is open.

Instructors and tutors are available to work with students Monday through Thursday 9:00 a.m.- 8:00 p.m. and Friday 9:00 a.m.-12:00 noon. Summer hours of operation and instruction vary depending upon available budget.

The center is located in the Learning Resource Center with the library, and is in close proximity to all library resources and materials.

II.C.1.c Self Evaluation
GWC meets the standard.

Library
Library resources are all available through the library website and library blog, providing access to resources and services to all students, faculty, and staff regardless of time of day or location. The Library Online Catalog allows users to access and search for books, reserves, and media items on-campus or off-campus. Students can also access the full-text of approximately 9,000 electronic books through the online catalog links as well as through the databases. The web site also provides access to the library's online databases anywhere on-campus or off-campus 24-hours a day, seven-days a week. In addition, a mobile access link for EBSCOHost has been added to the webpage to accommodate users that have mobile devices, such as smart phones or tablets (II.C.1.c.34: *2011-2012 GWC Library Databases*).

Library use statistics for online databases and electronic books may be summarized as follows:

a. Database Statistics
    i. EbscoHost: 20,812 searchers
    ii. SIRS: 10,295 searches
    iii. ProQuest Newspapers: 9,638 searches
    iv. Proquest Nursing: 8,082 searches
b. Literature Resource Center: 3,882 searches
    i. Electronic Books Statistics
    ii. EbscoHost ebooks: 3,466 books accessed
c. Website Access Statistics
    i. 348,089 unique users

The library website provides a series of helpful resources for students, including video tutorials, instructional handouts, and help guides for students to access online in order to provide assistance with the electronic resources and the research process. Online consultations and telephone reference services are available for students to seek help with research. The librarians have also started conducting orientations for classes via the CCCConfer site. Students log-on to get access to a live orientation session focused on use of the library resources and information competency concepts. These sessions are archived for the class – allowing students to access them at any time of day and from any location. The library created a Blog that had 3,464 visits in fall 2011. This is utilized to update faculty, staff and students about important information, events and helpful information. In the spring 2012 semester the library will be implementing the use of EZ Proxy as a means to facilitate a single user sign on for faculty, staff and students to access the library databases (instead of the password method currently utilized) (II.C.1.c.35 *GWC Library Web Page*; II.C.1.c.36: *GWC Library Blog – example posting*).

Starting in the fall 2009, an embedded librarianship pilot project was introduced for some online courses. In this a librarian worked directly with a class (the pilot focused on college success and English courses). The librarian was introduced the first day, conducted the orientation, and was available periodically during the semester within the classes and via email. The goal was to connect students to a friendly face, allow multiple interactions for information competency, and encourage access to a librarian outside of the structured library orientation.

Library credit courses are offered online each semester. The library 110 course is a hybrid course and the library 120 is a fully online course. Both of these class formats allow for students to access coursework at times when the library is open, as well as during the other hours of the day or weekends, in order to complete coursework (II.C.1.c.37: *GWC Schedule of Classes – spring 2011*).

The library would like to further publicize library databases, e-books, new books, reference services, library lectures in an on-going manner to students. Possible avenues to explore are boxed info in "schedule of classes," the campus electronic bulletin board for both students and faculty, continued e-mailings of new books lists to faculty departments, department outreach workshops, and library blog.

Tutorial and Learning Center
The usage of the T&LC continues to rise every semester. In 2008, the center would receive approximately 1300 tutoring requests per semester. In fall 2011, the total reached over 1800 for almost a 30 percent increase. Student surveys continue to remain strong with approximately 99percent of the students indicating they would refer their friends to the services. Students are also reporting a .72 GPA better because of their use of the T&LC. The T&LC staff would like to secure additional funding from GWC in order to increase its offerings of online tutoring. While online tutoring is working well in the courses offered, the services need to be expanded.

With the move into the new Learning Resource Center, a new set of policies and procedures were established to take into account the new location and closer cooperation with the Student Computer Center and the Writing and Reading Center. This will help ensure more consistency and cooperation between the programs.

A Mathematics series of workshops, based on the Writing and Reading workshop series, would greatly help students. Discussions have already begun between members of the Mathematics Department and the T&LC faculty to pilot a workshop program to aid student success.

Student Computer Center
The SCC has been going through many changes during the last couple of years. Previously, it was a program that students enrolled in, paid an $8 material fee for printing twenty pages a day, and usage was inconsistent. During the last two years, changes have been made to make the center more accessible to students. The $8 material fee was removed and replaced with a Go-Print system where students could base their usage on their needs instead of a flat fee. For larger usage, students may purchase a large amount of printing for a discounted rate. The College's nursing students primarily use this option because many of their manuals are online instead of being available in the Golden West Bookstore. The move to the new Learning Resource Building with the T&LC and the WRC caused the SCC to see its highest usage ever during the fall 2011 semester. The usage was 15 percent higher than its previous high recorded in spring 2004, which was just before a new computer lab was opened in the Library.

A single sign-in process for students using the computers and other services in the SCC would make operations for efficient. Presently, students check in at the front counter of the Student Success Center and put their Golden West College I.D number into the SCC computer. Working with the TSS, the SCC would like to establish time reports based on the student usage when they put their I.D. # into the computer log-in. This would eliminate students enrolling in the SCC (Learning Skills 922 section) and checking in at the front counter and would ultimately provide students with more access to the technology.

With the growing demand and the change of its location, the SCC will review and modify its policies and procedures. This will provide more consistency with the other learning assistance services located on the first floor of the new Learning Resource Center building.

Writing and Reading Center
This year, thanks to Basic Skills Initiative funding and other one-time funds, the center has been able to maintain its staff and faculty, much of which would have been cut due to budget constraints. The WRC's hours of opening have changed in order to be consistent with other labs in the LRC. Even with this funding, the WRC has more students than it can serve in a reasonable manner. The WRC's instructors, tutors, and staff are working twice as hard to meet the need but are stretched far too thin. The students complain of unreasonable wait times and are frustrated that there are not enough instructors to help the number of students enrolled.

The WRC would like to hire additional instructors, tutors, and staff to accommodate the number of students enrolled. At this time, there are not enough instructors, tutors, and staff to adequately meet the student demand for WRC services.

II.C.1.c Actionable Improvement Plan
None

II.C.1.d
The institution provides effective maintenance and security for its library and other learning support services.

II.C.1.d Descriptive Summary
Library
When open, the library is monitored at all times by faculty and staff. The security gate and use of magnetic strips is effective in deterring theft. Additionally, the new LRC building has strategically placed video cameras that monitor the building at all times. TSS effectively maintains all computer equipment.

Tutorial and Learning Center
Students are not allowed in the T&LC when it is closed. When the center is open, the staff has line-of-sight monitoring of students and equipment. Closing procedures have been established to make sure all students have vacated the premises and all cabinets are either closed or locked. Technology Support Services effectively maintains and upgrades on a regular basis all computer equipment and software, including anti-virus and firewalls.

Student Computer Center
Security is a priority in the SCC. When the center is open, the staff has line-of-sight monitoring of all students and equipment. The lab has a security system that includes security cameras, alarms, and other monitoring devices. Locks prevent the theft of CPU parts. Firewalls and anti-virus software have been installed. TSS effectively maintains and upgrades all computer equipment. A procedure has also been established to process and deposit coin money for copies.

Writing and Reading Center
Students are not allowed in the WRC when the center is closed. When the center is open, the staff has line-of-sight monitoring of all students and equipment. The area is constantly monitored and supervised by staff. TSS effectively maintains all computer equipment.

II.C.1.d Self Evaluation
GWC meets the standard.

Library
The library moved to a new building in August 2010. In this move the library 3M security gates were installed and serviced to ensure security of the library collection. In addition, all books are ordered with 3M Security Tattle Tape security strips. Media items such as DVDs are also equipped with 3M Tattle Tape DCD-2 security strips for security (II.C.1.d.38: *GWC Library Service Agreements*).

The new building has security cameras installed in the lobbies and elevators, with a direct feed to the campus security offices. Additionally, the elevators can be locked down to prevent student access and theft.

The library systems department, which consists of one full-time librarian and one full-time classified staff member, oversees all computer equipment, computer software, and media equipment in the library. Access to the campus networks and use of the databases is restricted and requires usernames and passwords for access.

When computer equipment and software require maintenance, the library systems department notifies the TSS technician assigned to the library. The technician comes to the library to make the necessary repair in a timely manner.

Fire safety measures are in effect for the library. Fire extinguishers are available at strategic locations throughout the library and building, as well as at emergency exits that are clearly identified and accessible to all staff and patrons (II.C.1.d.39: *LRC Manual*; II.C.1.d.40: *Learning Resources Building Emergency Maps*).

Tutorial and Learning Center
The T&LC is monitored at all open times by staff and faculty. Most tutoring is done in cubicles or open spaces. Some group tutoring occurs in Group Rooms that have all glass walls or glass doors for monitoring.

Disaster and security measures have been put in place throughout the new Learning Resource Building. Fire extinguishers are available, a fire door has been installed separating the lobby from the Student Success Center, and emergency exits are clearly identified (II.C.1.d.41: *Learning Resources Building Emergency Maps)*.

Computer equipment and software are maintained by the TSS Department. Staff or faculty will notified the TSS Department when maintenance is required.

Student Computer Center
SCC staff and faculty monitor the SCC during all open hours. When computer equipment and software require maintenance, the staff or faculty notifies the TSS department. The technician comes to the SCC to make the necessary repairs in a timely manner.

Disaster and security measures have been put in place throughout the new Learning Resource Building. Fire extinguishers are available, a fire door has been installed separating the lobby from the Student Success Center, and emergency exits are clearly identified (II.C.1.d.42: *Learning Resources Building Emergency Maps*).

Writing and Reading Center
Staff and instructors always monitor the WRC during hours of opening.

II.C.1.d Actionable Improvement Plan
None

II.C.1.e
When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

II.C.1.e Descriptive Summary
Library
The library does an excellent job of networking with other libraries, organizations and programs in order to provide full services to students and faculty. Collaborative agreements enable GWC to afford systems and services that would be too costly for the library to purchase on an individual basis. These co-operations offer a convenient way to evaluate and monitor services, and they provide support and advocacy services for the GWC Library.

Tutorial and Learning Center
The T&LC collaborates with other tutoring programs within the Coast Community College District to provide access to services and to hire tutors. The Tutorial and Learning Center maintains an agreement with the Coastline Community College EOPS program to provide tutoring for their students on a fee basis.

The GWC Community Tutorial Program is an outreach service to the community, which provides fee-based tutoring for students from middle schools, high schools, and other colleges. The program receives significant support from parents, teachers, and counselors in the surrounding area. Established in 2003, this program has become a significant part of the Tutorial and Learning Center. GWC is only one of four colleges in the state to establish such a program.

Student Computer Lab
The SCC has a service and support agreement for the color copier and the Jamex machine. Other than maintenance agreements for specific technology, most support is campus-based.

Writing and Reading Center
The WRC annually renews its service and support agreement with PLATO Learning Systems to maintain technical support and updates for site licenses. This process is reviewed and approved by the division dean of Arts and Letters. The area is constantly monitored and supervised by staff. Other than the service and support agreement with PLATO Learning Systems, support is based on campus

II.C.1.e Self Evaluation
GWC meets the standard.

Library
The GWC Library collaborates with a number of other institutions. Signed contracts spell out the terms of these agreements (II.C.1.e.43: *GWC Library Reciprocal Agreements*).

The CalWest Library Consortium allows students, faculty, and staff from each member college to borrow materials from the libraries of any of the partner colleges—Orange Coast, Fullerton, Cypress, Coastline, and GWC. The consortium also hosts advisory group meetings for directors, systems, cataloging, and circulation librarians and staff each semester where common issues and concerns are discussed. The group also shares hardware, software, and technical support for the library's Endeavor online patron access catalog, and insures adequate, up-to-date library services for the member libraries (II.C.1.e.44: *GWC Library Web Page;* II.C.1.e 32: *GWC Library Reciprocal Agreements*; II.C.1.e.45: *ALAC file*).

The college's agreement with California State University, Long Beach provides mutual lending privileges of library materials to students, faculty, and staff of both colleges. GWC student borrowers may check out ten books for a loan period of 21 days. GWC faculty may borrow books for 120 days, subject to recall after 21 days. Check out for media items vary from 3 hours to 7 days (II.C.1.e.46: Mutual Borrowing Agreements; II.C.1.e.47: *GWC Library Website*).

The Community College Library Consortium (CCLC) is a joint endeavor of the Council of Chief Librarians and the Community College League of California. It is an electronic information resources cooperative purchasing program that enables GWC to take part in a group discount on electronic services and resources. The Consortium evaluates available databases and provides statistics on usage. This group was instrumental in the facilitation of the purchase of the EBSCO database for use by all community college libraries within the California Community College system (II.C.1.e.48: *Council of Chief Librarians Web Page*).

Technical assistance is provided by Endeavor and the Online Computer Library Center (OCLC). Endeavor facilitates acquisitions, cataloging, and circulation functions and provides statistics for reports.

The GWC Library is a member of OCLC and obtains bibliographic and authority records through OCLC. GWC Library subscribes to services from MARCIVE to aid staff with authority records and bibliographic records. The library also purchases most of the books and media materials from Baker and Taylor and relies on EBSCO for print periodicals (II.C.1.e.49: *OCLC Agreement*; II.C.1.e.50: *Marcive Fax*).

The work thus far with CCLC, OCLC, CSULB and the CalWest group for library cooperative agreements sufficiently meets this standard.

Various campus organizations have granted library grant requests to fund various portions of the overhead. The library was able to obtain funding from the Associated Students of Golden West College in 2010 to support a significant portion of the online databases. Additionally, the Golden West College Foundation and Patrons group has supported the STAR textbook collection over the last several years (II.C.1.e.51: *ASGWC Funding Approval – email; II.E.1.e 39: STAR Foundation Approval – email*).

Tutorial and Learning Center
The Tutorial and Learning Center collaborates with similar programs at GWC's sister schools in the District but the program does not have any formal collaborative agreements.

Students using the Community Tutoring Program complete surveys to evaluate the program. This program has seen very high survey results, and parents and counselors in both the high school and junior high school levels continue to recommend this program (II.C.1.e.52: *Community Tutoring Evaluations 2007-08 to 2009-10*).

Student Computer Center
There is constant demand for the purchase of site licenses and software for the computers. These are expensive and the TSS Department tries to assess the demand and purchase the necessary licenses, as appropriate. With changes in courses and the development of new software, new site licenses will continue to be purchased. With the continued loss of the budget resources, this could cause severe problems in the near future. The SCC is looking for grants or other funding resources for future site license demands.

Writing and Reading Center
The maintenance of the PLATO site licenses is costly, and GWC's budget may not be able to support this in the near future. The WRC is moving to a web-based learning program that allows students to purchase reasonably priced access codes.

II.C.1.e Actionable Improvement Plan
None

II.C.2.
The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

II.C.2 Descriptive Summary
Library
The library continues to evaluate its courses, orientation sessions and the library program. This is done through the campus program review process and the campus-wide library surveys. Additionally, the SLOs are continually evaluated and improved based on data gathered. Additionally, program review serves as a basis for evaluation, improvement and campus funding/staffing requests. Assessments of SLOs are included in program review (II.C.2.01:*Library Program Reviews 2006, 2008, 2010 and 2012 Web Page*; II.C.2.02:*GWC Faculty Awareness and Use of Library Services Surveys—Fall 2009*; II.C.2.03:*GWC Library Services In-Class General Student Survey—Fall 2009*.

Tutorial and Learning Center

On a semester basis, the T&LC evaluates all services and student access. The Associate Dean for Institutional Research reviewed all questions. The results are summarized and provided for department program reviews, grant applications, and provided to GWC administration. Staff reviews the data results and makes appropriate changes to the T&LC program in regards to staffing and access to better meet the changing needs of GWC students. For example, the T&LC hired additional personnel, added Friday hours and increased drop-in tutoring sessions as a result of the data analysis. The survey results are also used to evaluate SLOs for the department (II.C.2.04: *Tutorial and Learning Center/Student Computer Center Program Reviews 2006, 2008, 2010 and 2012 Web Page; II.C.2.05: Community Tutoring Evaluations 2007-08 to 2009-10*; II.C.2.06: *Drop-in Tutoring Evaluations 2007-08 to 2009-10*; II.C.2.07: *Individual and Group Tutoring Evaluations 2007-08 to 2009-10*; II.C.2.08: *Tutoring Five-Step Models*).

Student Computer Center

On a semester basis, the Student Computer evaluates all services and student access. The Associate Dean for Institutional Research reviewed all questions. The results are summarized and provided for department program reviews, grant applications, and provided to GWC administration. Staff reviews the data results and makes appropriate changes to the SCC program in regards to staffing and access to better meet the changing needs of GWC students. The recommendations developed from the survey data were incorporated into the new LRC location. Additionally, the SCC has upgraded computers, added software and instituted a single check-in desk. The survey results are also used to evaluate SLOs for the department (II.C.2.09: *Tutorial and Learning Center/Student Computer Center Program Reviews 2006, 2008, 2010 and 2012 Web Page*; II.C.2.10: *Student Computing Center Surveys 2007-2011*).

Writing and Reading Center

The WRC courses are open-entry/open-exit. They are highly accessible and individualized, varying in level and structure to meet the needs of students with a range of learning styles. Reading and writing skills are two of the most crucial determiners of college success; therefore, the WRC offers professional, individualized instruction that gives students the support and foundation they need to move forward with their educational goals (II.C.2.11: *Writing Center Program Reviews 2006, 2008, 2010 and 2012 Web Page*).

II.C.2 Self Evaluation

GWC meets the standard.

Library

GWC uses a variety of methods to evaluate its library, including program review that evaluates services and sets goals based on the college goals. Librarians and staff also collect, monitor, and compile statistics for state reports. In addition, the library faculty works with the college research office staff to design and develop questionnaires to survey faculty and students about library resources and services. These questionnaires are sent out every five years to measure effectiveness. From the 2009 survey results it was determined that faculty were unaware of some services the library offered to them and to students. Therefore, the librarians made an effort to outreach at committees, via email and through other means to increase awareness of the library and its services. Additionally, faculty mentioned that they were not utilizing media items as frequently as they had in the past and therefore the purchase of these types of items has been decreasing over the last several academic years. The library collects SLO data on its classes and completes five-column models for each class in its program on a regular basis.

The library also maintains a drop-box at the public services desk. Here students, faculty and staff can place comments, questions, concerns and/or positive input. The library faculty consistently responds via email, phone or through the library blog (II.C.2.12:*GWC Library Blog – example posting*).

The GWC Library examines its program on a two-year cycle as part of the program review process. The library's program strengths include 24/7 access to the online catalog and databases. Library faculty are committed to supporting the diverse student population and teaching faculty by providing nontraditional options to meet the expanding need for information literacy instruction, and providing instruction at the exact time that the students need the help.

Program review data identified areas for improvement. The library hired an additional full-time tenure-track librarian in 2006 and part of her assignment was to focus on outreach to the campus and community. The intent was that this effort would help increase the awareness of the library services as well as provide an opportunity to obtain additional feedback from campus faculty members. Consolidation of staff has also led to streamlined service operations improving some levels of interaction and outreach to students and the campus community.Finally, SLOs were expanded from assessment limited to the library courses to assessment of the library orientation sessions (II.C.2.13: *Library Program Reviews 2006, 2008, 2010 and 2012 Web Page*).

Statistics for state-mandated reports are tallied daily for all the library departments. Once a month, these statistics are collected and compiled on spreadsheets. Annually, the faculty library director uses the results of the spreadsheets to prepare reports for the California Community Colleges Library and Learning Resources Programs Annual Data Survey, and the California Academic Library Report. These reports are available for each of the California community colleges and provide a basis of comparison for GWC Library with other college libraries across the State. This information is used for planning purposes and for program review (II.C.2.14: *CCC Library and Learning Resources Programs Annual Data Survey*).

The library utilizes the campus approved five-column models to evaluate its instructional programs. The library courses regularly assess the established and approved SLOs, compiling this data into course five-column models. During the fall 2011 semester the library began assessing SLOs in the orientation sessions via a quick survey. This data was utilized to complete the library program SLO five-column model. Additionally, the library completes the program five-column models to serve as a basis for evaluation and improvement for student learning. The campus will be focusing the spring 2012 semester on institutional SLOs and the information competency iSLO will be one of the collection areas. In this process the library as well as other related disciplines will utilize rubrics to assess, evaluate and improve all areas related to information competency and student learning (II.C.2.15: *Library Student Learning Outcomes*; II.C.2.16: *Library Information Competency pSLO 5SM 2011-2012*).

The library will evaluate its courses, orientation sessions and the library program via campus SLO models, survey data and program review processes. The SLOs will continually be evaluated and improved based on data gathered. Additionally, program review will serve as a basis for evaluation, improvement and campus funding/staffing requests.

Tutorial and Learning Center
In the 2010 program review, a high 83 percent of the T&LC students reported improvement in their understanding of the course materials. Students also reported a significant increase in their grades

after using the T&LC. Comparing where the students began and the grade they felt they were receiving after getting assistance, the increase was a significant .72 of a grade point. Students raised their average grade from a "C" to a "B" using tutorial services. They also felt their final grade was even higher as they understood more of the course content material and concepts. Forty three percent of the students also reported that they would have dropped their class without the assistance of the T&LC. This is a significant result for the retention of T&LC's students (II.C.2.17: *Tutorial and Learning Center/Student Computer Center Program Reviews 2006, 2008, 2010 and 2012 Web Page*; II.C.2.18: *Community Tutoring Evaluations 2007-08 to 2009-10*; II.C.2.19: *Drop-in Tutoring Evaluations 2007-08 to 2009-10;* II.C.2.20: *Individual and Group Tutoring Evaluations 2007-08 to 2009-10;* II.C.2.21: *Tutoring Five-Step Models*).

The T&LC will evaluate its services and student access on a semester basis. Results will be analyzed and changes will be made to meet the changing needs of GWC students and to make the program stronger. Results will be reported in department program reviews, grant applications, funding requests, five-column models and in administrative reports. All results will also serve as a basis to evaluate, update and potentially change SLOs.

Student Computer Center

In 2010, the students who rated themselves as beginners declined approximately over 50 percent over the year and there was a 20 percent increase in students rating themselves as experts in their computer skills. It is even more impressive that 89 percent of the SCC students felt that they had become more successful because of the assistance and the skills they had gained in the SCC. These results showed the positive impact the SCC has on the students at GWC (II.C.2.22: *Tutorial and Learning Center/Student Computer Center Program Reviews 2006, 2008, 2010 and 2012 Web Page*; II.C.2.23: S*tudent Computing Center Surveys 2007-2011*).

The SCC will evaluate its services and student access on a semester basis. Results will be analyzed and changes will be made to meet the changing needs of GWC students and to make the program stronger. Results will be reported in department program reviews, grant applications, funding requests, campus five-column models and in administrative reports. Results will also serve as a basis to evaluate SLOs.

Writing and Reading Center

The center works closely with English and ESL faculty to develop engaging and innovative curriculum. Students who attended the Basic Skills Workshop Series were surveyed in order to gage student interest, involvement, and satisfaction with the WRC services. In addition, in the fall 2011 semester, SLOs were written for all WRC courses. Faculty completed an assessment for the main course, ENGW 020 (II.C.2.24: *Writing and Reading Center pSLO Assessment ENGW 020, Fall 2011*). The assessment indicated the vast majority of the students learned the writing skills in ENGW 020 that they were able to apply to writing assignments in other courses. Other pSLOs are also being assessed, revised, and evaluated (II.C.2.25: *Writing Center Program Reviews 2006, 2008, 2010 and 2012 Web Page*).

The WRC will assess and evaluate SLO assessments for all of its courses and program. The WRC is also establishing small-group tutoring formats for several of its courses in addition to its highly successful one-on-one instructional model.

II.C.2 Actionable Improvement Plan
None

Standard II.C Evidence List

Links to evidence are available at www.goldenwestcollege.edu/accreditation2011-2012

2.C.1.a.01: Library Program Reviews Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.C.1.a.02: Tutorial and Learning Center/Student Computer Center Program Reviews Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.C.1.a.03: Tutorial and Learning Center/Student Computer Center Program Reviews Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.C.1.a.04: Writing Center Program Reviews Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.C.1.a.05: LRC Manual
LRC_Manual.pdf

2.C.1.a.06: GWC Library Collection Development Plan
GWCCollectionDevelopmentPolicy.pdf

2.C.1.a.07: GWC Librarian Collection Development Assignments 2010
LibrarianRoutingSlip2010_2011.pdf

2.C.1.a.08: Fall 2011 Invoice Perma Bound Books
Fall2011InvoicePermaBoundBooks.pdf

2.C.1.a.09: 2010-2011 Cataloging Statistics
2010_2011CatalogingStats.pdf

2.C.1.a.10: GWC Library Faculty Committee Assignments 2011
GWCLibraryFacultyCommitteeAssignment2011.pdf

2.C.1.a.11: Email Communication for Orders- Example 2011
EmailCommunicationForOrdersExample2011.pdf

2.C.1.a.15: GWC Library Faculty Committee Assignments 2011
GWCLibraryFacultyCommitteeAssignment2011.pdf

2.C.1.a.16: GWC Library Collection Development Plan
GWCCollectionDevelopmentPolicy.pdf

2.C.1.a.17: 2010-2011 Cataloging Statistics
2010_2011CatalogingStats.pdf

2.C.1.a.18: Email Communication for Orders- Example 2011
EmailCommunicationForOrdersExample2011.pdf

2.C.1.a.19: GWC Library Faculty Committee Assignments 2011
GWCLibraryFacultyCommitteeAssignment2011.pdf

2.C.1.a.20: GWC Faculty Awareness and Use of Library Services Surveys Fall 2009
LibraryFacultyAwarenessSurvey2009-11-18.pdf

2.C.1.a.21: GWC Library Services In-Class General Student Survey—Fall 2009
LibraryIn_ClassStudentSurvey2009_11_17.pdf

2.C.1.a.22: Tutoring and Learning Center Web Page

http://www.goldenwestcollege.edu/tutoring

2.C.1.a.23: Tutorial and Learning Center/Student Computer Center Program Reviews Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.C.1.a.24: Student Computing Center Surveys 2007-2011
StudentComputingCenterSurveys2007to2011.pdf

2.C.1.b.25: GWC Catalog 2011-2012, "Library Course Offerings," p.145
GWCCatalog2011_12LibraryCourseOfferings_ p145.pdf

2.C.1.b.26: SLO Assessment
SLO_AssessmentOrientationClassAvgs.pdf

2.C.1.b.27: GWC Faculty Awareness and Use of Library Services Surveys Fall 2009
LibraryFacultyAwarenessSurvey2009-11-18.pdf

2.C.1.b.28: GWC Library Services In-Class General Student Survey—Fall 2009
LibraryIn_ClassStudentSurvey2009_11_17.pdf

2.C.1.b.29: Tutorial and Learning Center/Student Computer Center Program Reviews Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.C.1.b.30: Writing and Reading Center Web Page
http://www.goldenwestcollege.edu/ssc/wrc.html

2.C.1.c.31: Ten Tips and Welcome to the New Library; II.C.1.c 25 GWC Library Web Page
TenTipsandWelcometotheNewLibrary.pdf

2.C.1.c.32: GWC Library Web Page
http://www.goldenwestcollege.edu/library/index.html

2.C.1.c.33: GWC Catalog 2011-12, "Student Computer Center," p. 30
GWCCatalog2011_12StudentComputerCenter_p30.pdf

2.C.1.c.34: 2011-2012 GWC Library Databases
2011_2012DatabasePasswords.pdf

2.C.1.c.35: GWC Library Web Page
http://www.goldenwestcollege.edu/library/index.html

2.C.1.c.36: GWC Library Blog – example posting
http://www.gwclibrary.blogspot.com/

2.C.1.c.37: GWC Schedule of Classes – spring 2011
GWCScheduleOfClassesSpring2012.PDF

2.C.1.d.38: GWC Library Service Agreements
LibraryServiceAgreements.pdf

2.C.1.d.39: LRC Manual
LRC_Manual.pdf

2.C.1.d.40: Learning Resources Building Emergency Maps
LearningResourcesBuildingEmergencyMaps.pdf

2.C.1.d.41: Learning Resources Building Emergency Maps
LearningResourcesBuildingEmergencyMaps.pdf

2.C.1.d.42: Learning Resources Building Emergency Maps
LearningResourcesBuildingEmergencyMaps.pdf

2.C.1.e.43: GWC Library Reciprocal Agreements
GWCLibraryReciprocalAgreements.pdf

2.C.1.e.44: GWC Library Web Page
http://www.goldenwestcollege.edu/library/index.html

2.C.1.e.45: ALAC File
ALACfile.pdf

2.C.1.e.46: Mutual Borrowing Agreements
MutualBorrowingAgreements.pdf

2.C.1.e.47: GWC Library Web Page
http://www.goldenwestcollege.edu/library/index.html

2.C.1.e.48: Council of Chief Librarians Web Page
http://www.cclccc.org/

2.C.1.e.49: OCLC Agreement
OCLC_Agreement.pdf

2.C.1.e.50: Marcive Fax
Marcivefax.pdf

2.C.1.e.51: ASGWC Funding Approval- Email
ASGWC_FundingApprovalEmail.pdf

2.C.1.e.52: Community Tutoring Evaluations 2007-08 to 2009-10
CommunityTutoringEvaluations2007_08To2009_10.pdf

2.C.2.01: Library Program Reviews 2006, 2008, 2010 and 2012 Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.C.2.02: GWC Faculty Awareness and Use of Library Services Surveys Fall 2009
LibraryFacultyAwarenessSurvey2009-11-18.pdf

2.C.2.03: GWC Library Services In-Class General Student Survey—Fall 2009
LibraryIn_ClassStudentSurvey2009_11_17.pdf

2.C.2.04: Tutorial and Learning Center/Student Computer Center Program Reviews Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.C.2.05: Community Tutoring Evaluations 2007-08 to 2009-10
CommunityTutoringEvaluations2007_08To2009_10.pdf

2.C.2.06: Drop-in Tutoring Evaluations 2007-08 to 2009-10
DropInTutoringEvaluations2007_08To2009_10.pdf

2.C.2.07: Individual and Group Tutoring Evaluations 2007-08 to 2009-10
IndividualAndGroupTutoringEvaluations2007_08To2009_10.pdf

2.C.2.08: Tutoring Five-Step Models
5StepTutoringLRSCC.pdf

2.C.2.09: Tutorial and Learning Center/Student Computer Center Program Reviews Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.C.2.10: Student Computing Center Surveys 2007-2011
StudentComputingCenterSurveys2007to2011.pdf

2.C.2.11: Writing Center Program Reviews 2006, 2008, 2010 and 2012 Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.C.2.12: GWC Library Blog – example posting
http://www.gwclibrary.blogspot.com/

2.C.2.13: Library Program Reviews 2006, 2008, 2010 and 2012 Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.C.2.14: CCC Library and Learning Resources Programs Annual Data Survey
CCC_LibraryAndLearningResourcesProgramsAnnualDataSurvey.pdf

2.C.2.15: Library Student Learning Outcomes
LibraryStudentLearningOutcomes.pdf

2.C.2.16: Library Information Competency pSLO 5SM 2011-2012
LibraryInformationCompetency_pSLO5SM2011_2012.pdf

2.C.2.17: Tutorial and Learning Center/Student Computer Center Program Reviews Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.C.2.18: Community Tutoring Evaluations 2007-08 to 2009-10
CommunityTutoringEvaluations2007_08To2009_10.pdf

2.C.2.19: Drop-in Tutoring Evaluations 2007-08 to 2009-10
DropInTutoringEvaluations2007_08To2009_10.pdf

2.C.2.20: Individual and Group Tutoring Evaluations 2007-08 to 2009-10
IndividualAndGroupTutoringEvaluations2007_08To2009_10.pdf

2.C.2.21: Tutoring Five-Step Models
5StepTutoringLRSCC.pdf

2.C.2.22: Tutorial and Learning Center/Student Computer Center Program Reviews Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

2.C.2.23: Student Computing Center Surveys 2007-2011
StudentComputingCenterSurveys2007to2011.pdf

2.C.2.24: Keisha – Writing & Reading Center survey data? (ex: basic skills work)
WRC_ProgramSLO_AssessmentFall2011.pdf

2.C.2.25: Writing Center Program Reviews 2006, 2008, 2010 and 2012 Web Page
http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

Accreditation Self-Study 2011-2012

STANDARD III.A
Human Resources
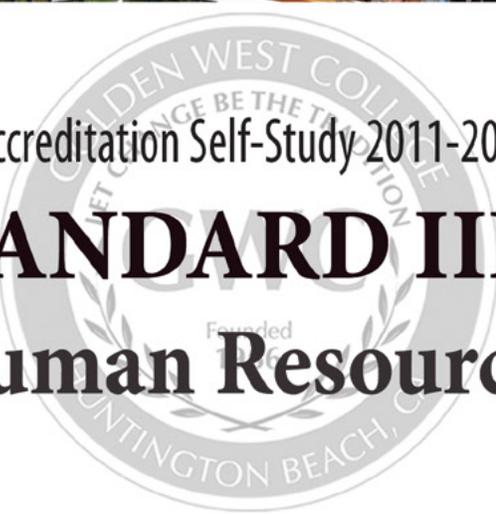
Standard III.A Subcommittee

Crystal Crane
Director, Human Resources

Janet Houlihan
Vice President
Student Life and Administrative Services

Theresa Lavarini
Professor, English
Academic Senate President

III.A Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1
The institution assures the integrity and the quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1 Descriptive Summary
GWC adheres to a comprehensive set of District-wide recruitment and selection procedures, to ensure that personnel are fully qualified for their positions. College and District-wide hiring practices provide for the prioritization of personnel needs with search procedures that insure candidates possess the appropriate education, training and experience for each position. When filling positions for full-time faculty, classified staff, and management personnel, a hiring committee comprised of diverse constituents, including members with specific expertise in the discipline or position requirements, is constituted at the onset of the recruitment process. The committee's initial responsibility is to review the job description and verify that the duties and qualifications appropriately reflect current regulations, standards and expectations. The hiring committee using criteria taken from the job description then screens applicants. As a result, all faculty and administrators meet or surpass the state minimum qualifications as required by the California Education Code, Title 5 of the California Code of Administrative Regulations, or have been granted equivalency in their discipline using standards consistent with those established by the Board of Governors and the Statewide Academic Senate. In addition, these search procedures ensure that support staff possesses the appropriate knowledge, experience, and skills required for their respective classifications. Classifications for support staff are also vetted through a District Reclassification Committee to ensure appropriate education; experience and training requirements are delineated for each classification within the classified service. On an annual basis, the College also employs hourly student help, Federal Work Study students, and hourly/temporary employees for the purpose of assisting with more routine and repetitive operational functions (III.A.1._.01: *GWC Catalog 2011-12, "Administration & Faculty," pp. 189-195*).

Methods used to assure qualifications for each position are closely matched to specific programmatic needs:

- Faculty and Educational Administrators - Minimum Qualifications as established by the Board of Governors of the California Community Colleges. (Educational Administrators, full-time faculty, and part-time faculty positions).

- All job announcements and performance measures are reviewed and approved by the Campus Personnel Office and the District Office of Human Resources.

- Constituent review and input on position responsibilities, appropriate knowledge, skill, ability, and other desirable characteristics

- Classified staff and classified management positions - Job specifications are periodically reviewed and updated to ensure classification and duties are appropriate for the position.

III.A.1 Self Evaluation
GWC meets the standard.

The goal of the CCCD is to recruit, select and hire persons who are highly qualified (III.A.1. _.02: *Board Policy 7121, Employee Recruitment and Selection Policy*).

Position prioritization processes for faculty, classified, and short-term personnel are defined and incorporated into College planning processes through program review. This allows the college to evaluate both permanent and temporary staffing levels along with broader program assessment. The Faculty position prioritization process is conducted by the Academic Senate every two years, and provides Division faculty an opportunity to share program needs with one another and rank both new and replacement positions for full-time faculty by discipline.

Classified and short-term personnel position prioritization process also encompass both new and replacement positions. These requests are presented through program review, and are ranked by planning teams in a two-year cycle. These rankings are presented as recommendations to the College President and Vice Presidents as funding becomes available for support staff positions. These rankings also provide the College an opportunity to assess program growth and/or decline to determine where staffing levels may need to be realigned to more fully support student services and instructional program integrity.

Once position priorities and funding have been identified for hiring, District adopted recruitment and selection policies and procedures are followed for filling all vacancies at the College. These procedures ensure that a thorough review of qualifications for all personnel is done during each hiring process. The College also conducts extensive reference checking to verify experience and training. The District Office of Human Resources at the point of hire also does degree and experiential verification for all academic personnel.

Additionally, the Academic Senate continues to fine-tune its faculty hiring request process. Currently, the faculty reads program reviews of departments requesting faculty and then asks questions of the department representative at a formal Q&A session. Senators rate each request,

using a rubric that identifies campus and district priorities. When all ratings are processed, a ranked order is created. This process, while valuable, is not perfect. The Academic Senate is currently working on process refinement to ensure that rating inflation does not occur and that mathematical bias is eliminated. In spring 2012, the Academic Senate will initiate a subcommittee to review the process for potential improvements.

Additionally, search and selection policies and procedures adhere to California Labor Law, Title V of the California Code of Regulations, and the California Education Code to ensure compliance, equity and consistency in hiring. The College adheres to a variety of policies, manuals, guides, and procedures in the prioritization, recruitment, screening, and selection of personnel:

- III.A.1._.03a: *Board Policy 7839, Faculty Qualifications*
- III.A.1._.03b: *Board Policy 7838, Faculty Hiring Policy*
- III.A.1._.03c: *Board Policy 7816, Faculty Hiring Policies and Procedures*
- III.A.1._.04:   *Board Policy 7815, Rights of Administrators - Faculty Tenure*
- III.A.1_.05:   *Equivalency Determination to Minimum Qualifications Procedures and Forms*
- III.A.1._.06:   *Board Policy 7856, Classified Staff Hiring Policy*
- III.A.1._.07:   *Board Policy 7849, Job Classifications– Classified*
- III.A.1._.08:   *Board Policy 7848, Agreement between CCCD and Coast Federation of Classified Emploees Local 4794*
- III.A.1_.09:   *Board Policy 7859, Confidential Staff Hiring Policy*
- III.A.1._10:   *Board Policy 7888, Management Hiring Policy*
- III.A.1._11:   *Equal Employment Opportunity Training Presentation*
- III.A.1._13:   *Board Policy 3420, Equal Employment Opportunity (EEO)*
- III.A.1._13:   *Board Policy 3421, Equal Employment Opportunity Plan*
- III.A.1._14:   *Board Policy 7909, Search/Selection of Executive Management*
- III.A.1._15:   *Faculty Position Prioritization Process*
- III.A.1._16:   *Classified Position Prioritization Process*

In 2009 the District formed a Hiring Policy Task Force comprised of constituent representatives from all employee groups and colleges within the District to undertake a review and update process for all Hiring Policies and Administrative Procedures. In March 2010 the Board adopted a revised Faculty Qualifications Policy and Hiring Policies for Faculty, Classified, Confidential, and Management personnel. The Task Force is currently completing work on updating administrative procedures as well.

III.A.1 Actionable Improvement Plan
None

III.A.1.a

Criteria qualifications and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

III.A.1.a Descriptive Summary

Policies and procedures related to the employment and selection of personnel are adopted as a part of Board Policy and are available to college employees and the public on the District website. Search and selection committees are provided with Equal Employment Opportunity training, as well as training related to applicable search policies and procedures during each recruitment process. Faculty hiring procedures are delineated in the Faculty Hiring Procedures Handbook that was developed by the Academic Senate and adopted by the Board of Trustees (III.A.1.a.17: *Board Policy 7816, Faculty Hiring Policies and Procedures*). Search committees for hiring faculty are comprised of full-time faculty from the discipline, or, if too few faculty members are available in a given discipline, from the college or District.

As classified vacancies occur, job descriptions are reviewed and modified to ensure they reflect appropriate minimum qualifications, job-related desired qualifications, essential functions for the position, adhere to nondiscriminatory criteria, and are related to the mission of the institution (III.A.1.a.18: *Board Policy 7856, Classified Staff Hiring Policy*). Detailed job specifications for each position classification include job duties and minimum qualifications as approved by the Board of Trustees (III.A.1.a.19: *Board Policy 7849, Job Classifications- Classified*).

Search and Selection Committees evaluate minimum qualifications for all candidates during each recruitment process. For faculty positions, candidates making their application on the basis of equivalency have their applications forwarded to a separate Equivalency Determination Committee, as prescribed by the Faculty Hiring Procedures and Academic Senate standards, for a determination of qualifications. Credentials, transcripts from accredited institutions, or approved equivalency determination forms evidencing the applicant's ability to meet the state minimum qualifications are submitted to the District Office of Human Resources upon hire and are maintained in the employee's personnel file.

III.A.1.a Self Evaluation

GWC meets the standard.

A district-wide Policy Task Force is currently evaluating the hiring policies, search and selection procedures for all employee groups. The Board of Trustees adopted updated hiring policies in March 2011, and individual constituent groups are developing, drafting, and vetting search procedures for adoption in 2012-13 (III.A.1.a.20: *Board Policy 7838: Faculty Hiring Policy). New management search and selection procedures were adopted in fall 2011* (III.A.1.a.21: *Board Policy 7888, Management Hiring Policy*). Updated faculty, classified, and confidential search and selection procedures are expected to be completed in Spring 2013.

The College EEO/Recruitment Coordinator provides individual training to all search committees to ensure consistency and familiarity with District policies, applicable laws, EEO guidelines, and process procedures (III.A.1.a.22: *Equal Employment Opportunity Training Presentation*).

Recruitment announcements describe primary duties as well as other terms and conditions of employment, and clearly identify minimum and desired qualifications by which candidates will be evaluated. Prior to recruitment, College administration and the search committee review position descriptions. To promote diversity and access in recruitment, position announcements are circulated widely in a variety of print and electronic forms through:

- The Coast Community College District website
- The 24- hour Coast Community College District Job Hotline
- Human Resources electronic mailings
- Newspaper ads
- National and local employment publications
- The California Community Colleges Registry
- Various online recruitment websites (Ed Join, Monster.com, Hotjobs.com, etc.)

Screening and selection procedures are standardized to ensure fairness to all applicants. The hiring process involves paper screening, oral interviews and teaching/performance demonstrations. Search committees for faculty positions are comprised of discipline faculty as defined in the Faculty Hiring Procedures adopted by the Academic Senate and the Board of Trustees. Search committees for management positions are representative of college-wide constituencies as described in the Management Hiring Procedures. Search committees for classified and confidential personnel are also constituent-based.

The Search committees develop paper-screening criteria (using minimum and desirable qualifications from the job announcement), as well as interview questions that address job-related requirements. Teaching demonstrations are required for all faculty positions. Writing samples and/or oral presentations are required for management and administrative positions.

The criteria and questions developed by the committee are fairly and consistently applied to all applicants. Committee members assign numerical ratings to each criterion using a scale agreed upon by the committee. All applicants submitting materials on the basis of equivalency to the minimum qualifications are referred to a separate discipline equivalency committee for review, as approved by the Academic Senate. The College EEO/Recruitment Coordinator monitors the search process to ensure compliance with hiring policies and procedures.

Overall, the District demonstrates effectiveness in the area of hiring qualified faculty. The one area of challenge is in granting faculty equivalency. There have been inconsistencies related to standards for granting equivalency district-wide (III.A.1.a.23: *Board Policy 7815 Rights of Administrators - Faculty Tenure*). To address this concern, the faculty subcommittee of the Hiring Policy Task Force has taken a lead role in working through Faculty Senates, district-wide, to redesign the faculty equivalency process. The subcommittee, incorporating feedback from each Senate, is currently refining a recommended process for district-wide implementation. This work will be completed in Fall 2012.

Reference checks are conducted for candidates considered for employment. All credentials, transcripts and/or approved equivalency determination forms are submitted to the District Office of Human Resources for verification and are maintained in the employee's personnel file.

III.A.1.a Actionable Improvement Plan
None

III.A.1.b

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

III.A.1.b Descriptive Summary
The College reviews the effectiveness of its human resources through established evaluation processes. The evaluation process for faculty, management, classified, and confidential employees at the College is covered in Board policy and collective bargaining agreements.

The College is committed to the ethical obligation of providing performance feedback and the performance evaluation is the formal, structured process that allows management to meet that responsibility. A properly delivered performance evaluation can boost productivity, identify performance gaps, and promote continuous improvement in the quality of work.

Evaluation forms are reviewed and revised as needed for relevance and effectiveness. Evaluation discussions are scheduled on a regular basis in accordance with the various collective bargaining agreements. Less formal discussions also occur when the nature of the assignment or other circumstances make it meaningful to do so. Reports are run on a monthly basis by District HR to ensure review cycles are completed.

The evaluation process for classified staff is outlined in the Agreement Between the CFCE and the District. The intent of the performance appraisal is to provide the employee with commendations and recommendations. The process is intended as a tool to enhance performance and provide a means to plan and achieve long-term employment goals. The appraisal is based on job-related criteria, and a standard evaluation form is used for all classified staff throughout the District. Each manager is responsible for providing staff with an opportunity to complete a self-evaluation prior to preparing their performance appraisal. Once the evaluation is prepared, the manager meets with the employee to discuss the evaluation and develop goals or action plans as necessary for performance improvement before it is included in the personnel file. Classified staff members are evaluated at the third and fifth month of service during the probationary period, one year following the completion of the probationary period, and once every two years thereafter (III.A.1.b.24a: *Board Policy 7848 Agreement Between CCCD and Coast Federation of Classified Employees Local 4794*).

The full-time faculty evaluation process is outlined in the Agreement Between the CFE/AFT and the District. The purpose of the faculty evaluation process is to improve instruction, counseling, and other educational services provided to students. The same evaluation process is followed

for faculty who are temporary (employed two out of six semesters), categorical, part-time (50% through 60%), contract (tenure-track), and regular (tenured). Each temporary faculty member is evaluated during the semester of temporary employment, but not to exceed once in an academic year. Categorical faculty members are evaluated each year of employment for four years. Thereafter, an evaluation is conducted at least once every six regular semesters. Part-time faculty (50% through 60%) faculty members are evaluated the first semester of employment, and at least once every six regular semesters thereafter. Contract faculty members are evaluated once each year until tenure is granted. Regular (tenured) faculty are evaluated every three years. The full-time faculty evaluation process is conducted by a panel and includes a student survey, panel observation, an evaluation conference, and the submittal of a formal evaluation report to the Vice President of Instruction or Student Services, as appropriate. In addition, a self-evaluation component is included in the evaluation process for contract (tenure track) faculty. Regular (tenured) faculty can choose either a self-evaluation or a formal on-site instructional observation by an evaluation panel of their peers. The evaluation process for a faculty member who is placed in a special assignment for 50% or more of a regular contract-teaching load follows the same procedures as for regular faculty but is limited to a self-evaluation (III.A.1.b.24b: *Board Policy 7828, Agreement Between the Coast Federation of Educators/AFT and the CCCD*).

The evaluation process for part-time faculty employed less than 50% is outlined in the Agreement Between the District and the CTA/NEA. Its purpose is to improve individual teaching performance. Unit members are evaluated in the first year of employment and at least once every six semesters thereafter. The evaluation process is comprised of classroom observations, a self-evaluation, and a student survey. An evaluation conference is held before the evaluation report is filed (III.A.1.b.25: *Board Policy 7829, Agreement Between the California Teachers Association/NEA and the CCCD*).

The process for evaluation of classified supervisors, managers, and educational administrators is contained in Board policy. The purpose of the management evaluation and its professional development component is to encourage higher levels of performance in the service of students, the institution, and the community. The evaluation process is designed to give encouragement, motivation, and constructive feedback to managers about their job performance, defining both areas of strength and areas of needed improvement. The evaluation is based upon goals related to objectives developed by the individual and his or her administrator, upon the individual's job description, and upon the perceptual feedback from a selected pool of employees. The performance evaluation for each manager is conducted once in each of the first two years of employment and every second year thereafter. The evaluation is comprised of a review of annual goals and objectives, a behavioral survey, self-evaluation by the manager, and an evaluation by the employee's administrator. Manager goals are evaluated to see the extent to which they met college goals. The Chancellor evaluates the college President as required by his or her employment contract (III.A.1.b.26: *Supervisory and Management Personnel Policies*).

III.A.1.b Self Evaluation
GWC meets the standard.

Employee evaluation processes and instruments are defined at the District level and consistently applied in accordance with collective bargaining agreements at the college level. The evaluation instruments for all employee groups provide for avenues of assessment of job performance as well as engagement in college-wide activities and governance.

There is significant improvement, district-wide, in the timely completion of evaluations. However, there are still some inconsistencies relative to strict adherence to timelines. To encourage improvement in this area, the management evaluation includes a component that indicates timely completion of evaluations as a key responsibility. By way of incentive, management longevity stipends are also tied to ensuring employee evaluations are current.

The effectiveness of evaluation processes for all employee groups are continually under ongoing discussion. There is always debate as to whether or not evaluations are used as meaningful or effective tools in performance management.

Further, the Board of Trustees has expressed an interest in moving from a cycle that is every other year for managers and classified employees to an every year cycle. It should be noted that managers who have a large number direct reports would be severely challenged by that expectation. For classified employees, this is a negotiable item.

Both faculty and administration welcome a continued look at evaluation processes. Part-time faculty are evaluated department chairs who have less time to conduct evaluations now that the department chair compensation has been converted primarily to stipend instead of release time. Thus, part-time faculty are not evaluated as often as recommended. Full-time faculty believes that evaluations are not particularly helpful and would like to find a way to turn evaluations into tools to help fine tune teaching skills. Therefore, through the Academic Senate, the faculty is working with the union to create a new evaluation process that allows faculty to help other faculty improve and grow without fear of reprisals, and the faculty is sure administration will welcome the dialog on the improving this process.

III.A.1.c
Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

III.A.1.c Descriptive Summary
Due to collective bargaining agreements, GWC does not currently link faculty evaluations to student learning outcome results.

III.A.1. c Self Evaluation
GWC does not meet this standard.

At present, the faculty evaluation instrument does not include student learning outcomes as an indicator of instructional effectiveness. At the College, the faculty is extensively engaged in dialogue regarding the development and implementation of student learning outcomes; however, the inclusion of this element in the faculty evaluation process will need to be negotiated with the Coast Federation of Educators before it can be implemented. Discussions are underway at both the Academic Senate and the Union to link participation in creating and assessing student learning outcomes to the class evaluation of faculty. SLOs are currently required on the faculty syllabi, and the faculty is encouraged to post which assignments are assessing the particular SLOs on the syllabi so that students better understand the skills and/or learning that they can expect

to possess after passing a particular course (III.A.1.c.27: *Academic Senate Minutes May 17, 2011; September 13, 2011; & September 27, 2011*). The SLO Coordinators are endeavoring to encourage the faculty and union to support the participation and assessment of SLOs becoming part of the classroom evaluation while protecting faculty from being evaluated on SLO results (which may result in non-compliance or false SLO assessment results).

III.A.1. c Actionable Improvement Plan
In order to fully achieve Standard III.A.1.c, the College and the District will work through negotiations to ensure that the evaluation process for faculty includes student learning outcomes (SLOs) as indicators of instructional effectiveness.

Absent such an agreement, and to meet this standard, commencing in the Spring 2013, instructors shall provide evidence that they have posted SLOs on the syllabi for the classes they are currently teaching. Having completed and documented the assessment of SLOs to improve student learning, instructors shall also document the changes they have made as a result of those assessments.

III.A.1.d
The institution upholds a written code of professional ethics for all of its personnel.

III.A.1.d Descriptive Summary
GWC places an emphasis on ethics in its written documents, behavior, mission, and core values. The College mission and value statements emphasize a commitment to and provide a framework for the professional ethics and conduct of all personnel. Faculty value and uphold a written code of professional ethics described in the Faculty Handbook (III.A.1.d.28: F*aculty Handbook, "Professional Ethics" 022012*; III.A.1.d.29: *Faculty Statement on Ethics*). In addition, GWC publishes a college handbook that delineates policies and processes to maintain ethical conduct of its employees (III.A.1.d.30: *Faculty Handbook January 2012*).

In 2010, the Board also adopted a policy specifying a Code of Professional Ethics for members of the Board of Trustees (III.A.1.d.31: *Code of Ethics for Members of the Board of Trustees*).

III.A.1.d Self Evaluation
GWC meets the standard.

GWC's mission and value statements provide evidence of a college community committed to ethical behavior beyond the written codes of professional ethics/conduct. Of the ten value statements published in the College Catalog and on the College website, four in particular speak to the value of people, embrace a commitment to integrity, equity, diversity and openness, and focus on a stewardship toward the college and students. They are:

Access and Equity
We value and strive to ensure open access to our college and equitable opportunities for all the residents of our community.

Collaborative Climate
We support active participation based on trust, openness, consistency, and respect in the college's decision-making process. We encourage students, faculty, and staff to work together to solve problems by listening to one another, by speaking honestly, and by demonstrating ethical

behavior and responsibility for the good of the college. GWC has numerous committees and sub-committees, and in fall 2010, the executive board of the college administration and the Academic Senate spent several meetings reviewing and culling committees to ensure that committee charges and memberships are not overlapping. The Senate regularly sends out calls for participation on committees and appoints faculty every two weeks to various committees. The Academic Senate encourages both full and part-time faculty to participate, and the president and vice presidents of the Senate review committees each semester and personally ask faculty to fill vacant positions (III.A.1.d.32: *Campus Committee Structure*).

Inclusiveness and Diversity
We value diversity and recognize the contributions of all individuals. We support the free and open exchange of thoughts and ideas in an environment that embraces mutual respect and civility.

Stewardship and Sustainability
We are responsible for utilizing and developing our human, environmental, and fiscal resources efficiently and effectively and in a manner consistent with the principles of health and sustainability.

Leadership
We promote active leadership for students, faculty, and staff at all levels of the institution and through partnerships with the community at large. We embrace our responsibility to clearly communicate, inspire, and proactively respond to the changing needs of our students and community.

The Academic Senate encourages leadership by recruiting faculty to serve on the Senate and campus and district committees. The Academic Senate changed to having two vice presidents (instead of just one) serve one-year terms (instead of two years) to have more faculty with senior faculty leadership experience. The chairs of the senate's standing committees, CCI (curriculum committee) and IPD (professional development committee), are encouraged to nurture leaders, as well.

The Academic Senate regularly encourages its senators and faculty members to attend the ASCCC Plenary Conferences held in fall and spring each year, as well as the Accreditation, Leadership, Curriculum, Student Learning Outcomes, and Academic Institutes (III.A.1.d.33: *Academic Senate Agenda September 27, 2011*).

IEC (Institutional Effectiveness Committee) also created a plan to replace the one SLO Coordinator with four faculty SLOCs. These four faculty members have become important leaders on the campus, going from department to department to give hands-on help with SLOs and becoming the communicators of SLO information and progress on various committees: CCI, IPT, ERC, Strategies for Student Success, Academic Senate, Planning and Budget, and AIC (III.A.1.d.34: *Contracts of the SLOCs and the log of committees visited*).

The Academic Senate created an Academic Integrity Subcommittee in fall 2010, which has been meeting regularly to review the process of how to promote academic integrity in the classroom. In spring 2011, the Senate also collaborated with the Associated Students of Golden West College (ASGWC) to give and review a student survey on cheating in the classroom.

One of the recommendations after that collaboration is that all faculty put the Academic Honesty Policy on their syllabi and review the policy in class with their students the first week of class every semester. This will help ensure that students are at least aware of the policy. The committee continues to meet with the goal of preventing cheating and promoting academic honesty at GWC.

The Academic Senate is exploring a plan of creating a mentorship program in which senior senators pair with newly-elected senators to help guide them to full participation and knowledge regarding the Academic Senate for California Community Colleges (ASCCC). The Senate has also been discussing having full-time faculty members of departments mentor part-time faculty, as well. The concern is that GWC has an ever decreasing number of full-time faculty members to be the standard bearers in their departments, and communication between the faculty is becoming fragmented.

The Academic Senate is updating its statement on the faculty code of ethics (III.A.1.d.35: *Academic Senate Minutes November 8, 2011; November 22, 2011; & December 6, 2011*).

The Academic Integrity Subcommittee is continuing to meet with the ASGWC (student government) to work together to create a plan that continues to promote academic integrity while preventing cheating. Faculty and Administration should work together to study the problem of academic dishonesty that seems to be rising. GWC needs to encourage the academic integrity of the student body while training administrators and faculty how to identify cheating and prevent dishonest practices.

These values reflect an institutional commitment to ethical practice.

III.A.1.d Actionable Improvement Plan
None

III.A.2
The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

III.A.2 Descriptive Summary
The college provides a wide array of course offerings for students, and relies on its corps of full-time faculty to safeguard curriculum, provide instruction, and promote college life. The college utilizes various collaborative and constituent-based processes to evaluate human resource allocations in order to identify and maintain sufficient numbers of faculty, support staff, and administrators for instructional integrity and optimal services to students.

The College continually evaluates what constitutes a sufficient number of full-time faculty members, and ensures there are sufficient numbers of faculty to meet student needs in high demand classes, ensure program vitality, and to meet or exceed the target of the state required faculty obligation number. Adherence to the 50% law serves as another benchmark. New full-time faculty positions are identified using a participatory governance process. The Academic Senate conducts a rating process for new faculty positions every two years (to coincide with program review) in which discipline faculty delivers presentations to the Academic Senate based on its department and enrollment needs. A ranked list of disciplines requesting new faculty is then presented to the

college President for review and recommendation. The college President then presents to the college P&B Committee the number of vacancies that will be filled in order to meet institutional needs. The Academic Senate has also has created a mid-cycle faculty hiring prioritization process to address faculty needs that may arise sooner than the two-year program review cycle. With recent retirement incentives, this process was initiated for the first time in fall 2011, and the Senate has presented its prioritized disciplines to the College President as recommendations for hire as funding becomes available for faculty positions.

Classified staff, working throughout the organization, fulfills support functions in the areas of direct classroom support, admissions and records, paraprofessional counseling support, technology, clerical services, maintenance and operations, campus safety, and governance. The College assesses needs to support institutional effectiveness and hires accordingly. Support staffing needs are identified through the program review process and are prioritized by each of the College planning teams before they are presented to the President for review and recommendation. As vacancies occur throughout the year, college administration first reviews organizational structures to determine where consolidations or efficiencies can be made through reorganization. If re-organizational opportunities are not viable, then the prioritized list of needs is evaluated to determine if the vacancy is a critical need which must be replaced immediately, or if funding should be reallocated from that vacancy to another higher priority need from the list.

Management and administrative structures are reviewed by the College President and are staffed based on program need and compliance requirements.

The college recruits and hires qualified personnel by clearly and publicly stating minimum qualifications on each position announcement. Search and Selection Committees carefully review these qualifications for each applicant before an offer of employment is made. The District Office of Human Resources ultimately verifies appropriate qualifications and degrees before employment begins.

III.A.2 Self Evaluation
GWC meets the standard

GWC has qualified faculty, staff, and administrators presently filling positions with full-time responsibility to the institution. Due to budgetary constraints however, many positions have not been replaced over the past two years and the College and district have become increasingly conscious, through necessity, of the need to evaluate each and every position in terms of student demand and operational effectiveness.

Every position requested for recruitment must be justified both at the local level and to President's Council (comprised of the three college Presidents, Vice Chancellors, and chaired by the Chancellor), prior to approval to proceed with recruitment. From 2010 to present, there has been a hiring slow down, requiring that needed positions are first filled through reorganization, transfers, or internal only recruitment. External recruitment is allowed under strict parameters mandated through Resolution by the Board of Trustees.

Currently GWC employs:

- Full-Time Faculty – 125
- Part-Time Faculty – 467
- Classified Staff – 170
- Confidential Staff – 2
- Managers – 32
- Hourly Employees – 297
- Student Assistants – 162
- Professional Experts – 37

(III.A.2.01: *GWC Census, Spring 2012*)

Over the course of a decade, district-wide, the number of full-time faculty declined by 30%, classified staff numbers declined by 5%, and management (certificated and classified combined) declined by 35%. These reductions stemmed largely from retirement incentives and natural attrition. Budgetary considerations have been the driving force of decisions relating to replacements. Ongoing discussions are occurring regarding staffing needs in all areas.

While the district and colleges continue increasingly to rely upon part-time faculty and technology as the less costly alternative to full-time faculty, the Academic Senate sees this as a serious threat to the academic integrity of the institution. The Academic Senate President warned the College and District in her fall 2011 Welcome Back Letter by indicating that the Academic Senate believes "we need full-time faculty if we are going to continue to focus on serving our students to the best of our ability" (III.A.2.02: *Academic Senate President's Welcome Back Letter August 23, 2011*).

The College and District need to uphold the absolute number of full-time faculty positions at each college and to move closer, not farther, from the goal of having 75% of classes taught by full-time faculty. In 2007, the California Community College Chancellor Drummond commented that "none of the Basic Skills Initiative happens without adequate numbers of full-time faculty" (III.A.2.03: *"Academic Excellence: Why California's Community Colleges Need the 75/25 Full-Time Faculty Standard" by Ian Walton, ASCCC, Sept. 2008*). Thus the College is forming a Task Force in fall 2012, comprised of faculty, staff and administration to develop a Staffing Master Plan to address and assess staffing levels across the institution for alignment with the GWC Educational Master Plan and the District Staffing Plan, as the full-time faculty obligation number is set at the District level (III.A.2.04: *GWC Educational Master Plan (2011)*; III.A.2.05: *Vision 2020, Appendix H.1, "Vision for Human Resources and Staffing," pp. 72-84*).

The District has authorized the College to hire 12 full-time faculty and recruitments and selections were complete in spring 2012 III.A.2.06: *Faculty Hiring Status Report 13, spring 2012*).

As noted above, the College has experienced a number of full-time faculty retirements without replacement instructors being hired due to State revenue reductions. Some disciplines currently have no full-time faculty, other have very few full-time faculty. Currently in the Social Sciences area there are four academic disciplines without any Full Time faculty, Anthropology, Economics, Geography and Philosophy. A full-time Philosophy instructor position is in the hiring process and

is expected to begin teaching in the fall 2012 semester. The lack of full-time faculty in these disciplines has placed a burden on the part-time discipline faculty and the full-time faculty of other disciplines to facilitate the creation and assessment of SLOs for courses and programs.

In 2008-09, the Arts and Letters division had a total of 41 full-time instructors, with 15 full-time instructors in the "Arts," and the remaining 26 instructors in the "Letters." Effective this coming fall, the Arts and Letters division will have only 30 full-time instructors, with 9 assigned to the "Arts" and 21 assigned to the "Letters." This represents a division-wide loss of 27 percent of the full-time Arts and Letters faculty in a period of just four years.

Perhaps the two departments most seriously affected by this attrition have been English and Fine Arts. Effective fall 2012, the English department will have only nine full-time instructors, down from 12 in 2008-09, which is still far fewer full-time English faculty than is recommended for a college the size of GWC. In 2008-09, the Fine Arts department had five full-time instructors and, effective fall 2012, there will be only two full-time instructors remaining. In fact, nine of eleven programs in the Arts and Letters have lost more faculty through retirements and death than have been rehired since 2008. This shortage has created some obvious changes in terms of faculty representation and participation in departmental and college-wide committees. They may also be reflective of the college's efforts to respond to the pressures from the state to refocus our mission toward transfer, career and basic skills. The development of SLOs and SLOAs has been delayed, in some instances, because of the shortage of qualified full-time faculty to lead in these efforts. Faculty and staff report feeling stressed and over-extended as a result of having to assume duties that in years past were performed by others.

These staffing challenges are something that will need to be assessed by both faculty and administration during the development of the College Staffing Plan in 2012-13 to ensure continued academic integrity (III.A.2.07: *Census Data; III.A.2.08: GWC Catalog 2011-12, "Administration & Faculty, pp. 189-195*).

III. A.2 Actionable Improvement Plan
None

III.A.3
The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitable and consistently administered.

All personnel policies are developed and adopted by the Board of Trustees, and are available to the public and the college community through the District website. (III.A.3.01: *District Board Policy Website*). Faculty and classified employment contracts are established through the collective bargaining process and are adopted by the Board upon ratification through constituencies. Generally, administrative procedures are developed or revised through a participatory governance process. However, the collective bargaining process is used for faculty and classified staff in cases where the administrative procedures affect conditions of employment. Copies of these documents are also available for review through the District website.

III.A.3.a

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

III.A3.a Descriptive Summary

There are approximately 140 Board Policies guiding the work of Human Resources. The District relies on the policy services of the Community College League of California (CCLC) to determine which policies are mandated by law and to access models for local use. In 2010, the Office of Human Resources developed a three-year plan for the systematic review of HR Policies. Policies are also developed based on constituent request or Board request as communicated through the Board's Personnel Committee (III.A.3.a.02: *Board Personnel Committee Agendas & Minutes Web Page; III.A.3.a.03: Human Resources Policy Review Plan Matrix*).

The process for policy development typically begins with a request from the Board of Trustees, a change in legal requirements, or constituent interest. The need for the development of a policy or the updating of a policy begins with a presentation to the Chancellor's Cabinet, comprised of leaders from each of the District's internal constituent groups. Several HR Policies have been updated or developed with the assistance of a Task Force comprised of district-wide representatives.

Based on current requirements, draft policies are forwarded to the District's General Counsel for review to ensure consistency with current legal requirements.

The Board adopts Policy in a two-reading process. Therefore, newly developed policies or revised policies are placed on a board agenda for review during public meetings, allowing broad-based exposure prior to adoption. Once adopted, policies are placed on the District's website to allow for full public access. Administrative procedure manuals are on file in administrative offices and are available to employees and employee groups for review upon request. Policies and administrative procedures are widely distributed to college personnel and are consistently applied to ensure fairness and equitable treatment.

III.A.3.a Self Evaluation

GWC meets the standard.

Personnel policies and procedures for regular faculty and classified staff are developed through collective bargaining and are detailed in the respective contracts. The Agreements between the Coast Community College District and both the Coast Federation of Classified Employees (Local 4794) and the Coast Federation of Educators/American Federation of Teachers (Local 1911) are provided to all bargaining unit employees and to managers and administrators. Additionally, the responsibilities of faculty members participating on hiring committees are included in the Faculty Hiring Policy and Procedures manual (III.A.3.a.04: *Board Policy 7816, Faculty Hiring Policies and Procedures*).

An exclusive bargaining agent also represents part-time faculty (III.A.3.a.05: *Board Policy 7828, Agreement between the American Coast Federation of Educators/AFT and the CCCD*). The contract governing part-time faculty is the Agreement between the Coast Community College Association and the California Teachers Association/National Education Association (III.A.3.a.06: *Board Policy 7829, Agreement between the California Teachers Association/NEA and the CCCD*). Personnel

policies and procedures affecting confidential and management employees are included in Board policy (III.A.3.a.07: *Board Policies on Confidential Employees Web Page*)

III.A.3.a.08: Board Policies on Supervisory/Management Employees Web Page). The Coast District Management Association also publishes a Manager's Handbook. This document is distributed to all supervisors, managers, and administrators (III.A.3.a.09: *Coast District Management Association Handbook*).

In addition, information affecting all employee groups is shared through various new employee orientation processes. The District's Office of Human Resources conducts meetings with new employees to address such issues as salary placement, workplace safety, workers' compensation, and sexual harassment training. Academic administrators provide new faculty orientation that covers specific instructional and student services policies and procedures.

A Hiring Policy Task Force was formed in May 2009 to work with Human Resources to update all of the District's hiring policies and procedures for faculty, classified staff, and management. The Hiring Policy Task Force received training in equal opportunity employment prior to engaging in the work of policy development.

Eight Board Policies related to hiring were developed or revised, as applicable, by the Task Force, reviewed by General Counsel, and adopted by the Board in March 2010. Specifically, the Task Force presented policies relating to Equal Opportunity Employment, Equal Opportunity Plan, Recruitment and Selection, Faculty Hiring, Faculty Qualifications, Classified Hiring, Confidential Hiring, and Management Hiring. The Task Force also significantly revised the District's Nepotism Policy to address any bias in hiring or supervision of employees based on relationships by blood, marriage, adoption, or domestic partnerships where conflicts of interest may exist (III.A.3.a.10: *Board Policy 7310, Nepotism*).

The Task Force finalized its work on Management Hiring Procedures, which were ratified by the Board, in August 2011, as being consistent with its adopted policy (III.A.3.a.11: *Board Policy 7888, Management Hiring Policy*).

Though several human resources policies are out of date, significant strides have been made in the area of policy review and development over the past five years. Legal mandates and constituent feedback has driven many of the more recent policy changes. The development of a Management Hiring Policy and Procedure was a high priority for the District based on real or perceived inconsistencies in management hiring. The District's General Counsel has also identified policies that require immediate updating to avoid legal exposure. Competing time demands make it challenging to make timely policy changes. However, the review process is ongoing and has also resulted in increased focus on ensuring that policies are consistently administered.

III.A.3 and 3.a Actionable Improvement Plan
None

III.A.3.b

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with the law.

III.A.3.b Descriptive Summary

The Coast Community College District Office of Human Resources (Employment Services and Records Department) is responsible for maintaining official personnel files for all District employees. The Personnel Services Office is responsible for ensuring that campus personnel records are private and secure.

Personnel records for employees (past and present) are maintained to document employment-related decisions, benefit choices, and to comply with statutory record-keeping requirements. Only one official master personnel file is maintained by the District and is kept in the District Office of Human Resources.

To ensure confidentiality of personal information, access to an employee's file is restricted to the employee, an authorized agent, and authorized administrators and supervisors. An employee's medical and benefits records file is maintained separately from the personnel file in accordance with the Americans with Disabilities Act. Access to an employee's medical file and any medical-related information is restricted to an employee and the Vice Chancellor of Human Resources or his/her designee.

Each employee has the right, by appointment, to review and copy, but not remove, the contents of his/her own official personnel file. Any other reproduction of master file documents occurs in the course of day-to-day human resources work or by court order.

III.A.3.b Self Evaluation

GWC meets the standard.

Both the campus and the district personnel offices follow procedures regarding access to personnel files to ensure their security and confidentiality. Master file documents are well-organized and filed in a timely manner by the District Office of Human Resources. The employee must give anyone outside of Human Resources staff or immediate organizational supervision written permission before their master file can be reviewed. Once granted, persons reviewing a file must present a photo ID and complete/sign a Personnel File Utilization Form stating the purpose of the file review. Once signed, this form is kept in the master file. These forms provide an excellent "paper trail" ensuring only persons authorized by the employee are viewing confidential employee information. Collective bargaining agreements for all employee groups also define standards for the maintenance of personnel files and their contents (III.A.3.a.12: *Board Policy 7848, Agreement Between CCCD and Coast Federation of Classified Employees*; III.A.3.a.13: *Board Policy 7828, Agreement Between the California Federation of Educators/AFT and the CCCD*; III.A.3.a.14: *Board Policy 7829, Agreement Between the California Teachers Association/NEA and the CCCD*).

The College Personnel Services Office maintains all recruitment and selection documentation and monitors the confidentiality of the screening and selection process. Upon the conclusion of a screening process, screening committee documents, and hiring outcomes are forwarded to the District Office of Human Resources. Employee files are permanent and are kept indefinitely. Recruitment and selection records are kept for three years.

III.A.3.b Actionable Improvement Plan
None

III.A.4

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4 Descriptive Summary
GWC values and encourages an active dialog related to equity and diversity, which occurs throughout the college and is supported by a variety of activities. A College task force has developed a Diversity Plan and an Equity of Service Report. The two documents identify requirements for measuring and reporting the effectiveness and evaluation of the college's diversity efforts (III.A.4._.01: *Equity of Service Report*).

In order to provide a curriculum and learning environment responsive to the needs of a diverse student body, and in accordance with Board Policy, the District continues to strengthen its faculty and staff diversity efforts by providing equal employment opportunities for all persons, and continues to refine recruitment and selection efforts to promote diversity and equity. The Coast Guiding principles and goals were collaboratively developed and incorporated in the Vision 2020 Plan. District-wide principles include:

Diversity- reflect inclusiveness with all ethnic, socio-economic, educational, and cultural backgrounds.

Equity - All staff serves and contributes to our students' success with equal importance.

Methods used to facilitate the achievement of diversity goals are as follows:
- Use of electronic applications and screening tools (broad outreach and assessment consistency)
- Marketing materials that reflect commitment to equal employment opportunity
- Participation in diversity job fairs
- Use of State and National Academic ListServs
- Distribution of Job Summaries to over 200 local community organizations
- Partnership and use of California Community College Registry
- Collaborative creation and consistent application of training and diversity information.

The District Office of Human Resources continues to follow broad-based recruitment procedures for all employment opportunities at the College. The District also participates in annual diversity job fairs to recruit for faculty and administrative positions. In addition, an increased utilization of technology in recruitment efforts has allowed the District to reach a large base of diverse and qualified applicants. (III.A.4._.02: *Board Policy 3420, Equal Employment Opportunity (EEO)*)

GWC has a designated Equal Employment Opportunity/Staff Diversity Officer responsible for monitoring all aspects of the employment selection process to ensure compliance with equal employment opportunity guidelines. Personnel Services also provides Equal Employment Opportunity/ Staff Diversity training as part of its hiring committee orientations for all faculty, staff, and management positions (III.A.4._.03: *Equal Employment Opportunity Training Presentation*).

In addition, the college uses the campus-wide Access and Equity Committee to monitor progress toward increased student and employee equity and diversity. A variety of cultural awareness, sensitivity, and tolerance activities are also provided for students, faculty, and staff through the Student Activities and Intercultural programs (III.A.4.04: *Intercultural Program Calendar of Events Web Page*).

III.A.4 Self Evaluation
GWC meets the standard.

The extent to which diversity and equity values are embraced at GWC is strongly evidenced through the perceptual feedback from students collected in the 2011 Accreditation Survey (III.A.4._05: *Accreditation Student Survey 2011 Results, pp.1-4, items 14 to 16*). The survey supports that activities at GWC reflect an appreciation for different groups of people, including ethnic diversity and sensitivity to the disabled, with 38.6% of students giving the college an A grade in this category and 42.3% of students giving it a B grade. The mean rating in this area of assessment rose from 3.07 in 2006 to 3.15 in 2011. Students also described the classes offered at GWC as the type to broaden views on cultural diversity, and that GWC makes a sincere effort to attract and keep students of different ethnic backgrounds.

In the 2011 Community College Survey of Student Engagement (CCSSE), GWC students also provided feedback consistent with comparison cohorts. Students acknowledged the encouragement they received to engage with others from different economic, social, and racial/ethnic backgrounds at the College (III.A.4._.06: *GWC CCSSE Student Survey Results 2011, item 9c*).

This data supports that the policies, procedures, and activities related to equity and diversity at GWC are widely understood and embraced by faculty, staff, managers, and students.

III.A.4 Actionable Improvement Plan
None

III.A.4.a
The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

III.A.4.a Descriptive Summary
GWC supports its faculty and staff through a variety of programs and services developed through collective bargaining processes, staff development programs, wellness committees, and planning teams. These support services include comprehensive health and welfare benefits, wellness programs, professional growth incentives, and recognition programs for all regular faculty, staff and managers at the College.

III.A.4.a Self Evaluation
GWC meets the standard.

The collective bargaining process provides comprehensive health and welfare benefits to all contract employees. The District Benefits Office provides information and support related to these benefits. The District Wellness Committee also holds wellness activities at the College several times throughout the year, in addition to distributing informational materials related to a variety of health care issues to personnel (III.A.4.a.07: *Wellness Calendar*).

Professional growth incentives are available to both faculty and staff. The Coast Federation of Classified Employees offers salary stipends, released time, and expense reimbursement for classified staff. Professional growth incentives are built into the salary schedule for full-time faculty and are defined in the Agreement Between the American Federation for Teachers/Coast Federation of Educators and the District (III.A.4.a.08: *Professional Growth Website* III.A.4.a.09: *Board Policy 7848, Agreement Between CCCD and Coast Federation of Classified Employees Local 4794*).

The Institute for Professional Development (IPD) provides conference and travel funding, department workshops, salary advancement and training opportunities, seminars, sabbaticals and other professional growth incentives for faculty. Funding is consistently provided for these activities through the faculty collective bargaining agreement.

GWC also looks to recognize faculty and staff for their contributions to the institution. Service Awards are held each year to honor employees who have given five years of more of service to the District. The Board of Trustees presents these awards during one of their regular meetings each year. The College also offers the Charlie Sianez Outstanding Service Award, created in honor of an employee whose service had an inspirational impact on the College (III.A.4.a.10: *Charlie Sianez Award Nomination Form*).

III.A.4.a Actionable Improvement Plan
None

III.A.4.b
The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Standard III.A.4.b Descriptive Summary
Diversity information for applicants and employees is maintained in human resource information systems used by the District and GWC. The College EEO/Recruitment Coordinator, the Director of Personnel, college administration and the Board of Trustees regularly assess this report to evaluate the progress of diversity efforts at the college and District levels.

GWC has also provided reports on college diversity programs and practices to the Board of Trustees in their annual review of hiring, diversity, and equity issues within the District (III.A.4.b.11: *Diversity Report to Board 2010*).

III.A.4.b Self Evaluation
GWC meets the standard.

The College remains committed to equity and diversity in its employment practices. The College's mission, vision, and values statements, as well as the College goals, have defined this commitment (III.A.4.b.12: *GWC Goals, Values Web Page*).

Throughout the year, the College and District evaluate current equity and diversity issues. With input from the District Office of Human Resources, the College continually redefines its equity and diversity programs in employment, and the college remains sensitive to the importance of these issues.

The District adopted a new Equal Employment Opportunity Policy and Equal Employment Opportunity Plan Policy in March 2011 to reflect current Title V regulations. The District will be developing and adopting a new EEO Plan, per the regulations, as technical guidance and timelines are defined by the Chancellor's Office. A task force is already in place to begin work on this project, and both the College EEO/Recruitment Coordinator and Director of Personnel will participate on the task force.

Absent formal EEO Plan or current availability data from the State, the College has remained successful in achieving and maintaining diversity in its classified services and has made significant improvements in achieving greater diversity in its faculty ranks.

Academic Year	Asian	Hispanic/ Latino	African-America	White	Non-disclosed	Total Hires
2006-2007						
Classified	4	1	0	7	0	12
Academic	1	0	0	1	0	2
2007-2008						
Classified	1	6	1	11	0	19
Academic	0	0	0	2	0	2
2008-2009						
Classified	2	2	0	6	0	10
Academic	0	1	0	5	1	7
2009-2010						
Classified	1	0	0	4	0	5
Academic	0	0	0	4	1	5
2010-2011						
Classified	0	0	0	2	0	2
Academic	1	1	1	1	0	4

III.A.4.b Actionable Improvement Plan
None

III.A.4.c
The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

III.A.4.c Descriptive Summary
GWC adheres to a variety of policies and procedures that reflect California Education Code, California Labor Law, Title V of the California Code of Regulations, and collective bargaining agreements which ensure the fair and equitable treatment of employees and students.

III.A.4.c Self Evaluation
Terms and conditions of employment for faculty, staff, and management personnel are clearly defined in collective bargaining agreements and are consistently applied to ensure the integrity of benefits provided and for fair treatment.

- AFT/CFE Contract – Establishes procedures for fair treatment, wages, hours, benefits, leaves, transfers, evaluations, grievances, and other conditions of employment for full-time faculty (III.A.4.c.13: *Board Policy 7828*).

- CFCE Contract – Establishes procedures for fair treatment, wages, hours, benefits, leaves, transfers, evaluations, grievances, and other conditions of employment for classified personnel (III.A.4.c.14: *Board Policy 7848*).

- CTA/NEA Contract – Establishes procedures for fair treatment, wages, hours, benefits, leaves, transfers, evaluations, grievances, and other conditions of employment for part-time faculty (III.A.4.c.15: *Board Policy 7829*).

- Coast District Management Association Handbook – Establishes procedures for fair treatment, benefits, leaves, evaluations, and other conditions of employment for managers (III.A.4.c.16: *Coast District Management Association Handbook*).

- Board Personnel Policies – The District Board of Trustees has adopted various administrative personnel policies to ensure the integrity of the institution (III.A.4.c.17: *Board Policies Web Page*).

- College administrative procedures, information, codes of conduct, and grievance processes are also in place to ensure equitable treatment for students.

- Student Equity Plan – Assesses student equity and seeks areas for improvement. GWC completed its Student Equity Plan in January, 2005. A set of equity goals and actions were identified (III.A.4.c.18: *Student Equity Plan, 2005*; III.A.4.c.19: *Student Equity Plans & Research 2005-2011*).

- College Catalog – Provides detailed information to students regarding college policies, academic policies, matriculation requirements, codes of conduct, and grievance procedures (III.A.4.c.20: *GWC Catalog 2011-12 Web page*).

GWC's 2011 Accreditation Survey supports that students feel GWC is a positive and supportive environment in which to receive an education that is, in part, a result of the policies, procedures, and practices in place at GWC that ensure access and equitable treatment for all.

III.A.4.c Actionable Improvement Plan
None

III.A.5
The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a The institution plans professional development activities to meet the needs of its personnel.

III.A.5.b With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

III.A.5, 5.a, 5.b Descriptive Summary
The College's Staff Development Advisory Committee and the Institute for Professional Development (IPD) Committee are responsible for organizing, coordinating and approving the funding for staff development activities. The college mission statement and college goals are the focal points used to determine event participation.

The Staff Development and the Institute for Professional Development (IPD) Committees seek input from faculty, staff and administrators to determine where program changes and improvements should be made. Evaluations are used to examine the value of an activity, and campus-wide input is solicited for agenda suggestions.

The overall coordination of staff development is the responsibility of the Staff Development Advisory Committee. The membership includes four members each from the faculty and classified staff, three administrators, as well as one part-time faculty and one student representative. The committee meets once each month.

The committee recommends distribution of state staff development funding (when available), surveys employees regarding staff development needs, plans and organizes annual staff development activities and events. To assist in the evaluation of the individual workshops and the planning of future events reviews, the committee tabulates results of surveys taken after staff development activities.

The Staff Development Advisory Committee historically has set its budget based on the AB 1725 funds received each year. For the past several years there have been no new funds from the state budget allocated for staff development. The committee has tried to stretch the carry-over funds to allow for the continuation of funding a limited number of activities. When a call goes out for available funding for activities, the application process and due dates are widely published.

Individual professional development activities for faculty are also supported through the Institute for Professional Development (IPD) which provides conference and travel funding, department workshops, salary advancement, training opportunities, seminars, sabbaticals and other professional growth incentives. Funding is consistently provided for these activities through the Agreement between the AFT/CFE and the District.

Professional growth support is also available to staff through the Classified Professional Development Program. This program offers to classified staff salary stipends, released time, and/or expense reimbursement for continuing educational goals. Funding for this support is consistently provided through the Agreement between the CFCE and the District.

Management personnel are also offered support for continuing education, conferences, workshops and seminars through the Coast District Management Association's professional development program.

III.A.5, 5.a, 5.b Self Evaluation
GWC meets the standard.

The CCCD recognizes the need for continued growth and learning for all employees. Board policy supports professional development programs to provide positive individual professional growth

that will contribute to achieving the mission of the District (III.A.5.01: *Board Policy, 7854, Classified Professional Development Program Guidelines*; III.A.5.02: *Board Policy 7862, Confidential Employees Professional Development Program*; III.A.5.03: *Board Policy 7886, Management Professional and Staff Development Program*).

While individual professional development programs continue and are widely utilized through the Institute for Professional Development (IPD) for faculty, the Classified Professional Development Program, and the Coast District Management Association Professional Development Program. College-wide staff development efforts began to restructure during fall 2011. Due to ongoing funding reductions and retirements, College administration and constituencies are reviewing staff development coordination positions and the Staff Development Advisory Committee at this time. Although the faculty staff development coordinator position was not funded for 2011-12 due to broader budget reductions in released time assignments, a trainer position was replaced and a management co-coordinator was named.

The College does see opportunity for increased organization in communication between the three colleges and the District related to professional development activities, particularly for discipline faculty. Faculty would like a plan that gives them the time and space to have additional professional development opportunities within the college and district, beyond usual conferences and sabbaticals. Additionally, as GWC continues to rely upon ever-changing technology, faculty requires training for emerging technology tools to free up time to focus on the needs of students. The Academic Senate invited two District administrators, the Vice Chancellor of Human Resources and the Vice Chancellor of Educational Resources, to the Academic Senate on October 11, 2011 to begin the dialog of improving professional development activities. (III.A.5.04: *Academic Senate Minutes October 11, 2011*).

A task force consisting of three managers, two faculty members, and one classified staff member was convened in fall 2011 to review and do pre-planning research for a new College staff development plan. The five year plan is intended to address college-wide training needs for all constituent groups as well as to develop a proposal for funding. A college-wide survey related to staff development training needs was also conducted during Spring 2011. The results from this survey will assist the Staff Development Advisory Committee in the development of a new plan. The Advisory Committee will present its plan and funding request to the College President in 2012-13.

III.A.5, 5.a and 5.b Actionable Improvement Plan
None

III.A.6
Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

III.A.6 Descriptive Summary
Throughout the year, the College evaluates the policies, needs, and effectiveness of our human resources through a variety of planning processes. The program review process, tied to the College goals, considers individual program data in conjunction with current staffing levels. This process allows for the planning of future program growth or vitality as well as the evaluation of its human resource needs to effectively support the instructional program or service area.

The College also has defined position prioritization processes for human resource needs that are identified during program review. The Academic Senate has a position prioritization process for instructional staffing needs as well. Staffing priorities from these processes are submitted to the College President, and as funding is identified, hiring recommendations are vetted through the College P&B Committee, as the main planning body for the college. Staffing levels are continually reviewed by College administration throughout the year and the results from these position prioritization processes are used as a guide in where the most significant needs and priorities are for our human resources.

A Staffing Plan was also developed at the District level as part of the larger Master Planning Process. This plan will provide a framework for the College Staffing Plan to be developed during spring 2012 (III.A.6.01: *Vision 2020, Appendix H.1, "Vision for Human Resources and Staffing," pp. 72-84*). The District has authorized GWC to hire 12 new full-time faculty as of spring 2012 (III.A.6.02: *Faculty Hiring Status Report 13, spring 2012*).

III.A.6 Self Evaluation
GWC meets the standard.

Program review data and analysis, coupled with the established prioritization processes for faculty and staff, are an integral part of the evaluation and allocation of human resources at GWC. These processes allow the college to evaluate both permanent and temporary staffing levels along with broader program assessments and strategic planning.

The Faculty position prioritization process, conducted by the Academic Senate every two years, provides Division faculty an opportunity to share program needs with one another and rank both new and replacement positions for full-time faculty by discipline. Although SLOs are used to evaluate courses and programs, a clearer link needs to be established to course SLOs driving the prioritization of the institution's resources. The dialog has begun in the Academic Senate and IE Committee on how to best proceed with creating this clearer linkage. The Senate rankings are then presented to the College President as recommendations for hire as funding becomes available for faculty positions. The District has authorized the College to hire 12 new full-time faculty. Recruiting for those positions has begun in spring 2012 (III.A.6.03: *Faculty Hiring Status Report 13, spring 2012*).

The Classified and Hourly position prioritization process also encompass both new and replacement positions. These requests are presented through program review and are ranked by planning teams in a two-year cycle. These rankings are presented as recommendations to the College President and Vice Presidents as funding becomes available for support staff positions. Both prioritization processes also have a mid-cycle rating process to capture emergent needs. (III.A.6.04: *Classified Position Prioritization Process; III.A.1 16: Faculty Position Prioritization Process*; III.A.6.05: *Hourly One Time Funding Request Form*)

Additionally, as part of the College Master Planning Process, a Task Force has been formed during Fall 2012 to begin work on a College Staffing Master Plan that will coordinate with the framework of the District Staffing Plan, while addressing the particular needs of the College Master Plan.

III.A.6 Actionable Improvement Plan
None

Standard III.A Evidence List

Links to evidence are available at www.goldenwestcollege.edu/accreditation2011-2012.

3.A.1._.01: GWC Catalog 2011-12, Administration & Faculty pp. 189-195
GWCCatalog2011_12AdministrationAndFacultypp189_195.pdf

3.A.1._.02: Board Policy 7121 Employee Recruitment and Selection Policy
BP7121EmployeeRecruitmentAndSelection.pdf

3.A.1._.03a: Board Policy 7839 Faculty Qualifications
BP7839FacultyQualifications.pdf

3.A.1._.03b: Board Policy 7838 Faculty Hiring Policy
BP7838FacultyHiringPolicy.pdf

3.A.1._.03c: Board Policy 7816 Faculty Hiring Policies and Procedures
BP7816FacultyHiringPoliciesAndProcedures.pdf

3.A.1._.04: Board Policy 7815 Rights of Administrators - Faculty Tenure
BP7815RightsOfAdministratorsInvolvingFacultyTenurePoliciesAndProcedures.pdf

3.A.1._.05: EEO Training PowerPoint
EquivalencyApplication2andEQForms.pdf

3.A.1._.06: Board Policy 7856 Classified Staff Hiring Policy
BP7856ClassifiedStaffHiring.pdf

3.A.1._.07: Board Policy 7849 Job Classifications – Classified
BP7849JobClassifications_Classified.pdf

3.A.1._.08: Board Policy 7848 Agreement Between CCCD and Coast Federation of Classified Employees Local 4794
BP7848AgreementBetweenCCCDandCoastFederationOfClassifiedEmployeesLocal4794.pdf

3.A.1._.09: Board Policy 7859 Confidential Staff Hiring Policy
BP7859ConfidentialStaffHiring.pdf

3.A.1._.10: Board Policy 7888 Management Hiring Policy
BP7888ManagementHiringPolicy.pdf

3.A.1._.11: Equal Employment Opportunity Training Presentation
EEO_TrainingPowerPoint.pdf

3.A.1._.12: Staff Diversity/Affirmative Action Policy and Plan
Staff Diversity/Affirmative Action Policy and Plan.pdf

3.A.1._.13: Board Policy 3420 Equal Employment Opportunity (EEO)
BP3420EqualEmploymentOpportunity.pdf

3.A.1._.14: Board Policy 3421 Equal Employment Opportunity Plan
BP3421EqualEmploymentOpportunityPlan.pdf

3.A.1._.15: Board Policy 7909 Search/Selection of Executive Management
BP7909SearchAndSelectionOfExecutiveManagement.pdf

3.A.1._.16: Faculty Position Prioritization Process
FacultyPositionPrioritizationProcess.pdf

3.A.1.a.17: Board Policy 7816 Faculty Hiring Policies and Procedures
BP7816FacultyHiringPoliciesAndProcedures.pdf

3.A.1.a.18: Board Policy 7856 Classified Staff Hiring Policy
BP7856ClassifiedStaffHiring.pdf

3.A.1.a.19: Board Policy 7849 Job Classifications – Classified
BP7849JobClassifications_Classified.pdf

3.A.1.a.20: Board Policy 7838 Faculty Hiring Policy
BP7838FacultyHiringPolicy.pdf

3.A.1.a.21: Board Policy 7888 Management Hiring Policy
BP7888ManagementHiringPolicy.pdf

3.A.1.a.22: Equal Employment Opportunity Training Presentation
EEO_TrainingPowerPoint.pdf

3.A.1.a.23: Board Policy 7815 Rights of Administrators - Faculty Tenure
BP7815RightsOfAdministratorsInvolvingFacultyTenurePoliciesAndProcedures.pdf

3.A.1.b.24a: Board Policy 7848 Agreement Between CCCD and Coast Federation of Classified
Employees Local 4794
BP7848AgreementBetweenCCCDandCoastFederationOfClassifiedEmployeesLocal4794.pdf

3.A.1.b.24b: Board Policy 7828, Agreement Between the Coast Federation of Educators/AFT and the
CCCD
AgreementCFE_AFT_Local1911andCCCD_2011_12 .pdf

3.A.1.b.25: Agreement Between Coast community College Association – California Teachers Association/
National Education Association and CCCD July 1,
AgreementCCA_NEAandCCCD2010_2011.pdf

3.A.1.b.26: Supervisory and Management Personnel Policies
SupervisoryAndManagementPersonnelPolicies.pdf

3.A.1.c.27: Academic Senate Minutes May 17, 2011; September 13, 2011; & September 27, 2011
AcademicSenateMinutesMay17_2011September13_2011andSeptember27_2011.pdf

3.A.1.d.28: Faculty Handbook, "Professional Ethics" 012012
FacultyHandbookProfessionalEthics012012.pdf

3.A.1.d.29: Faculty Statement on Ethics
http://www.goldenwestcollege.edu/senate/ethics.html

3.A.1.d.30: Faculty Handbook January 20, 2012
FacultyHandbook_012012.pdf

3.A.1.d.31: BP 2715: Code of Ethics for Members of the Board of Trustees
http://www.cccd.edu/board/docs/policies/bp415.pdf

3.A.1.d.32: Campus Committee Structure
CampusCommitteeStructurecopy.pdf

3.A.1.d.33: Academic Senate Agenda September 27, 2011
AcademicSenateAgenda092711.pdf

3.A.1.d.34: Contracts of the SLOCs and the log of committees visited
ContractsOfTheSLOCsAndLogOfCommitteesVisited.pdf

3.A.1.d.35: Academic Senate Minutes November 8, 2011; November 22, 2011; & December 6, 2011
AcademicSenateMinutesNovember8_2011November22_2011andDecember6_2011.pdf

3.A.2.01: GWC Census, Spring 2012
OngoingCensus.pdf

3.A.2.02: Academic Senate President's Welcome Back Letter August 23, 2011
AcademicSenatePresidentsWelcome_backLetter082311.pdf

3.A.2.03: Academic Excellence: Why California's Community Colleges Need the 75/25 Full-Time Faculty Standard" by Ian Walton, ASCCC, Sept. 2008
AcademicExcellenceWhy75_25_0908.pdf

3.A.2.04: GWC Educational Master Plan (2011)
GWCEducationalMasterPlanSp2011.pdf

3.A.2.05: Vision 2020, Appendix H.1, Vision for Human Resources and Staffing pp. 72-84
CoastCCD_Vision2020AppendixH1VisionForHumanResourcesAndStaffing_pp72_84.pdf

3.A.2.06: Faculty Hiring Status Report 13, spring 2012
FacultyHiringStatusReport13CrystalCopy.pdf

3.A.2.07: EEO Training PowerPoint
OngoingCensus.pdf

3.A.2.08: GWC Catalog 2011-12, Administration & Faculty pp. 189-195
GWCCatalog2011_12AdministrationAndFacultypp189_195.pdf

3.A.3.a.01: District Board Policy Website
http://www.cccd.edu/board/policies/default.aspx

3.A.3.a.02: Board Personnel Committee Agendas & Minutes Web Page
http://www.cccd.edu/board/personnelMeetings.aspx

3.A.3.a.03: Human Resources Policy Review Plan Matrix
PersonnelPoliciesReviewScheduleRevised_2_15_12.pdf

3.A.3.a.04: Board Policy 7816 Faculty Hiring Policies and Procedures
BP7816FacultyHiringPoliciesAndProcedures.pdf

3.A.3.a.05: Board Policy 7828, Agreement Between the Coast Federation of Educators/AFT and the CCCD
AgreementCFE_AFT_Local1911andCCCD_2011_12 .pdf

3.A.3.a.06: Board Policy 7829 Agreement Between the California Teachers Association/NEA and the CCCD
BP7829AgreementBetweenCoastCaliforniaTeachersAssociationNEAandCCCD.pdf

3.A.3.a.07: Board Policies on Confidential Employees Web Page
http://www.cccd.edu/board/confidentialEmployees.aspx

3.A.3.a.08: Board Policies on Supervisory/Management Employees Web Page
http://www.cccd.edu/board/supervisoryManagement.aspx

3.A.3.a.09: Coast District Management Association Handbook
CoastDistrictManagementAssociationHandbook.pdf

3.A.3.a.10: Board Policy 7310 Nepotism
BP7310Nepotism.pdf

3.A.3.a.11: Board Policy 7888 Management Hiring Policy
BP7888ManagementHiringPolicy.pdf

3.A.3.a.12: Board Policy 7848 Agreement Between CCCD and Coast Federation of Classified Employees Local 4794
BP7848AgreementBetweenCCCDandCoastFederationOfClassifiedEmployeesLocal4794.pdf

3.A.3.a.13: Board Policy 7828, Agreement Between the Coast Federation of Educators/AFT and the CCCD
AgreementCFE_AFT_Local1911andCCCD_2011_12 .pdf

3.A.3.a.14: Board Policy 7829 Agreement Between the California Teachers Association/NEA and the CCCD
BP7829AgreementBetweenCoastCaliforniaTeachersAssociationNEAandCCCD.pdf

3.A.4._.01: Equity of Service Report
StudentEquityProgressReport2008pg1-9andStudentEquityPlan2005pg10-35.pdf

3.A.4._.02: Board Policy 3420 Equal Employment Opportunity (EEO)
BP3420EqualEmploymentOpportunity.pdf

3.A.4._.03: Equal Employment Opportunity Training Presentation
EEO_TrainingPowerPoint.pdf

3.A.4._.04: Intercultural Program Calendar of Events Web Page
http://goldenwestcollege.edu/wpmu/ip

3.A.4._.05: Accreditation Student Survey 2011 Results All, pp.1-4, items 14 to 16
AccreditationStudentSurvey2011Resultspgs1_4copy.pdf

3.A.4._.06: GWC CCSSE Student Survey Results 2011, item 9c
GWCCCSSE_StudentSurveyResults2011copy.pdf

3.A.4.a.07: Wellness Calendar
WellnessCalendar.pdf

3.A.4.a.08: Professional Growth Pamphlet
http://www.cccd.edu/facultystaff/profdev/default.aspx

3.A.4.a.09: Board Policy 7848 Agreement Between CCCD and Coast Federation of Classified Employees Local 4794
BP7848AgreementBetweenCCCDandCoastFederationOfClassifiedEmployeesLocal4794.pdf

3.A.4.a.10: Charlie Sianez Award Nomination Form
SianezNominationForm09_10.pdf

3.A.4.b.11: Diversity Report to Board 2010
DiversityReportToTheBoard2010.pdf

3.A.4.b.12: GWC Goals, Values Web Page
http://www.goldenwestcollege.edu/about.html#mission

3.A.4.c.13: Board Policy 7828, Agreement Between the Coast Federation of Educators/AFT and the CCCD
AgreementCFE_AFT_Local1911andCCCD_2011_12 .pdf

3.A.4.c.14: Board Policy 7848 Agreement Between CCCD and Coast Federation of Classified Employees Local 4794
BP7848AgreementBetweenCCCDandCoastFederationOfClassifiedEmployeesLocal4794.pdf

3.A.4.c.15: Board Policy 7829 Agreement Between the California Teachers Association/NEA and the CCCD
BP7829AgreementBetweenCoastCaliforniaTeachersAssociationNEAandCCCD.pdf

3.A.4.c.16: Coast District Management Association Handbook
CoastDistrictManagementAssociationHandbook.pdf

3.A.4.c.17: District Board Policy Website
http://www.cccd.edu/board/policies/default.aspx

3.A.4.c.18: Student Equity Plan, 2005
StudentEquityPlan2005.pdf

3.A.4.c.19: Student Equity Plans & Research 2005-2011
StudentEquityPlansAndResearch2005_2011.pdf

3.A.4.c.20: GWC Catalog 2011-12 Web Page
http://www.goldenwestcollege.edu/catalog

3.A.5.01: Board Policy 7854 Classified Professional Development Program Guidelines
BP7854ClassifiedProfessionalDevelopmentProgramGuidelines.pdf

3.A.5.02: Board Policy 7862 Confidential Employees Professional Development Program
BP7862ConfidentialEmployeesProfessionalDevelopment.pdf

3.A.5.03: Board Policy 7886 Management Professional and Staff Development Program
BP7886ManagementProfessionalAndStaffDevelopmentProgram.pdf

3.A.5.04: Academic Senate Minutes October 11, 2011
AcademicSenateMinutes101111.pdf

3.A.6.01: Vision 2020, Appendix H.1, Vision for Human Resources and Staffing pp. 72-84
CoastCCD_Vision2020AppendixH1VisionForHumanResourcesAndStaffing_pp72_84.pdf

3.A.6.02: Faculty Hiring Status Report 13, spring 2012
FacultyHiringStatusReport13CrystalCopy.pdf

3.A.6.03: Faculty Hiring Status Report 13, spring 2012
FacultyHiringStatusReport13CrystalCopy.pdf

3.A.6.04: Classified Position Prioritization Process
ClassifiedPositionPrioritizatioinProcess.pdf

3.A.6.05: Hourly One Time Funding Request Form
HourlyRequestFormOneTimeFunds.pdf

Accreditation Self-Study 2011-2012

STANDARD III.B
Physical Resources
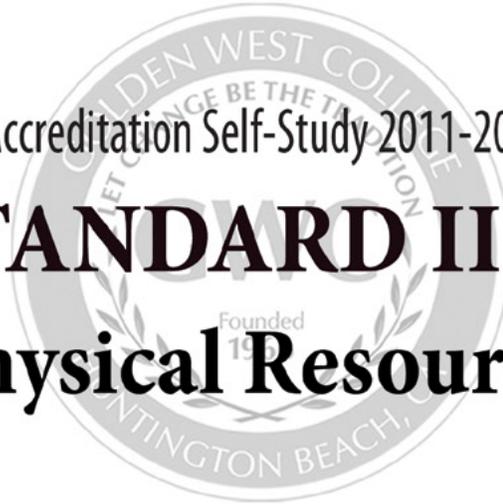
Standard III.B Subcommittee

Joe Dowling
Director, Maintenance & Operations

Janet Houlihan
Vice President
Student Life and Administrative Services

Nick Mitchell
Professor, Physical Education
and Football Coach

Teresa Speakman
Associate Professor, Chemistry

Facilities, Safety, and Land Development Committee

III.B Physical Resources

Physical resources, which include facilities, equipment, land and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1 The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1 Descriptive Summary

The Golden West College (GWC) campus consists of over 28 buildings arranged on 122 acres of property. The campus was built from 1965-1978 in increments. With the buildings being 35-45 years old, the College is faced with renovations and improvements that can be quite costly. Through State scheduled maintenance dollars, the College has received funding for various projects which help defray those costs. The College has also applied and been a successful recipient of grants that have helped with the upkeep of an aging campus.

The College Planning and Budget (P&B) Committee established a subcommittee, Facilities, Safety & Land Development, from what had been previously three separate committees. This subcommittee reviews the progress of Measure C projects, requests of departments for renovations and expansion, reviews and identifies safety concerns and provides initial review of leasing and land development proposals brought to the campus. The subcommittee recommends to the P&B Committee projects that require funding from the College and leasing opportunities that the College should research for consideration.

The College also instituted a program review process, which has a resource planning component that allows departments to request staffing, technology upgrades and facilities improvements. The facilities requests are reviewed, ranked, and then funded as monies become available. There is a component in the program review document that allows the individual departments to identify whether they think their facilities request is a health and safety concern (III.B.1._.01: *Program Review Forms*).

In 2002, the Coast Community College District (CCCD) was successful in passing Measure C, which is a local bond measure. The District received $370,000,000 of which GWC received approximately $96,000,000. The Bond reached a successful conclusion in 2011 with the following projects having been completed:

- Student Center Renovation
- Repairs to Eroding Concrete
- Campus wide Technology Upgrades
- Central Plant with Upgrades to 18 Buildings
- Upgrade to Swimming Pool/Locker Rooms – ADA compliant
- Track Resurfacing

- Student Success Center
- Nursing Building with Student Health Center
- International Student Center
- Classroom Improvements
- LRC
- Lighting Retrofit for energy efficiency

III.B.1 Self Evaluation
GWC meets the standard.

The Campus provides safe facilities that meet current codes and regulations. ttAll of GWC's new buildings are built to Division of State Architect (DSA) standards including fire life safety, accessibility, and structural integrity. In addition to the architectural plans being reviewed by DSA while buildings are under construction, there are DSA approved inspectors on site at all times to ensure compliance during construction. DSA reviews all new plans but also reviews large renovation projects (III.B.1._02: *DSA stamped cover sheets*).

GWC's space utilization report supports the current usage and projects the College's future needs. This report demonstrates that GWC is in compliance with State standards and allows GWC to see if it has sufficient space for existing programs (III.B.1._03: *Space Utilization Report*).

Annual inspections from outside agencies; AQMD, Health Department, CalOSHA and the local fire department provide valuable feedback and corrective action plans, if necessary, that assist the College in maintaining safe facilities (III.B.1._04: *Inspection Reports*).

On a bi-annual basis, the District Facilities Office coordinates a campus tour with the Director of Maintenance and Operations and CCCD's insurance company for a Safety Inspection. These reports are provided to the campus, which allows GWC to take corrective action as needed (III.B.1 5: Keenan Safety Inspection Report).

As departments and offices on campus believe there is a health and safety concern they complete a program review form to request upgrades or modifications to their facilities. The Facilities, Safety and Land Development Subcommittee reviews these requests for assessment and consideration (III.B.1._05: *Facilities, Safety and Land Development Subcommittee Minutes*).

The College follows the procedures outlined in the Property Control Manual as prescribed in board policy to protect the assets of the district (III.B.1._06: *Board Policy 6520, Security for District Property*).

IIIB.1 Actionable Improvement Plan
None

III.B.1.a
The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

III.B.1.a Descriptive Summary

The College works closely with a consulting group, Cambridge West Partnership, to ensure that GWC's current facilities are being utilized in an efficient manner. When the facilities master plan was created, current demographics, future enrollment projections and condition of existing facilities were all taken in to account when identifying future needs (III.B.1.a.07: *Vision 2020 Educational Master Plan*).

The College has established a capital replacement schedule to ensure that planning and budgeting is coordinated with long-term needs. This schedule is presented to the College P&B Committee annually for review. At that time, the committee makes recommendations on funding for equipment that is nearing or at the end of its useful life. Two schedules are maintained; one for technology and the other for all other equipment that is greater than $10,000. Although the list has been in place, it has been difficult to identify funds for these purchases. Capital funds have been utilized as needs present.

The College maintains a five-year deferred maintenance plan that is filed with the State on a yearly basis. Projects are listed by priority and need. Approval and funding is secured through the state and matched, as required, by the College. The Director of Maintenance and Operations works closely with the District Office to identify those needs.

The established Facilities Master Plan prioritizes buildings to be constructed and renovations to be completed based on program needs. The campus reviews the Space Utilization reports that are submitted to the State to ensure that GWC is maximizing the usage of the lecture, lab and office space. With each construction/renovation project that GWC completes, these ratios are taken into consideration to ensure that GWC does not put its State funding at risk.

The GWC program review process provides a method for departments to express their need for resources, facilities improvements, technology upgrades and infrastructure.The requests are evaluated and ranked through the Facilities & Safety committee and forwarded to the P&B Committee for final approval and allocation of funds.

III.B.1.a Self Evaluation

GWC meets the standard.

The College has taken great strides toward incorporating all aspects of what truly goes into teaching facilities in terms of technology and resources to ensure all areas have their needs addressed. The completion of GWC's projects through the local general obligation bond, Measure C, has allowed the College to improve our facilities greatly. With additional facilities comes additional maintenance, custodial and technology support needs. The College will be addressing those staffing concerns when it completes its master staffing plan.

The Facilities Plan provides an outline of all of the necessary facilities identified by GWC consultants and the campus community. This plan was shared with the campus at various public forms to allow feedback and sharing of opinions. In addition to the master plan, a ten-year capital improvement overview has been created for the entire District that allows a summary for the funding requirements needed to reach the Vision 2020 goals (III.B.1.a.08: *GWC Ten-Year Capital Funding Summary*; III.B.1.a.09: *Vision 2020 Educational Master Plan*).

III.B.1.a Actionable Improvement Plan
None

III.B.1.b
The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

III.B.1.b Descriptive Summary
The Accessibility Center for Education (ACE) office/supervisor, in collaboration with the Facilities Planning & Safety subcommittee, coordinates activities to insure that GWC facilities and programs are accessible and in compliance with the ADA law, Title V Educational Code regulations, and Section 504 of the Rehabilitation Act of 1973. Identifying and resolving accessibility concerns are an ongoing process. Inputs on these concerns are sought from students with disabilities, the ACE counselor, faculty, the Title V Advisory Committee, ADA compliance consultants, and representatives on various relevant campus committees.

When renovations and new facilities are being constructed, the Division of State Architecture reviews the architectural plans to ensure ADA accessibility, fire life safety and structural integrity. This ensures adherence to all new laws and guidelines. Additionally areas that are renovated are brought up to current codes pertaining to ADA and Fire, Life Safety. Safety and security is evaluated during the design process to incorporate measures to increase levels of safety through the use of technology including cameras, lighting, and electronic key card access.

GWC strives to enhance the learning and working environments during construction and renovation by increasing natural light using green materials and construction techniques along with ensuring utilization of ergonomic furniture and work stations.

The Facilities Safety and Land Development subcommittee discusses a variety of items related to emergency response planning and campus safety. These items range from security cameras on campus to preventing bike thefts to public safety responsibilities and expectations. The Vice President of Student Life and Administrative Services and the Public Safety Coordinator provide ongoing evaluation to insure that GWC is a secure, safe campus.

Appropriate staff is alerted to possible safety/security problems through Maintenance and Operations work orders, e-mails between departments, campus committees, and security incident reports.

Emergency Response Team Training is provided to enhance campus safety. Recent surveys indicate that the majority of staff and students feel safe on campus during the day (III.B.1.b.10: *Accreditation Employee Survey 2011 Results ALL, items 29 and 30*; III.B.1.b.11: *Accreditation Student Survey 2011 Results pp. 1-4, items 9 and 10*). The College has recently reassigned an individual to serve as the Emergency Response Supervisor. One role of the Emergency Response Supervisor is to assess the current status of GWC's emergency response plan, emergency supplies, training and overall effectiveness of our plan (III.B.1.b. 12: *Job Description Director Emergency Preparedness and Special Events*).

III.B.1.b Self Evaluation
GWC meets the standard.

GWC does not currently have any satellite locations. All GWC's buildings and facilities are located on the main campus. Through continued upgrading of college facilities and the construction of new buildings, the campus has improved its ADA compliance, increased the amount of lighting, and added security cameras .

In addition, GWC's new Supervisor, Emergency Preparedness has coordinated various activities that have allowed the College to be better prepared in the case of a natural disaster. The supervisor has also presented evening trainings to keep the evening staff and faculty current on the College's current plans (III.B.1.b.13: *Emergency Preparedness Materials*).

As mentioned previously, the program review process also gives departments the opportunity to identify facilities and safety concerns within their program. These are reviewed by the Facilities, Safety and Land Development subcommittee for funding consideration with a recommendation to the P&B Committee (III.B.1.b.14: *Facilities, Safety and Land Development Subcommittee Minutes*; III.B.1.b.15: *Planning and Budget Committee Minutes*).

III.B.1.b Actionable Improvement Plan
None

III.B.2.a
Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

III.B.2.a Descriptive Summary
GWC's Facilities Master Plan, which is part of the District's "Vision 2020", has outlined projects that are a priority for the campus over the next ten years. Additionally, the ten-year capital improvement program and five-year scheduled maintenance plans allow for planning and prioritizing campus needs and provides the College an opportunity to secure funding from the State, as available, to assist with completing those projects. Current (2011-12) projects that are waiting funding/approval from the state are

- Math/Science building – currently approved and awaiting a state facilities bond.
- Criminal Justice Training Center – final project proposal submitted
- Language Arts Complex – initial project proposal submitted
- One Stop Student Center – initial project proposal submitted

The College Technology Committee has established a replacement/rotation schedule for the instructional labs on campus. This schedule allows the college to know what the long range expenses will be to keep the labs current. In addition to the lab replacement schedule, the Technology Committee is also in the process of reviewing infrastructure, software, media, and administrative computer replacement for management, faculty and staff. Once all of these timelines are established the college will have a complete assessment of its computer replacement costs that will be incorporated into the College Technology Plan (III.B.2.a.01: *Computer Lab Replacement Plan*).

III.B.2.a Self Evaluation
GWC meets the standard.

The District is currently reviewing the option of seeking a second local general obligation bond. The Board hired a consulting firm in February 2012 and will hear a report from that group around July 2012. If a new bond initiative were to be successful, GWC will be able to continue following its Facilities Master Plan and Vision 2020 guidelines by setting monies aside to fund its ten-year capital improvement plan. If the state is unable to pass and bond measures to fund these projects, then fewer projects would be completed. GWC's current plan includes the state contributions on the College's proposed projects (III.B.1.b.02: *GWC Ten-Year Capital Funding Summary*).

III.B.2.a Actionable Improvement Plan
None

III.B.2.b
Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

III.B.2.b Descriptive Summary
The CCCD's "Vision 2020" plan describes the future as it relates to instructional needs. Plans are being developed to meet these requirements through new buildings and infrastructure. Through the project proposal process at the state, the College has integrated the facilities plan into the financial plan. Through these proposals, the College is able to maximize its' funding capacity and complete more projects (III.B.2.b.03: *Five-Year Capital Construction (Facilities) Plan*).

GWC's Facilities, Safety and Land Development subcommittee reviews requests for improvements that have been processed through program review. These proposals are reviewed and forwarded to the P&B Committee. In addition to the program review process, the requests can also come through maintenance work orders. These work orders can be completed by the user groups for consideration. Working with Cambridge West Partnership, the College is able to identify primary usage for each facility and ensure that the capacity load ratios are within the state guidelines. This allows administration to get an assessment of whether the facilities are being utilized to their appropriate capacity. Staying within these guidelines also allows for better opportunities for funding through the state.

III.B.2.b Self Evaluation
GWC meets the standard.

The integration of resource planning with institutional planning is essential. The development of the Vision 2020 plan has allowed the College to review its demographics, capacity information, future growth opportunities as well as future construction needs (III.B.2.b.04: *Vision 2020 Educational Master Plan*). This document and the College master plan will be guiding the institution for years to come (III.B.2.a.05: *GWC Educational Master Plan*).

III.B.2.b Actionable Improvement Plan
None

Standard III.B Evidence List

Links to evidence are available at www.goldenwestcollege.edu/accreditation2011-2012.

3.B.1._.01: Program Review Forms
ProgramReviewDirectionsAndFormsCopy.pdf

3.B.1._.02: DSA Stamped Cover Sheets
DSAStampedCoversheets.pdf

3.B.1._.03: Space Utilization Report
SpaceUtilizationReport.pdf

3.B.1._.04: Inspection Reports
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3.B.1._.05: Facilities, Safety and Land Development Subcommittee Minutes
FSLDCMeetingSummary120911_021012_041312_051112.pdf

3.B.1._.06: Board Policy 6520, Security for District Property
BP6520SecurityForDistrictProperty.pdf

3.B.1.a.07: Vision 2020 Educational Master Plan
http://www.cccd.edu/about/docs/VP9.pdf

3.B.1.a.08: GWC Ten-year Capital Funding Summary
GWCTenYearCapitalFundingSummary.pdf

3.B.1.a.09: Vision 2020 Educational Master Plan
http://www.cccd.edu/about/docs/VP9.pdf

3.B.1.b.10: Accreditation Employee Survey 2011 Results ALL, items 29 and 30
AccreditationEmployeeSurvey2011ResultsALLcopy.pdf

3.B.1.b.11: Accreditation Student Survey 2011 Results pp. 1-4, items 9 and 10
AccreditationStudentSurvey2011Resultspgs1-4copy.pdf

3.B.1.b.12: Job Description Director of Emergency Preparedness and Special Events
JobDescriptionForDirectorOfEmergencyPreparednessAndSpecialEvents.pdf

3.B.1.b.13: Emergency Preparedness Materials
EmergencyPreparednessMaterials.pdf

3.B.1.b.14: Facilities, Safety and Land Development Subcommittee Minutes
FSLDCMeetingSummary120911_021012_041312_051112.pdf

3.B.1.b.15: Planning & Budget Committee Minutes
PlanningAndBudgetSummaryDecember10_2008andSeptember14_2011.pdf

3.B.2.a.01: Computer Lab Replacement Plan
ComputerLabReplacementSchedule.pdf

3.B.2.a.02: GWC Ten-year Capital Funding Summary
GWCTenYearCapitalFundingSummary.pdf

3.B.2.b.03: Five-Year Capital Construction (Facilities) Plan
GWCFiveYearCapitalConstructionFacilitiesPlan.pdf

3.B.2.b.04: Vision 2020 Educational Master Plan
http://www.cccd.edu/about/docs/VP9.pdf

3.B.2.b.05: GWC Educational Master Plan
http://www.cccd.edu/vision2020/docs/GWC_Master_Plan.pdf

Accreditation Self-Study 2011-2012

STANDARD III.C
Technology
Resources

Standard III.C Subcommittee

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III.C Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1
The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1 Descriptive Summary
Technology resources are researched, procured and offered in an array of methods to support all college personnel in teaching, learning, communications, research and operational systems. The Technology Support Services (TSS) department designs, procures, implements and maintains the technology resources needed to support all college-wide technology systems. The Online Instruction Department focuses on providing support to faculty on the use of the Learning Management System (LMS). The College Technology Committee (CTC), which has campus-wide representation from all constituents, serves as an advisory council to TSS. A Continuous Improvement Team (CIT) with campus-wide representation focuses on reviewing all Enterprise Resource Planning (ERP) System– Banner requests and is a sub-committee of the CTC. CTC makes technology recommendations to the Planning and Budget (P&B) Committee.

III.C.1 Self Evaluation
GWC meets the standard.

Technology Support
TSS is located in the Health Sciences building and provides support for all technical systems on campus. The help desk can be reached via phone (714-892-7711 x55060), email (helpdesk@gwc.cccd.edu), and walk-ins. The office is open for walk-ins and appointments from 8 a.m. to 5 p.m., Monday through Friday. Technical support, including audio/visual, is available Monday through Thursday from 8:00 a.m. to 9:30 p.m., Fridays from 8:00 a.m. to 5:00 p.m., and Saturdays from 8:00 a.m. to 2:30 p.m. (III.C.1._.01: *AV CS Spring 2012*). Technical support is also available at other times, as events require. A facilities request guides this additional support and identifies funding for the potential overtime required. One full-time person and several hourly technicians are available to staff the help desk for day-to-day operations. There are higher-level technicians available for higher-level support and projects.

Technology support is available to students, faculty, staff, management and others in multiple ways. The primary method is through an automated help desk system. The requestor simply sends an email to helpdesk@gwc.cccd.edu. A work order is automatically generated and a copy with all relevant information such as work order number, time of request, request description, and an URL link to keep track of the work order is sent back to the requestor. Requestors can also walk into the TSS office Monday through Friday from 8:00am to 5:00pm. The second most used method of requesting support is a phone call to the help desk line at 714-892-7711 x55060. A trained employee answers the phone 8:00 a.m. to 9:30 p.m., Monday through Thursday, 8:00 a.m. to 5:00 p.m. Friday, and 8:00 a.m. to 2:30 p.m. Saturday. TSS provides technical support in a wide range of technologies such as email, smart phones, databases, instructional labs, network, wireless network, Internet access, audio-visual, and many others.

Teaching

The college takes pride in continuously researching new technologies to aid in delivering instruction to students. Every classroom is a multimedia classroom with a computer, digital projector (III.C.1._.02: *Schedule of Deployment*), and speakers. TSS has setup all classroom projectors on a Crestron system that controls them from one location. To ensure efficiency, the system automatically turns off all projectors in the classrooms at 11:00 p.m. every night.

Several instructional programs expressed unique learning needs. The Administration of Justice program requested a virtual interactive combat environment (VICE) training center. The Registered Nursing program purchased human patient simulators. The department of TSS maintains all the human patient simulators that are used for instructing students in the Registered Nursing program. TSS staff assists with the setup of scenarios as dictated by faculty and the recording of student performance in the scenario. TSS records the student interaction with the human patient simulator and a DVD is provided to the faculty member for review and debriefing with the student involved in the scenario. Based on the computer lab replacement schedule, TSS recently deployed a virtual desktop infrastructure (VDI) in the math lab consisting of 110 systems (III.C.1._.03: *Computer Lab Replacement Schedule*). This technology will provide the college with the ability to utilize the instructional lab more efficiently and lower the maintenance of the computer systems. As funds permit and other instructional labs come up for equipment refresh, VDI will be analyzed to see if it is a good fit. TSS is currently capturing instructional lab utilization for future analysis and determination of need (III.C.1._.04: *Computer Lab Utilization Reports Web Page*). TSS technical staff provides the technical support for all computer labs.

The College opened a new Learning Resource Center (LRC) in 2011 with hundreds of computer systems. There are twenty-three study rooms each equipped with a computer and a flat screen digital monitor for student use (III.C.1._.05: *Paid Invoice with List of Equipment*). The college utilizes the latest software products for instruction such as Adobe Creative Suite 5, AutoCAD, and various others (III.C.1._.06: *List of Instructional Lab Software*). High-speed Internet access is provided with bandwidth at 100 Mbps. Additionally, there is wireless coverage throughout the campus including the athletic fields. The College strives to have state-of-art equipment in most of the instructional labs and the computers are replaced according to replacement schedules and the availability of funds.

Online Instruction

The Online Instruction Department at GWC assists faculty in creating online courses and provides students with technical support for online education.

Online Instruction is located in the new Learning Resources Center Annex building. The office is open for calls to the help desk phone (714-895-8389), faculty appointments, and student walk-ins from 8 am to 5 pm, Monday through Friday.

The online format provides a unique opportunity to students who are not able to attend traditional classes because of varying work schedules, jobs with extensive travel, non-residency, families with very young children, or physical or learning disabilities. Online education can also provide many resources that the classroom format cannot, including the ability to review difficult materials multiple times.

On-campus courses also utilize GWC's Learning Management System (LMS) to supplement their instruction, and support the College's ecological goals of reducing paper consumption by offering course materials for online view and download. Supplemental courses and their seat count have grown comparably to those of the online and mix courses. The Online Instruction Department provides assistance and technological support for these on-campus courses and faculty.

The Online Instruction Department has proven to be an excellent resource for helping GWC meet student needs and demands, within the confines of our resources, during California's present financial crisis. Although facing the same unfortunate cuts that every college and department in our State is facing, Golden West continues to be among the state's top twenty online-course FTES-generating colleges. For information (and to access online, hybrid, and web-enhanced courses), please visit: www.onlinegwc.org.

Enrollment Services-Student Records
The original, hard copy transcripts (1966-1988) are stored off-site in a secure storage facility (Iron Mountain). These records are accessible if and when necessary. The original student transcripts were also microfilmed and are stored in duplicate. One set is in the on-campus Halon-protected transcript room and the other set is stored at Orange Coast College, GWC's sister college. This practice is the same for all microfilmed records. The records have also been converted into the Paper Gate Imaging system. The Paper Gate system was GWC's first digital scanning system that is currently being transition to GWC's Banner Document Management System (BDMS). CUM folders contain transcripts from other institutions, Student Educational Plans, evaluations, academic waivers and other permanent student records. Currently, any record paper form retrieved for evaluation or counseling appointments is imaged into Paper Gate and shredded. Class Rosters and other permanent records prior to 1989 are either maintained on microfilm or are retained in the original "paper form" and stored in the transcript room. Permanent records that are stored in their original "paper form" have not been imaged into Paper Gate, as this system has not been supported for many years. As soon as possible, these records will be imaged into BDMS and maintained in an optical format. (III.C.1._.07: *Email from Shirley dated February 6, 2012*)

All new and incoming student transcripts and other student records are scanned and maintained in this digital format for ease of access and storage. BDMS is available to the Counseling Department and to other appropriate Student Services departments so that employees have access to the entire student record for those students who may have attended prior to the implementation of DSK in 1989.

The Coast District uses the ERP System- Banner. Banner is a district-wide system and is shared by the three colleges. Banner is a web-based system that is accessed from any computer on campus using the Internet protocol over the campus network and transmission is routed through a series of high-speed switches to a microwave transmitter. The signal is received at the District site and sent through a reverse order of switches that route the data to the computer. The campus network access utilizes an active directory password assigned by TSS to all staff in each department, whereas the off-site student records are accessed by password through District accounts assigned to authorized staff only as necessary to perform their duties. Banner allows the printing of record information to the local network printer queues. Banner data is backed up nightly at the District site and then sent to a commercial offsite storage location the next morning.

Photo Identification System

There is a dedicated, stand-alone computer system for the purpose of creating student photo identification cards. This system is housed in a glass enclosure at the main registration area and is accessible from the foyer. The ID card system holds associated data on the local hard drive, including student name, identification number, and Social Security number. In accordance with Family Educational Rights and Privacy Act (FERPA) regulations, the identification number has permanently replaced the SSN on the ID cards as well as most other records, although the student can access their data using their SSN if they wish to do so. The ID cards also function as a student Library card and for use in the computer labs, PE open-labs, and other areas using the cards for identification or for attendance accounting purposes. Therefore, the photo identification card system enhances efficiency of several campus operations. TSS backs up this system nightly.

The District has always been concerned about the security and confidentiality of student records. District policy gives database accounts primarily to bonded staff. A FERPA form needs to be read and signed by the employee before access is granted. The form is kept at District Office for storage.

College-Wide Communications

GWC personnel have high-speed Internet, e-mail, and calendaring communication available to perform research and communicate with one another. Exchange 2003 with the Outlook 2003 client is the current e-mail system for the college. The e-mail system is used extensively for formal and informal communication. The Outlook Calendar is used significantly to keep track of all meetings and calendar events. Tasks and calendaring resources allow for better time management and scheduling of events. Access to services from off campus is accomplished through a secure and encrypted virtual private network (VPN) and Exchange webmail. This is crucial for all staff and faculty but most especially for part-time faculty (III.C.1._.08: *Virtual Private Network*).

GWC has implemented a wireless network throughout the campus. Students and college employees can access the wireless network by authenticating with GWC's active directory. The wireless network provides students and staff with the ability to have access to their resources anywhere and at any time of the day. The ability and flexibility provided to students and staff affords them the capacity to increase their productivity and to access crucial research resources. The combination of GWC's wireless access and the IP-based Banner system affords faculty access to relevant student and class information from their laptops without requiring a cable. This is especially crucial for GWC's athletics faculty that has coverage throughout all the baseball, soccer and other athletic fields. Faculty can access rosters and other crucial information from laptop computers while on the athletic fields (III.C.1._.09: *GWC Wireless Networking Procedures and Guidelines*; III.C.1._.10: C*ampus Wireless Map*).

Additional methods of communication are the college website and the electronic bulletin board. The college website provides the students with the ability to search the class schedule, course offerings, current course catalog, campus events and an array of other information. There is an online application on the website as well as a list of forms and publications. A map of the campus and a list of computer labs with the operating hours are available on the website as well.

The bulletin page is a means of communication within the campus community. All computers on campus are set by default to open to the campus bulletin page when the Internet browser

is launched. Available on the bulletin page are resources such as the Technology Master Plan, Facilities Master Plan, Student Equity and Access Report, The College Master Plan, and messages for the entire campus community. The bulletin page lists departmental contacts and phone numbers (III.C.1._.11: *GWC Bulletin Web Page*).

The College has two digital signs on the most traveled streets outside of the campus. These signs are primarily used to communicate with the community, existing students, and potential students. The sign located on McFadden is on 24 hours a day, 7 days a week. The large marquee sign on Edinger Street is turned off from midnight to 5:00am. TSS supports the signs.

Graphics/Publications
The Graphics/Publications department provides a range of services for GWC's faculty and administrative staff. Academic and administrative departments have the option of submitting their jobs for reproduction either in person or via e-mail. Copy Room personnel assist instructors/staff by either reproducing their work for them, or by assisting them on the self-service copy machines. Although some work is done for non-instructional areas, the bulk of the work is done in support of instruction.

A 24-hr turnaround is guaranteed for all copy jobs; however, most are typically completed within one hour. The department is open from 8am to 5pm Monday to Friday. Extended hours are offered for the Copy Room only during the semester, as well as the option to e-mail work requests/jobs to the department. The extended hours for the Copy Room are 7:30am to 8am and 5:00pm to 7:00pm during the semester only. The popularity of e-mail submission has increased since its inception in 2002.

The Pressroom staff prints material that is not produced on GWC's copiers (i.e. jobs that will be fed back through a laser printer for additional printing such as certificates and letterhead, large run jobs, envelopes, etc.). Four-color work, the College Catalog, the Schedule of Classes, and the Calendar of Events are published off campus. Additionally, any job requiring more than 2,000 impressions is sent to the Pressroom for offset printing as a cost-saving measure to the College (III.C.1._.12: *Graphics Accreditation Response email dated November 18, 2011*).

Limited bindery services are provided within the Copy Room. These services are limited to automated tasks only. This includes collating and stapling (1 or 2 staples) up to 100 pages. The Pressroom provides the following additional services: shrink-wrapping, non-carbon copy paper (NCR) padding, laminating, cutting, stitching (stapling) of jobs over 100 pages, folding, saddle stitching, and 3-hole drilling. The only bindery jobs that GWC currently sends off-campus are invoices or receipts printed on NCR paper that require numbering.

All work requests are input/tracked/priced using a custom-designed Graphics Program. This custom program automatically sends completion notifications (via e-mail) to requestors when their jobs are ready for pick-up.

The department maintains its own inventories, processes purchase order requests, quotes, tracks, and works with outside vendors to complete work requests and provide special request purchases for departments as needed.

Operational Systems

The college has a wide range of technical systems that help the institution achieve effectiveness. There are a multitude of databases throughout the college that provide for collection of data and the generation of reports. The college has two storage area networks (SANs) that house GWC's institutional data. The SAN provides the campus with the ability to store large volumes of information and is flexible enough to grow with the demands of the college. There are public share drives, private share drives, and individual drives available to each employee. Network share drive access rights are based on departments and provide an area for all users to have access to key campus file, forms, and documentation. Additionally, students are provided with their own individual private drive with a storage limit of 300 megabytes of storage.

GWC has an Exchange email system, hundreds of projectors, computers, virtual desktop infrastructure (VDI), many different software packages, and, most recently, mobile applications.

The databases throughout campus vary according to the needs of the individual departments. For example, the Dynamics software is used for fiscal work supported by MS SQL while others use Oracle as a database. The college has off-the-shelf database applications as well as customized ones. To learn how well an event, publication or employee is performing; surveys are created and distributed in-house to specific target groups. Several departments utilize vendor products, such as Survey Monkey, to conduct these surveys.

GWC has a standardized operating system approach for desktops and servers. The College has a Microsoft campus agreement to use the Microsoft operating system, MS Exchange for its email system, and MS Office for the common office productivity applications (III.C.1._.13: *Campus and School Microsoft Agreement*).

In 2005, the District decided to migrate to an ERP system, SunGard Banner. The legacy information system could not produce the reporting, web-based registration, up-to-the minute information, or technical services required to meet the needs of learning, teaching, college-wide communications, research, and operational systems. The SunGard Banner system basic implementation was completed in 2008 and now provides online registration, wait-lists, and reporting. It is a fully integrated, relational database system. All three colleges use SunGard SCT Banner as the ERP solution and SIS. The ERP system includes student administration, human resources, finance functionality, document management, and a range of other utilities. The system utilizes the Oracle database and HP hardware (III.C.1._.15: *Banner Implementation Timeline*).

III.C.1 Actionable Improvement Plan
None

III.C.1.a
Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

III.C.1.a Descriptive Summary
The GWC 2004 Technology Plan articulated a vision for implementing the use of sophisticated technology available at that time to provide a better educational environment and college life for students and staff over the subsequent five to ten years. The dream captured in that Plan was for

resources that would be accessible to students and staff alike. The Plan called for preparations to build the infrastructure, applications, and services to achieve the vision. Goals were divided into three different timelines. One timeline was for goals that would be achieved in two years, another was for goals to be accomplished over two to five years, and finally, a third timeline set goals that required resources that were not currently available. The Technology Plan anticipated that technology would be used improve College operations, provide new methods for delivering instruction, and create new opportunities for fields of study. (III.C.1.a.16: *GWC Technology Master Plan, 2004*; III.C.1.a.17: *Technology Master Plan Update 2012*)

Since that time the College's technology resources have been continually evaluated to measure their effectiveness and efficiency. The planning, acquisition, and support of technology are developed through a variety of institutional processes. Campus technology is continuously being expanded to insure accessibility for GWC's staff and diverse student population.

III.C.1.a Self Evaluation
GWC meets the standard.

College Technology Subcommittee
The CTC is the main group that oversees technology requests and makes sure that items approved are aligned with the Technology Master Plan and campus goals. The CTC presents recommendations to the Planning and Budget Committee (P&B) that oversees the expenditures for the campus. The P&B committee represents all college constituencies. The CTC has campus-wide representation and is comprised of students, academic, administrative and classified staff. The CTC meets on the first and third Wednesday of every month. There are 15 members on the committee.

A four-year replacement schedule has been ratified by the CTC and is in place for all instructional computer labs. However, due to a lack of funding, the schedule has not been followed (III.C.1.a.18: *Computer Lab Replacement Schedule*).

Technology requests are channeled through the CTC for review and acceptance. Departmental technology purchase requests are primarily derived from the department's program review. Every two years all departments create a program review that includes technology-funding requests. The CTC reviews, asks for additional information if needed, and votes on a motion presented by department representatives. The primary focus of the review is to ascertain the extent to which the proposal enhances the operation and effectiveness of the College. If passed, the motion is presented to the P&B Committee for final approval.

Technology Support
The TSS department strives to provide excellent service and new technologies for the campus. The highly skilled TSS team evaluates the needs of faculty, staff and students and develops solutions to enhance learning. TSS partners with key vendors and manufacturers to ensure industry standards are deployed and practiced. Major projects are presented to the CTC. Typical day-to-day operational technology purchases from all departments are sent to TSS for review and approval. This ensures technology purchases are compatible with GWC's existing systems and are not redundant.

Instructional Lab Software

Faculty determines all instructional lab software purchases and updates. Instructional lab software is typically either under a service maintenance agreement that provides constant updates or fully paid without updates. Any new updates or requests are first sent to the Dean of that discipline. Once approved by the Dean, technicians analyze the software and test it for compatibility. A plan is agreed to as to the date of the deployment (i.e. spring, summer, or fall semester). Technicians meet with the instructors before the beginning of the semester and ensure all versions and updates of the software are as requested. Upon approval of the faculty, the technician creates an image and deploys it in one system for the faculty to test. If the faculty approves the image, the technician deploys it throughout the instructional lab.

Facilities

GWC's computer systems grew rapidly in the early 2000s and outgrew the then available facilities. In 2007, the College researched the available campus space to find a suitable location for crucial computer systems. A location was identified. The District Office distributed an RFP and formal bids were tendered (III.C.1.a.19: *Notice to Bidders Calling for Bids, MDF Bids*). The main distribution facility (MDF) was built in 2008. It provides all the expected facilities of a data center with a backup power generator, a fire-suppressant system, air conditioning, adequate uninterruptible power supply (UPS) power, and room for growth. GWC decided to build the MDF with newer green technology. A natural gas backup generator was selected as opposed to a diesel generator that is more common. Additionally, the fire-suppressant system, Inergen, was a newer system with zero global warming value and zero combustion products (III.C.1.a.20: *Email Inergen*).

The College relocated all technology systems to the new data center during the 2008 winter break to minimize any impact on the institution. The computer systems are now housed in proper facilities that safeguard GWC's valuable institutional data. This places the College in an excellent situation to be able to grow campus systems as technology demands increase throughout the College campus in the upcoming years.

The single network path to District Information Services (DIS) does not offer the fault tolerance necessary to protect against physical failure of the devices that make up the connection. There have been a number of instances in which student registration and other operations were temporarily suspended due to power outages at the District site, network or microwave failures.

GWC connects to its crucial ERP system, Banner, through the College's microwave connection. This is a line-of-sight microwave. It is a recurring point of failure when connecting GWC to the Banner system, which is located at CCCD's District Office. This has caused major problems since Banner is crucial to the enrolling of students, transcripts, financials, document imaging, and others. TSS is in the process of contracting with Time Warner for a mesh Metro Ethernet solution that will provide GWC with a 1G connection back to the District Office and connectivity to the sister campuses. This will become the primary connection while the existing microwave system will serve as a backup connection.

Over the last four years, GWC has built two new buildings with an additional 80,000 square footage of space. The amount of technology infrastructure has increased substantially, but during this same time interval, TSS has lost five personnel positions. A key position was the expert who maintained the network infrastructure. TSS is currently challenged to replace the lost network

infrastructure maintenance expertise. This loss has stretched the department very thin and added significant workload pressures. The TSS Director is in discussions with Vice President of Administrative Services and Student Life to address the shortfall of permanent staff that has been intermittently supplemented by specialized consultants as needed and sharing of staff with its sister college. TSS is engaged in discussions district-wide to create more collaboration, sharing of resources, and centers-of-excellence that will maximize the efficiency and effectiveness of our district-wide IT staff. The college has engaged with the District in a District-wide analysis of technology services, and anticipates the development of a District-wide resource and staffing plan by the end of 2012-13.

III.C.1.a Actionable Improvement Plan
None

III.C.1.b
The institution provides quality training in the effective application of its information technology to students and personnel.

III.C.1.b Descriptive Summary
As information technology continues to advance, an institution-wide collaboration is used to provide specialized training for both students and employees in and out of the classroom.

Students
At GWC students have access to and receive training on current software and hardware technologies through the credit instructional course offerings, that support their learning across a variety of disciplines. These credit courses provide students with the tools they need to reach their educational goals. Discipline-specific computer laboratories, supported by faculty and staff, allow students opportunities to practice theory, complete classroom assignments, and strengthen their learning through hands-on use of current technologies. These practical training labs are an integral part of curriculum throughout the College. In addition, GWC students have access to open computer laboratories where students can come and use the computers to do laboratory work or catch-up work. These open computer laboratories have all the software available that students would find in their instructional labs plus the open laboratories are staffed with personnel that can help the students. However, the lab staff's level of expertise is not the same as the students' instructors.

The College's Community Education program also offers a variety of non-credit courses and training opportunities for students and staff in the use of technology both for personal enrichment and professional development (III.C.1.b.21: *Community Services Schedule of Workshops Web Page*).

Faculty and Staff
A variety of technology training opportunities for faculty and staff are provided through Staff Development, the Institute for Professional Development (IPD), and the Online Instruction Department. The College has a dedicated trainer through Staff Development, who provides campus-wide training for new software implementations, holds open lab hours, and is available for one-on-one training sessions for anyone looking to deepen their knowledge of a particular program.

The Online Education Department also provides specialized technical training for faculty in the use of the college's online learning management system, Blackboard. General training sessions

are offered to faculty when substantive changes to the learning management system are made. Additionally, one-on-one training is available by appointment or walk-in (III.C.1.b.22: *Online Training Provided to Faculty at GWC*; III.C.1.b.23: *Online Faculty Training Materials 2007-2012*). Open lab hours are also available for any faculty member wishing to work on an online course through Staff Development.

College-wide training interests for faculty, staff and students are identified through a survey (III.C.1.b.24:*Technology Survey Results Spring 2012*). The survey was distributed during the time period of February 24 through March 12, 2012. Training survey results are incorporated in the College Technology Master Plan and the College Staff/Professional Development Plan, ensuring the campus community utilizes available technology resources to the fullest potential of those resources.

Staff training documentation for using the ERP is available on the Voyager website and procedure manuals are available in the Voyager portal (III.C.1.b.25: *Voyager End User Training Web Page http://www.cccd.edu/voyager/training/training.aspx*).

Computer Labs
The campus has over 1,100 computers in instructional computer labs that are available to all GWC students. These computer labs are maintained with the latest and greatest technology and all the software that is covered in class. Therefore, students have access to all technological resources within the College, and the students use the computer labs heavily. The computer labs are staffed with knowledgeable employees who assist students with any questions that they might have. In addition, the College has a computer area in the student center that affords students a place to check their e-mail as they stop by for a meal.

GWC also has a dedicated lab for students with disabilities. The equipment and software are tailored for their needs and to address their requirements. Adaptive keyboards and mice as well as 24" monitors are some of the equipment provided. Macs and PCs are available with the following software programs:

- Windows XP SP3
- Adobe Acrobat 10
- Adobe Flash Player
- Adobe LiveCycle ES2
- Achievement Technologies 4.1
- Dragon Natural Speaking 9.5
- GDP Online
- Internet Explorer 8
- Jaws 10
- Kurzweil 3000
- McAfee VirusScan
- Microsoft Silverlight 4
- Microsoft Office 2007

- Microsoft Office 2010
- MyIT Lab Online
- PH TrainAssessIT Online
- Plato Pathways
- PowerDVD
- QuickTime
- Real Player
- Roxio Creator DE
- SAM 2010 Online
- SuccessMaker
- WinZip 15.5
- ZoomText 9.1

The hours of operation for the labs are: 9:00 a.m. to 8:00 p.m. Monday through Thursday and 9:00 a.m. to 1:00 p.m. Friday.

Library Resources

In addition to the 100 computers located in the Student Success Center, on the first floor of the new LRC, the library has two computer-teaching labs with 35 stations each, plus about 20 computer terminals in the reference room. All except four of the computers provide full access to the Internet, library catalog, databases, and MS Office suite. These computers are accessible via student ID number and proper authentication. In addition, students may access library databases and catalogs from home using password-protected access. Passwords are available free from the reference librarian when students show their current student ID.

The library spends about forty thousand dollars annually on electronic database subscriptions that include the full text for thousands of periodicals (e.g. magazines, journals, newspapers, government reports, etc.) Please see the GWC library web site for the list of database resources. An additional discussion of the Library and Learning Resources technology is found under standard II.C.

There are also three computer stations in the library that have adaptive software programs for use by students who are visually impaired. They include software and hardware for Jaws and other adaptive software. The College is in the process of replacing media materials to meet the closed captioning Americans with Disabilities Act (ADA) requirements.

The library faculty and staff all have computers in their offices and workstations and use Internet links for services for the catalog management system (Voyager/Endeavor), the library database information (OCLC and MARCIVE), and on-line ordering for the library materials (EBSCO plus Baker and Taylor are our primary vendor service providers). There is also a library web page and links to Internet sites on GWC's library home page as well as embedded in its library on-line catalog for books.

III.C.1.b Self Evaluation

GWC meets the standard.

Technology evolves at a very rapid pace. With the current budget situation, the College is challenged to keep the technical staff trained with the latest technologies. Smart phones have exacerbated this challenge. Students and personnel expect College technicians to provide assistance with any new smart phone. However, the College does not have the funding to train TSS technicians with the latest mobile operating system. This has caused a drop in the effectiveness of service provided and diminishes the ability to deploy new technologies.

The TSS Director is in discussions with the Vice President of Administrative Services and Student Life to find yearly funding for an online training subscription for a company such as Lynda.com. This could be available to all technicians for training. The TSS Director will discuss with the CTC the option of identifying smart phones that are to be supported and limit support to only those systems. This will limit the training and knowledge required to provide support for these devices.

III.C.1.b Actionable Improvement Plan

None

III.C.1.c

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

III.C.1.c Descriptive Summary

There are four major planning tools utilized by GWC to address technology: (1) Educational Master Plan for the College (III.C.1.c.26: *GWC Educational Master Plan, 2011); (2) District Technology Master Plan (III.C.1.c.27: Coast Community College District Educational Master Plan- Vision 2020, Appendix H.2- Technology Plan, 2011, pp. 85-97); (3) College Technology Master Plan* (III.C.1.c.28: *GWC Technology Master Plan, 2004*; III.C.1.c.29: *GWC Technology Master Plan Update 2012*); and *(4) program reviews for each department.* The Educational Master Plan serves as the strategic guiding factor. The District Technology Master Plan serves as an umbrella to GWC's college technology plan. The College Technology Master Plan sets goals and operational objectives to achieve these goals.

III.C.1.c Self Evaluation

GWC meets the standard.

New major projects or upgrades are researched and presented to the College Technology Committee. These proposals are scrutinized to insure that they serve campus goals and comply with the Technology Master Plan. Many questions are asked, presentations are given, and when needed, more information is researched. The Technology Subcommittee must approve the proposal before it is forwarded to the P&B Committee. Once a project is approved, it will move to the P&B Committee for financial consideration and for additional review of alignment with campus goals. Strategic planning and financial decisions are made when approving technology projects. The total cost of ownership and return on investment are reviewed before any technology project is moved forward.

The program review is the main vehicle utilized to make departmental technology requests. This is performed every two years by every department on campus. In accordance with the GWC Technology Plan, the College's Technology Committee reviews the adequacy and effectiveness of the technology. The committee reviews program review requests and makes recommendations to the P & B Committee.

Equipment Replacement

About six years ago, GWC created a replacement plan for instructional lab computers. It clearly delineated how often computers should be replaced and the different labs' schedules. However, due to a lack of funding, the plan has not been followed as scheduled. When funds are available, the plan is followed (III.C.1.c.30: *Computer Lab Replacement Schedule*).

Computer replacement outside of the instructional labs has been minimal. Each department replaces its computers if there are funds available in the departmental budget. TSS is currently reviewing VDI technology as a way to minimize GWC's total cost of ownership and replacement of the older computer systems being used by staff. The need to replace staff computers, in one of the college's most significant challenges and will be addressed by Planning and Budget in the 2012-13 year with one-time funding.

TSS presented, in December 9, 2009 and again in March 14, 2012, the yearly funding required for maintaining, upgrading, and replacing the technology maintained by TSS and located throughout GWC's campus to the P&B Committee. The amount was approximately $1.2 million per year in 2009 and $1.6 million in 2012 (III.C.1.c.31: *GWC Technology Operating Expenditures (TOE) 2009*; III.C.1.c.32: *GWC Technology Operating Expenditures (TOE) 2012*). Unfortunately, the funds could not be located.

The cost for the on-going yearly service maintenance agreements (SMA) to cover College software and hardware is approximately $243,000 per year. This amount is currently not budgeted.

Similar to all other California community colleges, GWC is finding it difficult to keep up with technology and its related costs, especially when the budget allocations from the state are being reduced. Due to funding challenges, the College has not replaced technology at the rate that was planned. GWC is engaged in discussions about how to best deal with this situation.

ERP Upgrades
The ERP-Banner system is upgraded semi-annually. Those upgrades are coordinated through the District CIT. The CIT agendas and documentation to illustrate the process and history of technology planning are located at the Voyager web site (III.C.1.c.33: V*oyager Project Software Suite Web Page*).

GWC works within its shared governance model to identify funds to allocate for technology. The minimum requirement is the on-going yearly SMA costs. The target is to create a line item in the budget to allocate funds for the SMAs. A larger discussion will ensue to explore how to fund the replacement costs of infrastructure, hardware, and software. These discussions will be guided by the concepts in the District Vision 2020 Educational Master Plan, Appendix H.2- Technology Plan (III.C.1.c.34: *Coast Community College District Educational Master Plan- Vision 2020, Appendix H.2- Technology Plan, 2011, pp. 85-97*).

III.C.1.c Actionable Improvement Plan
None

III.C.1.d
The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

III.C.1.d Descriptive Summary
Resources are allocated for technology by budgetary considerations addressed by the Planning and Budget committee, and are tied to the College's Program Review Process. Resources are allocated according to division and department priorities.

The CTC, a subcommittee of the College P & B Committee, provides input on the utilization and distribution of technology resources. The CTC, composed of faculty, staff, students, and managers, reviews all technology requests originating from the departments' biannual program reviews.

Based on the technical requirements and compatibilities, district policies, college policies, and support, the CTC makes a recommendation to the campus-wide P & B Committee for approval of the individual technology requests. The College P & B Committee makes its recommendations for technology acquisitions to the President for final approval.

III.C.1.d Self Evaluation

Technology has played an integral part in the enhancement of GWC's educational programs. The Nursing program utilizes state-of-the-art human patient simulators to provide hands-on instruction to its students. These simulators are very realistic and afford the faculty an opportunity to judge student response to various scenarios. GWC is part of a handful of colleges nationwide that provide this technology to nursing students. GWC has a police academy that trains students for careers in law enforcement. The College recently deployed a Virtual Interactive Combat Environment (VICE) for this program. The environment is comprised of a team leader station, complete with a 180-degree visual screen, and 12 individual stations. Students and faculty use the system to take part in a number of law enforcement exercises. VICE also features team-based tactics and techniques that enhance student learning.

GWC deployed a Virtual Desktop Infrastructure (VDI) in the math lab. This technology provides the College the flexibility to utilize that lab space for various disciplines, not only math. For instance, one hour the lab can serve the math discipline while the next hour in can serve the accounting discipline. The VDI project will also reduce costs since the maintenance of these systems is lower and the virtual systems have a longer life span than typical computers. The utilization of technology has been vital in keeping educational programs competitive and up-to-date.

III.C.1.d Actionable Improvement Plan

None

III.C.2

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

III.C.2 Descriptive Summary

Technology planning takes place at the District level with the sister campuses and at the campus level. At the District level, GWC faculty and staff participate in planning groups to continuously improve the shared ERP, Banner System (III.C.2.01: *Voyager Project, District Continuous Improvement Team Web Page*). This project, titled the Voyager Program, involves staff from the following departments:

- Technology Support Services
- Admission and Records
- EOPS
- Fiscal Services
- Human Resources
- Accessibility Center for Education (ACE)
- Financial Aid
- Assessment
- International Students

These planning teams utilize campus staff to design the business programming for the fiscal, human resources, and student services modules. District-wide information technology support is based on the findings from the District CIT that meets every three weeks. The GWC CTC receives ongoing reports from members of the District CIT on the progress of the Voyager Program.

At the campus level, institutional effectiveness is a priority for technology planning. The annual program review process provides a means for divisions and departments to request any new, improved or changing technological needs. The college-wide CTC reviews the technology requests for effectiveness and compatibility with the college's current systems and infrastructure. Any requested changes to Banner are channeled through the campus and District CIT that set priorities to all Banner-related projects. The CIT has college-wide membership. All CIT recommendations are sent to the President.

The CTC, along with TSS, reviews all projects to make sure they are in line with the College and Technology Master Plans. These groups insure compatibility within the infrastructure and with various campus and district-wide resources. Total cost of ownership (TCO) and return on investment (ROI) are reviewed to make sure the college and the community are applying the best practices and making good financial decisions. As requests are received, the committee reviews the effectiveness and need of any request as well as the budgetary considerations. After these two groups approve a project, it is presented to the P&B Committee. It is the responsibility of the P&B Committee to consider whether technology projects should proceed further.

III.C.2 Self Evaluation
GWC meets the standard.

TSS, through its program review, submitted a request to fund a formal data center for the College's various information systems (III.C.2.02: *Program Review Forms, Directions, and Results 2006, 2008, 2010 and 2012 Web Page*). The request was discussed in meetings with upper management. The request worked its way through the normal planning process and committees. There were discussions to identify the best location of the data center within the campus. When the project was approved, TSS worked closely with GWC's construction manager and the District staff for a formal Request for Proposals (RFP).

The College Technology Subcommittee had various discussions in May 2006 as to what should be the minimum technology in each one of the campus classrooms.The CTC representatives asked constituents for suggestions. It was agreed to have a minimum of one computer in every classroom with a projector and screen. The funds were allocated and proper planning, based on classroom availability, was exercised for the installation of the equipment. The project was successfully completed with every instructional classroom meeting the minimum standard of technology. The project was completed in December of 2009.

The implementation of the ERP, Banner system has illuminated the different ways in which each college operates within the District. This has helped facilitate discussions on ways to improve effectiveness as a District and to highlight the means to improve service to the students through standardization of certain procedures. For example, there are discussions under way to use a common course numbering system and a one common application. The Banner implementation of a wait list was a major benefit to GWC students and faculty for managing enrollment procedures (III.C.2.03: *Voyager Project Enhancement Projects List Web Page). This functionality went live in fall 2010*).

III.C.2 Actionable Improvement Plan
None

Standard III.C Evidence List

Links to evidence are available at www.goldenwestcollege.edu/accreditation2011-2012.

3.C.1._.01: AV CS Spring 2012
AV_CS_Spring2012.pdf

3.C.1._.02: Schedule of Deployment
ScheduleOfDeployment.pdf

3.C.1._.03: Computer Lab Replacement Schedule
ComputerLabReplacementSchedule.pdf

3.C.1._.04: Computer Lab Utilization Reports Web Page
https://research.gwc.cccd.edu/labs/reports_index.html

3.C.1._.05: Paid Invoice with List of Equipment
PaidInvoiceWithListOfEquipment.pdf

3.C.1._.06: List of Instructional Lab Software
ListOfInstructionalLabSoftware.pdf

3.C.1._.07: Email from Shirley dated February 6, 2012
EmailFromShirleyDatedFeb6_2012.pdf

3.C.1._.08: Virtual Private Network
VirtualPrivateNetwork.pdf

3.C.1._.09: GWC Wireless Networking Procedures and Guidelines
GWCWirelessNetworkingProceduresAndGuidelines.pdf

3.C.1._.10: Campus Wireless Map
CampusWirelessMap.pdf

3.C.1._.11: CAMPUS BULLETIN BOARD
http://campus.gwcnews.com/

3.C.1._.12: Graphics Accreditation Response – email dated November 18, 2011
GraphicsAccreditationResponseEmailDatedNovember18_2011.pdf

3.C.1._.13: Campus and School Microsoft Agreement
CampusAndSchoolMicrosoftAgreement.pdf

3.C.1._.15: Banner Implementation Timeline
BannerImplementationTimeline.pdf

3.C.1.a.16: GWC Technology Master Plan, 2004
GWCTechnologyMasterPlan2004.pdf

3.C.1.a.17: GWC Technology Master Plan Update 2012
GWCTechnologyMasterPlanUpdate2012.pdf

3.C.1.a.18: Computer Lab Replacement Schedule
ComputerLabReplacementSchedule.pdf

3.C.1.a.19: Notice to Bidders Calling for Bids, MDF Bids
NoticeToBiddersCallingForBidsMDF_Bids.pdf

3.C.1.a.20: Email Inergen
   EmailInergen.pdf

3.C.1.b.21: Community Services Schedule of Workshops Web Page
   http://gwccommunityservices.com/workshops/

3.C.1.b.22: Online Training Provided to Faculty at GWC
   OnlineTrainingProviedToFacultyAtGWC.pdf

3.C.1.b.23: Online Faculty Training Materials 2007-2012
   OnlineFacultyTrainingMaterials2007_2012.pdf

3.C.1.b.24: Technology Survey Results Spring 2012
   TechnologySurveyResultsSpring2012.pdf

3.C.1.b.25: Voyager End User Training Web Page
   http://www.cccd.edu/voyager/training/training.aspx

3.C.1.c.26: GWC Educational Master Plan, 2011
   GWCEducational_Master_PlanSp2011.pdf

3.C.1.c.27: Coast Community College District Educational Master Plan- Vision 2020, Appendix H.2-
   Technology Plan, 2011, pp. 85-97
   CoastCCD_Vision2020_EMP_TechnologyPlanAppendixFa2011.pdf

3.C.1.c.28: GWC Technology Master Plan, 2004
   GWCTechnologyMasterPlan2004.pdf

3.C.1.c.29: GWC Technology Master Plan Update 2012
   GWCTechnologyMasterPlanUpdate2012.pdf

3.C.1.c.30: Computer Lab Replacement Schedule
   ComputerLabReplacementSchedule.pdf

3.C.1.c.31: GWC Technology Operating Expenditures (TOE) 2009
   GWCTechnologyOperatingExpendituresTOE2009.pdf

3.C.1.c.32: GWC Technology Operating Expenditures (TOE) 2012
   GWCTechnologyOperatingExpendituresTOE2012.pdf

3.C.1.c.33: Voyager Project Software Suite Web Page
   http://www.cccd.edu/voyager/default.aspx

3.C.1.c.34: Coast Community College District Educational Master Plan- Vision 2020, Appendix H.2- Tech-
   nology Plan, 2011, pp. 85-97
   CoastCCD_Vision2020_EMP_TechnologyPlanAppendixFa2011.pdf

3.C.2.01: Voyager Project, District Continuous Improvement Team Web Page
   http://www.cccd.edu/voyager/ContinuousImprovementTeam.aspx

3.C.2.02: Program Review Forms, Directions, and Results 2006, 2008, 2010 and 2012 Web Page
   http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/

3.C.2.03: Voyager Project Enhancement Projects List Web Page
   http://www.cccd.edu/voyager/projectList.aspx

Accreditation Self-Study 2011-2012

STANDARD III.D
Financial
Resources
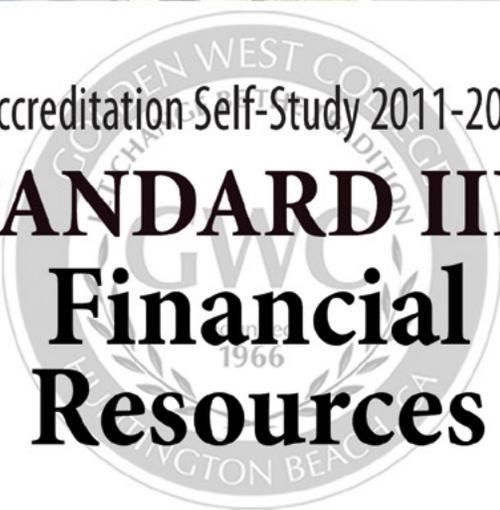
Standard III.D Subcommittee

Gregg Carr
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Learning Resources

Louise Comer
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Janet Houlihan
Vice President
Student Life and Administrative Services

Candy Lundell
Coordinator
Community Education and Activities

Linda York
Professor, Counselor

III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources' planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

III.D.1
The institution mission and goals are the foundation for financial planning.

III.D.1.a Financial planning is integrated with and supports all institutional planning.

III.D.1.a Descriptive Summary
In 2004, Golden West College (GWC) adopted the Pathways document that outlines the College's Mission Statement, Vision Statement, and Educational Philosophy as well as the College Goals. This Pathways document was created from the College Master Plan that was also adopted in 2004. This Pathways document guided the college through its planning until last year when a new master plan was completed. This new Educational Master Plan will guide the campus' planning and integrate the financial decision process (III.D.1.a.01: *Pathways 2004*; III.D.1.a.02: *GWC Educational Master Plan 2011*).

GWC has a Planning and Budget committee that consists of over 25 individuals who represent all constituent groups on campus (III.D.1.a.03: *Planning and Budget Membership*). In addition to the Planning and Budget Committee (P&B), the College has two planning teams that consist of Student Life and Administrative Services Planning Team and the Student Success Committee/ Planning Team. Each of these planning teams reviews and updates their goals annually with the master plan as its guide. In addition to the two standing committees, the campus has established two specialized subcommittees: one for technology and another for facilities, safety and land development. These specialized subcommittees report to the P&B Committee. The Technology Subcommittee, which is co-chaired by an administrator and a faculty member, makes recommendations to the P&B Committee that are in line with the Technology Master Plan. The Facilities, Safety and Land Development Subcommittee, which is chaired by the Vice President of Student Life & Administrative Services and the Academic Senate President, makes recommendations to the P&B Committee. Both of these subcommittees are constituent-based committees (III .D.1.a.04: *Membership Lists of Planning Teams, College Technology and Facilities, Safety and Land Development*). These standing committees help the larger P&B Committee stay informed to assist them in their decision-making process.

Through the campus program review process, departments/divisions are asked to identify One Time Funding requests (III.D.1.a.05: *Program Review Directions and Forms*). One Time Funding requests are for those projects that require funding outside of a department/division's existing budget (III.D.1.a.06: *Spreadsheet of One Time Funding Requests*). These one-time funding requests are categorized and submitted to the appropriate committee for review. The committees review for feasibility and present the lists to the P&B Committee for consideration. The final list is then sent to the President for a final decision.

III.D.1.a Self Evaluation
GWC meets the standard.

District policy on budget preparation guides the work of the College in fiscally supporting integrated planning (III.D.1.a.07: *Board Policy 6200 Budget Preparation 0512*). Throughout the years, the Pathway 2004 document has also guided the college in its planning efforts. Planning and Budget utilizes the Pathways 2004 goals to establish a "wildcard" rating to be considered when items are considered for funding through the program review process (III.D.1.a.08: *Program Review Directions and Forms*).

In addition to the Pathways document, the College planning structure has demonstrated the flow of information from various committees to the P&B Committee for consideration and potential funding (III.D.1.a.09: *Core Planning Committee Structure October 18, 2011*).

In 2007, the District funded a technology initiative to put a computer in every faculty office as well as in every classroom. Although the computers were a great addition to the campus, there was no consideration for the printer needs that would follow. In March 2008, the College Technology Subcommittee made a recommendation to the P&B Committee to fund the purchase of 50 printers to be utilized throughout the campus. On March 12, 2008, the Vice President, Administrative Services brought that proposal to the P&B Committee and received authorization to purchase the printers (III.D.1.a.10: *Planning and Budget Meeting Summary, March 12, 2008*).

This same process is followed for the Facilities, Safety and Land Development Subcommittee as well. The District provided the College with funds to be spent on Emergency Preparedness on campus. In late 2007, the Facilities, Safety and Land Development Committee discussed the option of hiring a consultant to help the campus develop an Emergency Response Plan. This recommendation was made to the P&B Committee in December 2008. The P&B Committee approved the expenditure. The College now has a comprehensive emergency response plan (III.D.1.a.11: *Planning and Budget Minutes re Emergency Response Plan*).

Although there may not always be funding for all initiatives, it is imperative that the planning continue to identify needs on campus. With this in mind, the program review process continues to help the College identify needs. This process identifies requests for equipment, supplies, facilities and personnel. Creating this list also allows the College to identify needs and to look for potential external sources of funding.

III.D.1.a Actionable Improvement Plan
None

III.D.1.b

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

III.D.1.b Descriptive Summary

The extent of resources available to the College is determined by analyzing several different pieces of information that are compiled to establish the campus' available financial resources. Being part of a larger district, GWC relies on the Coast Community College District's (CCCD) Allocation Model to identify our allocation for the fiscal year (III.D.1.b.12: *CCCD Allocation Model*). This model includes state apportionment as well as dedicated revenue (III.D.1.b.13: *Dedicated Revenue Projections*). GWC is asked to estimate its revenue for the year. Revenue sources include facility rental income, non-resident tuition, transcript fees, and many other sources. This is revenue that comes back directly to the campus. A tentative model is established in early spring that gives each campus the ability to start its tentative budget development process.

In March of each fiscal year, the Fiscal Services Office distributes budget development worksheets to each department with a cover letter identifying the amount of funds they are allocated. These are typically rollover budgets from the prior year (III.D.1.b.14: *Budget Development Memorandum and Sample Budget Sheet*). If additional funding is requested, those requests must be processed through the program review process and forwarded to the P&B Committee.

Any necessary modifications to the allocation model are made based on updated information from the May revise or changes in estimates from the District. If required, budget development sheets are redistributed.

At the beginning of each fiscal year, the College reviews its ending balance from the previous year, its State apportionment, and all other sources of funding. This review allows the campus to get an overall picture of its financial resource availability. These documents are presented to the P&B Committee for review (III.D.1.b.15: *Allocation Information Presented to Planning and Budget*). Recommendations are made to the College President on how these funds should be allocated.

The College utilizes State Funded Equipment dollars, when available, as well as State Lottery funds to help equip classrooms with updated technology and supplies. These funds have assisted in getting a variety of items for the classrooms from whiteboards to computer labs. In addition, the CCCD passed their Measure C local bond that has paid for classroom improvements, computer labs, and new facilities for the campus.

The College actively seeks external funding for programs and develops partnerships with local businesses to assist in meeting its financial needs. Although the campus does not have a Grants Office or Resource Development Office, the College has been quite successful in acquiring various sources of funding. From fiscal year 2006/2007 through 2011/2012, Golden West has received over $7,000,000 in grants from various sources (III.D.1.b.16: *Grants Received*).

In addition, the Foundation received a $1,000,000 cash donation from the Frank and Gertrude R. Doyle Foundation for a naming opportunity of the new School of Nursing Building. These funds have been endowed and the interest designated to the support of the building and the programs. In 2010-2011, the Foundation also distributed $145,625 (2010-2011) in student scholarships (III.D.1.b.17: *Scholarship Information*).

The College is continually looking for creative ways to make additional revenue that would help support student success efforts. In Spring, 2013, representatives from each college within the Coast Community College District will be working on increasing facility rental income by reviewing the current board approved rates. We need to remain competitive with our rates. We find that we are receiving more requests from outside agencies to utilize our facilities. This could potentially create a much larger source of income (III.D.1.b.18: *Current Board Approved Facility Rate Sheet*).

III.D.1.b Self Evaluation
GWC meets the standard.

The District Vice Chancellor for Finance and Administrative Services meets regularly with the campus Vice President of Student Life and Administrative Services. These meetings allow the campus to stay up to date on the most current financial information from the District. The budget development sheets that are distributed in March are based on a tentative budget model created by the District. Although, the College is provided budget information throughout the year, the official Tentative Budget Model is printed in June. In August, the District prints and distributes the Adopted Budget Model. This final budget allocation model for the given fiscal year identifies the figure to which each campus has to balance. There are sometimes discrepancies requiring changes, but they are minor. These changes usually result from changes to dedicated revenue on the College's part or last minute updates from the State. Overall, these projections are very close to the final figure (III.D.1.b.19: *Tentative and Adopted Budget Models 2009-10 and 2010-11*).

Any identified reductions are communicated to the P&B Committee for discussion. In 2010-11, the College was facing reductions of approximately $950,000 and this information was shared with the P&B Committee (III.D.1.b.20: *Planning and Budget Summaries April 28, 2010, May 26, 2010 and September 8, 2010*).

In agreement with the District, each college is able to keep any ending balance identified at the end of the fiscal year. This provides incentive for the College to increase its revenue generating opportunities as well as keep expenses to a minimum. At the beginning of the next fiscal year, this information is presented to the P&B Committee to identify potential uses. At the end of 2010-11, GWC had an ending balance of $1.8 million (III.D.1.b.21: *Planning and Budget Summary September 14, 2011*). Subsequent discussions took place as to how much of the money would be allocated to one-time requests. (III.D.1.b.22: *Planning & Budget Minutes, September 28, 2011*)

III.D.1.b Actionable Improvement Plan
None

III.D.1.c
When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

III.D.1.c Descriptive Summary
District-level administrators annually evaluate long-range financial planning that involves GWC. The CCCD Board of Trustees, the District Chancellor, Vice Chancellor for Finance and Administrative

Services, and the Administrative Director of Fiscal Services provide advice and consent. These senior administrators and the Board of Trustees make budgetary planning decisions based on anticipated revenue and planned expenditures (III.D.1.c.23: *Budget Presentation to the Board of Trustees*). This group informs the three colleges within the District. After receiving the District's budgetary planning decisions, the President of GWC sends that information to several constituent groups, including the Vice Presidents, the P&B Committee, and the Academic Senate.

One of the most significant long-term financial obligations the District faces is the retiree health benefit liability. The Board of Trustees passed a resolution in fall, 2005 to set aside funds to address the future obligation. As part of the District's ongoing assessment of future obligations, a retiree liability actuarial study is performed biannually to determine the amount of the District's retiree health benefit past-service liability as well as the normal cost. The amortization of the unfunded liability plus the normal cost equals the annual required contribution. The District has a funding plan and is currently funded above the required amount resulting in an asset in the District financials. Funds are deposited in an irrevocable trust (III.D.1.c.24: *Board Minutes September 15, 2010 p. 11 item 22.01;* III.D.1.c.25: *Actuarial Study*).

At the campus level, the annual financial plan includes a review of the prior year's actual expenditures and revenue, and projected ongoing operations and obligations. The budget is then adjusted to meet the needs of the new fiscal year. Once that amount has been established, the College P&B Committee determines funds to be utilized for one-time projects. Knowing that this amount can fluctuate, the committee makes this funding decision on an annual basis to insure flexibility.

GWC has instituted the capital replacement schedule to ensure proper planning. On an annual basis the P&B Committee reviews the list of existing assets with a value greater than $10,000. This list includes the estimated useful life of the asset as well as the projected date of replacement. The P&B Committee prioritizes items that are anticipated to need replacement in any given fiscal year. The P&B Committee then allocates any available funds to this replacement schedule on a priority basis (III.D.1.c.26: *Capital Replacement Schedule*).

III.D.1.c Self Evaluation
GWC meets the standard.

Long-term financial planning is done at the District level. This can prove difficult given the challenging financial situation at the State level. The long-term planning has to be flexible given the revenue fluctuations. Short-term financial planning is done at the District and College levels. The District provides an overall allocation to GWC and the campus works within the guidelines of that allocation to balance its budget on an annual basis (III.D.1.c.27: *Chancellors Budget Forum 5/7/12*).

Departmental needs are identified through program review. Ideally, funding would be available on an annual basis to fund a portion of the high priority items. Unfortunately, due to ongoing budget reductions, it has been difficult to identify funds.

III.D.1.c Actionable Improvement Plan
None

III.D.1.d

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

III.D.1.d Descriptive Summary

The P&B Committee makes recommendations to the President. The P&B is comprised of representatives from all constituent groups. This committee meets twice a month throughout the academic year, with special meetings being scheduled if necessary. The goal is to keep all constituent groups updated on the status of the State, District and Campus budget. The Vice President of Student Life and Administrative Services presents quarterly statements to the P&B committee and provides updates as they are received and answers questions as asked (III.D.1.d.28: *Planning and Budget Quarterly Statement for September, 2012*).

As previously mentioned, the budget development cycle begins each spring. At that time, each department/division is given the opportunity to reallocate its existing funds to the appropriate accounts where it anticipates the need. If additional funds are needed, then through the program review process, a request can be made for One-Time Funding.

The College has several auxiliary operations that have established annual budgets: Community Services, Associated Student Body, Foundation and Enterprise. Each of these auxiliaries operates independently with outside funding sources (III.D.1.d.29: *Auxiliary Operations Budgets*). The P&B Committee is beginning to review these budgets and major expenditures. The Enterprise, or Swap Meet, is a corporation that has a Board of Directors that meets quarterly and ratifies all expenditures. Large expenditures are approved prior to being expended.

III.D.1.d Self Evaluation

GWC meets the standard.

Although there is a process for budget development and budget analysis, there are some individuals who have expressed a desire to know more about the budget process; both budget development and budget management. These processes are being reviewed and a Budget Development and Management packet is under development to address these concerns.

Throughout the year, the Vice President of Student Life and Administrative Services provides budget updates to the P&B Committee to ensure that all constituent groups are given an opportunity to get up-to-date financial information (III.D.1.d.30: *Minutes and Reports, Planning and Budget*).

During budget development, the Director, Fiscal Services provides budget development worksheets and a cover letter giving direction. Each manager is provided the appropriate development sheets that coincide with their areas of responsibility. All categorical and grant budget development sheets are distributed by the campus, but the District does the budget development input for those programs (IIID.1.d 4: *Sample Budget development sheet and cover memo*).

III.D.1.d Actionable Improvement Plan

None

III.D.2

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

III.D.2.a Descriptive Summary

The CCCD has an internal audit department that frequently reviews College financial documents to ensure the financial integrity of the auxiliary operations.

The District Office also contracts with an independent external audit firm to complete the annual financial audit for the entire district. The audit is conducted in accordance with generally accepted accounting standards that are applicable to the College. These standards are set forth in the Governmental Accounting Standards Board (GASB). These standards require that the independent auditor obtain reasonable assurance that the financial statements are free of material misstatement. The audit includes examining test documents, financial statements, and supporting documentation.

In addition to GASB, the CCCD also follows the guidelines of the California Community Colleges Budget and Accounting Manual. Each fiscal year, after its adoption by the District Board of Trustees, the College and District budget is disseminated to the State Chancellor's Office and the Orange County Department of Education.

As required by the 50% law, at least 50% of the District's General Fund allocation must be spent directly on Instruction. Based on the District's calculation, all three campuses are in compliance with this regulation.

III.D.2.a Self Evaluation

GWC meets the standard.

College practice is guided by Board policy on fiscal management (III.D.2.a.01: *Board Policy 6300 Fiscal Management*). Throughout the year, the District Internal Audit department visits the campus to ensure that bank reconciliations are completed in a timely manner. In addition, they complete a random sample of payments made to ensure compliance with the appropriate accounting principles. Upon completion of this review, the Internal Auditor submits quarterly reports to the Board of Trustees (III.D.2.a.02: *Quarterly report to Board of Trustees*).

Over the last six years, GWC has received clean audits with no material findings. There have been findings, such as material fees, which the College has worked diligently to correct in an expeditious manner (III.D.2.a.03: *Past six years external audit reports*).

In addition to the adopted budget being submitted to the State Chancellor's Office, the District Office also completes the CCF311 which is a state report that provides a summary of revenue and expenditure categories for the District as well as compliance with the 50% law, lottery proceeds, and inter-fund transfers. This report is completed by the District Office and submitted annually (III.D.2.a.04: *District Budget*; and III.D.2.a.05: *CCF311 the Annual Financial Report*).

III.D.2.a Actionable Improvement Plan
None

III.D.2.b
Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

III.D.2.b Descriptive Summary
Based on the external auditors' annual audit, Golden West has had no material findings for the last six years.

The District, in working with the colleges selects an external audit firm. This process is done in conjunction with the Audit and Budget Committee that has representatives from the Board of Trustees, District and the campuses.

The District's Internal Audit department coordinates the external audit effort and schedules accordingly with the campus. The audit process includes all general fund, Foundation, Enterprise and Auxiliary Accounts.

III.D.2.b Self Evaluation
GWC meets the standard.

All correspondence with the auditors and responses to all questions and/or findings are comprehensive, timely and communicated clearly and thoroughly. (III.D.2.b.06: *External Audit reports for the last six years*)

III.D.2.b Actionable Improvement Plan
None

III.D.2.c
Appropriate financial information is provided throughout the institution.

III.D.2.c Descriptive Summary
The College community may review financial information at any time through the District financial management system, Banner. In addition, those individuals who require access to the auxiliary financial information have access to Dynamics, the auxiliary accounting software, to request up-to-date reports. Those individuals without access to the District system or Dynamics can request a report through the College Fiscal Services Office at any time and receive up-to-date reports and financial statements.

In addition to financial information being available through the financial management system, regular updates are provided to constituent groups through P&B, Academic Senate, ERC Planning Team, and Student Life and Administrative Services Planning Team. If there is a specific item that groups are interested in, then a more detailed presentation will be made in an effort to keep everyone informed.

Budget development sheets are distributed to department/division heads in spring, which also show expenditures to date. These development sheets are utilized to input the Tentative and

Adopted Budget (III.D.2.c.07: *Budget Development Memorandum and Sample Budget Sheet*). Hard copies of the Adopted Budget are made available as requested and are available online on the District Website.

The external audit report is distributed upon request.

III.D.2.c Self Evaluation
GWC meets the standard.

The Banner implementation has taken several years, but, throughout that time, people have learned to benefit from the system. Although report writing is not perfect, there has been improvement in that area as individuals are allowed to gain access to the financial information and learn more about the budget.

Managers and their support staff have access to the Banner finance system. Managers are expected to monitor their budgets and be responsible for his/her accounts. Each manager also has access to approve purchase order requisitions in their area of responsibility. Once approved, the requisitions are forwarded electronically to the appropriate vice president and then to Fiscal Services for processing. Fiscal Services provides training for new hires and updates to existing personnel (III.D.2.c.08: *Banner approval documentation*).

On a regular basis, the Vice President for Student Life and Administrative Services provides updates to the P&B Committee on the current expenditure patterns of the College. In addition, on an annual basis, the previous year's expenditures are summarized by major category and presented in graph and pie chart format (III.D.2.c.09: *Planning and Budget minutes*).

The budget details for the District as well as the budget summaries are available at. These documents provide overall information for the District and each individual college.

III.D.2.c Actionable Improvement Plan
None

III.D.2.d
All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

III.D.2.d Descriptive Summary
The College auxiliary operations have established annual budgets. In these budgets, the surplus from the previous fiscal year is included as distributable funds (III.D.2.d.10: *2011-2012 Auxiliary Budgets*). The Associated Student Body requests proposals from the campus and prioritizes and, when possible, funds these proposals. These proposals range from funding hourly/student employees in the Tutoring Center to paying for referees for athletic events. The Associated Student Body (ASB) sponsors many student events. For instance, College Diversity Week and College Preview Day are greatly supported by the ASB.

Community Education offers various non-credit classes to the community that range from yoga to notary training (III.D.2.d.11: *Calendar of Events*). This program is currently under review for potential growth opportunities and partnerships with outside agencies.

The Swap Meet on campus is held each weekend and operates quite successfully. Their revenue is utilized to fund campus improvements and repairs to parking lots and grounds. They also pay a rental fee for use of the parking lot, which is included in the campus dedicated revenue and contributes directly to the general fund. Their support helps free up funds that can be utilized in support of instruction and other student services.

The auxiliary operations on campus are operated with the best interest of the College and students in mind and serve the mission and goals of the campus.

The use of facilities by outside groups and agencies provides a welcomed revenue source to the campus. In FY 10-11 the District raised its rental fees for facility usage that has generated additional revenue to help GWC work toward its budgetary goals (III.D.2.d.12: *Board Minutes February 16, 2011 page 15 22.02 (040-2.1.1)*).

III.D.2.d Self Evaluation
GWC meets the standard.

On an annual basis, the Associated Student Body (ASB) distributes an application form for potential funding to the various units at the College (III.D.2.d.13: *Funding Application*). The number of requests for ASB funding has grown over the course of the last few years due to the reductions of general fund department budgets. The Finance Commission, which is co-chaired by the Vice President of Student Life and Administrative Services and the Student Finance Commissioner, meets annually to review the ASB proposed budget and to review each of the applications for potential funding. The students review each proposal and consider the greater good of the student body when making recommendations on funding to the College department applicants (III.D.2.d.14: *Associated Student Body Budget*).

The Foundation greatly supports the campus goals and objectives. The annual Gala, which the Foundation coordinates, realizes proceeds that support student scholarships and important campus programs and projects that directly benefit students. These projects include the annual donation to the Star Book Reserve Program that provides needed textbooks to the Library for student use (III.D.2.d.15: *2010-11 Foundation Annual Report - Gala, Star Book Reserve Program; p. 10 & 11*).

The Enterprise (Swap Meet) contributes greatly to the general fund budget on campus (III.D.2.d.16: *Dedicated Revenue Projections*). In addition to its contribution to general fund, the Enterprise provides support for parking lot repairs and restriping, tree trimming and salary reimbursements III.D.2.d.17: *Enterprise Expense Statements*).

III.D.2.d Actionable Improvement Plan
None

III.D.2.e
The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

III.D.2.e Descriptive Summary
During the annual external audit, the auditors identify any material weaknesses that they may identify. As they are identified, the campus works to put the necessary controls in place to rectify. If a weakness were identified, the college would work closely with necessary personnel on campus and at the District to monitor the controls put in place to ensure that no further weakness existed.

III.D.2.e Self Evaluation
GWC meets the standard. No weaknesses have been identified.

III.D.2.e Actionable Improvement Plan
None

III.D.3
The institution has policies and procedures to ensure sound financial practices and financial stability.

III.D.3.a The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

III.D.3.a Descriptive Summary
Through the CCCD funding model, the institution has sufficient cash flow and reserves to maintain stability. Historically, the District has achieved estimated revenue projections and been able to maintain operations. During the 2004-2005 fiscal year, the CCCD Board of Trustees prepared a board resolution mandating reserves of 5% or higher. As of June 30, 2011, the District reserves were greater than 5%, with additional contributions being made to the District Retiree Health Benefit Liability.

Cash flow is governed by the state budget. Once the state budget has been approved by the legislature, apportionment is channeled through the Orange County Office of Education and received monthly by the District Accounting Office. Enrollment fees and non-resident tuition are received at the beginning of the fall and spring semesters, and property tax revenue is received throughout the property tax cycle. During a period of surplus cash flow, the District invests the surplus in the Orange County Treasury Office to maximize return. When cash flow is tight and funds are needed to meet operational costs, the District has had an agreement with County Treasurer to borrow cash during the fiscal year.

The CCCD is a member of the State-Wide Association of Community Colleges (SWACC) and maintains insurance policies to protect itself from financial loss from liability claims and/or property damage. The District Office of Risk Management is responsible for monitoring and ensuring federal and state mandated compliances with the Air Quality Management District (AQMD), California Occupational Safety and Health Administration (Cal OSHA), hazardous materials, storm water management, and environmental health and safety issues.

III.D.3.a Self Evaluation
GWC meets the standard.

The District and the College work closely to ensure that there is sufficient cash flow and reserves to provide stability. The colleges within the Coast Community College District has reduced course offerings and made reductions elsewhere as required to meet budgetary needs. In addition to making reductions, the District and Colleges have implemented cost saving measures through separation incentives, negotiated benefit savings and operational reductions. The College continually monitors it's expenditure patterns and shares that information with the Planning and Budget Committee on a quarterly basis (III.D.3.a.01: *Quarterly Financial From Planning and Budget*).

III.D.3.a Actionable Improvement Plan
None

III.D.3.b
The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

III.D.3.b Descriptive Summary
The CCCD Board of Trustees is responsible for fiscal oversight of the District. As part of the Board's ongoing fiscal oversight, the Board reviews quarterly budget reports. All financial aid, grants, categorically-funded programs, externally-funded programs, contractual relationships, and auxiliary organization expenditures must be approved by the CCCD Board of Trustees.

The GWC Fiscal Services Department and the District Office monitor the general fund requisitions and expenditures. Both offices insure that expenditures being made are in compliance with State Law and District guidelines. There is a multi-layer approval process that is followed at a College level and a District level.

In addition to the general fund, the GWC Fiscal Services Department monitors all expenditures out of auxiliary operations. These operations consist of Associated Students, Enterprise, Foundation, and Community Services. The CCCD Board of Trustees must approve any contractual obligations for these entities.

The College contracts out its operation and management of food services to Sodexho. The proceeds from the cafeteria go to the Associated Student Body (III.D.3.b.02: *ASB Financials – Food Services Income and Expenses*). Associated Student Body maintains the equipment and the facility. Currently Sodexo is on an annual contract with the campus.

CCCD Enterprise, Inc. oversees the fiscal management of the swap meets within the District, including the swap meet at Orange Coast College and GWC. The Enterprise is a separate corporation whose shareholders include the CCCD Foundation and the CCCD. The campus Fiscal Services Department, in conjunction with the Vice President of Student Life and Administrative Services and the Director of the Swap Meet, monitors the expenditures of these funds to insure they are in line with sound financial practice. An external auditor audits this corporation annually, as is the practice for all auxiliary operations (III.D.3.b.03: *2011-2012 External Audit*).

GWC also has a separate 501(c)3 foundation. Although it has a separate tax identification number, this foundation still operates under the internal control guidelines established at the campus and the district. The CCCD Board of Trustees approves its contracts and agreements and it is subject to an independent audit (III.D.3.b.04: *Foundation Audit*). The Foundation also has an established Board of Directors that monitors all expenditures and adopts an operational budget annually.

All categorical programs and contracts are audited on an annual basis at the District Office. These programs include Financial Aid, AB77, EOP&S, CalWorks, Matriculation, and all categorical programs. The District works with the internal and external auditors to ensure that all programs are following the State guidelines and spending specifications (III.D.3.b.05: *External Audit*).

III.D.3.b Self Evaluation
GWC meets the standard.

GWC is extremely proud of the clean audits that it has received over the past five years. With an operational budget of $50,000,000 plus from both General Fund and Auxiliaries, effective controls have to be in place to provide proper oversight. The external audit reports demonstrate this effective oversight (III.D.3.b.06: *External audits for past 5 years*).

The College monitors its student loan default rate, which is tentatively 13.9 percent for 2010 (III.D.3.b.07: *GWC Student Loan Default Evidence*). The College does not have an excessive rate. Therefore, the College operates within the parameters of the ACCJC policy on compliance with Title IV of the HEA (III.D.3.b.08: *ACCJC Policy on Institutional Compliance with Title IV*).

The Enterprise Corporation has a separate Board of Directors, which holds quarterly meetings. In 2011-12, the Board of Directors and the staff support spent a great deal of time reviewing and editing the By-Laws and Master Agreement (III.D.3.b.09: *Enterprise By-Laws and Master Agreement*). These documents stipulate the financial commitments to the District. The Enterprise is audited separately and has received clean audits (III.D.3.b.10: *5 years history of Enterprise audits*).

III.D.3.b Actionable Improvement Plan
None

III.D.3.c
The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated balances, and other employee related obligations.

III.D.3.c Descriptive Summary
In accordance with the Governmental Accounting Standards Board (GASB) Statements 43 and 45, the District has identified its future liabilities for Other Post-Employment Benefits (OPEB) expenses through analysis by an independent actuary. According to the most recent actuarial report, the District's Actuarial Accrued Liability (AAL) as of May 1, 2012 is $99,096,647. This amount includes both the Normal Cost and the Past Service Liability for the District's employees determined using various assumptions for mortality rates, inflation, interest rates, service period, etc. In order to mitigate the liability, the District has developed a plan to fund it completely by the 2024/25 fiscal year. This plan takes into account the fact that the District has already set aside over $44 million in an irrevocable trust with the Community College League of California, as well as over $9.5 million locally at the County Treasury. In addition to these current asses, the District's Board has approved a plan to contribute $480,000 of lease revenue annually to the fund, as well as reinvesting the interest earnings on the balance already in the accounts, which results in an estimated $2-$3 million annually using a conservative estimate of 4% as a rate of return.

III.D.3.c Self Evaluation
GWC meets the standard.

The District has followed the requirements of GASB 43 and 45 and has developed a plan to fund the liability over the course of the next 15-20 years, even though funding is not required under the GASB 43 and 45 regulations. Barring any changes to the plan made through negotiations, the

District has a plan to fully fund the liability and adjusts the plan every two years according to the current and projected economic circumstances.

III.D.3.c Actionable Improvement Plan
None

III.D.3.d
The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

III.D.3.d Descriptive Summary
In compliance with GASB 43 and 45, the District is required to have an independent actuarial valuation of its OPEB liabilities every two years.The District has used an independent contractor to complete an actuarial valuation every two years since 2002. Once completed, the District re-evaluates its plan to fund the liability and adjusts it accordingly. (III.D.3.d.11: *Actuarial Study*)

III.D.3.d Self Evaluation
GWC meets the standard. The most recent actuarial study was completed on May 1, 2012 and will be utilized in the determination of the District's OPEB asset/liability planning by its external auditors.

III.D.3.d Actionable Improvement Plan
None

III.D.3.e On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

III.D.3.e Descriptive Summary
The college has no locally incurred debt instruments.

III.D.3.e Self Evaluation
GWC meets the standard.

The college has no locally incurred debt instruments.

III.D.3.e Actionable Improvement Plan
None

III.D.3.f
Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

III.D.3.f Descriptive Summary
On an annual basis, our external auditor completes a comprehensive audit. This audit includes a review of financial aid, grants, externally funded programs, auxiliary operations as well as the Foundation. The colleges' audits have shown no material weakness (III.D.3.f.12: *External Audit*).

In addition, any institution participating in the Title IV programs under the HEA and designating the Commission as their gate-keeping agency, must be able to demonstrate diligence in keeping loan default rates at an acceptably low level and must also comply with the program responsibilities

defined by the U.S. Department of Education. The annual fiscal cohort default rate published by the Department of Education is used to manage and monitor Golden West College's compliance with federal requirements. Golden West College's default rates are at acceptable levels but we continuously work to improve those rates through student counseling and outreach.

III.D.3.f Self Evaluation
GWC meets the standard.

The College is under no sanction and has received no recommendations from the Department of Education. (III.D.3.f.13: *Loan Default Rates*)

III.D.3.f Actionable Improvement Plan
None

III.D.3.g
Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

III.D.3.g Descriptive Summary
CCCD's general counsel monitors all contracts that the campus is recommending to the Board of Trustees. The College utilizes a strict sign-off sheet to insure that the proposal is approved at various levels on campus. Department managers, the appropriate vice president, and the President are all required to sign off on any Board Request for a contract going to the Board. This form also has a section that requires the requesting department to explain the contract in general terms to establish its importance to the department and the campus. In addition, if there is a fiscal impact statement, the Director of Fiscal Services is also required (III.D.3.g.14: *Board Request Sign Off Sheet*).

The College is not engaged in any contractual relationships with non-regionally accredited organizations as defined in the ACCJC policy on that topic (III.D.3.g.15: *ACCJC Policy on Contractual Relationships with Non-Regionally Accredited Organizations*).

III.D.3.g Self Evaluation
GWC meets the standard.

Board policy provides a general outline for getting a contract approved and explains that a contract is not enforceable until the Board of Trustees has approved said contract (III.D.3.g.16: *Board Policy 6340, Contracts*).

GWC is required to have the Board's general counsel review all contracts for legal concerns. His/her recommendations are integrated into the proposed contract by the originator.

III.D.3.g Actionable Improvement Plan
None

III.D.3.h

The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

GWC Fiscal Services Department, with the Vice President of Student Life and Administrative Services, works closely with District Fiscal Services and District Internal Audit to insure that all financial management processes are in line with District and State guidelines. These procedures are monitored closely, as is the assignment of duties within the accounting office. Job duties are assigned in a way to ensure segregation of duties. The Internal Audit department reviews reconciliations monthly and conducts surprise cash audits in all departments that handle cash. College departments work with the Internal Auditor and campus Fiscal Services to evaluate existing processes to determine how the College can improve to provide better fiscal management and tracking.

On an annual basis external auditors conduct a complete audit of the District. In addition, they also conduct an interim audit to review accounting processes. The annual audit report is the primary manner in which recommendations for changes or improvements are made.

It is the goal of the campus to conduct self-monitoring and tracking to minimize recommendations for change from internal and external auditors, but, as necessary, changes are made to the financial management process to insure integrity and efficiency.

III.D.3.h Self Evaluation
GWC meets the standard.

In past years, the process for material fees was under review by the auditors. They identified a potential weakness in how the student material fees were being tracked and spent. The campus took these concerns extremely seriously and has implemented a process to ensure that the student material fees are spent in accordance for which they were collected (III.D.3.h.17: *Material fee reports provided to Instruction*).

There are numerous departments on campus that deal with cash in their day-to-day operations. Each department that processes cash is required to have cash handling procedures on file in Fiscal Services (III.D.3.h.18: *Cash Handling procedures*). Having procedures in place allows the Fiscal Services Department to ensure safeguards for proper handling.

III.D.3.h Actionable Improvement Plan
None

III.D.4

Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

III.D.4 Descriptive Summary
The College works closely with the District in the development of the Budget Allocation Model. This model is tied to FTE productivity at the college level. Once the model is developed, the College then builds their budget based on the allocation distributed through the model.

At the college level, each department manager is provided budget development sheets with their budget. Each manager is permitted to move their allocation within their own discretionary accounts. They cannot make adjustments to accounts that include contractual obligations. (III.D.4.01: *Budget Development Memo and Worksheet*).

In addition to departmental budget development, the College works through their program review process every two years and allows programs/departments to identify additional resources that they may need. These requests are presented to the campus Planning and Budget Committee for review.

As special requests arise outside of the program review process, the requests are presented to Planning and Budget for review and determination of funding.

III.D.4 Self Evaluation
GWC meets the standard.

Board Policy 3250 addresses Institutional Planning and its relationship to financial resource planning (III.D.4.02: *Board Policy 3250*). The College has worked diligently to ensure that the program review process is tied to the College's mission statement and goals. The Planning and Budget committee in conjunction with the appropriate campus planning teams helps prioritize the requests that are identified through program review. These prioritized lists are presented to the President of the college as a recommendation for funding.

The President works closely with the Vice President, Student Life and Administrative Services to determine funds that may be available for funding the requests. In recent years, it's been extremely difficult since the College has received no new resources. Even when funds are limited, the process is still completed so that the plans are in place as funding becomes available.

III.D.4 Actionable Improvement Plan
None

Standard III.D Evidence List

Links to evidence are available at www.goldenwestcollege.edu/accreditation2011-2012.

3.D.1.a.01: Pathways 2004
Pathways2004.pdf

3.D.1.a.02: GWC Educational Master Plan 2011
http://www.cccd.edu/vision2020/docs/GWC_Master_Plan.pdf

3.D.1.a.03: Planning & Budget Membership
PlanningAndBudgetMembership.pdf

3.D.1.a.04: Membership Lists of Planning Teams, College Technology and Facilities, Safety and Land Development
MembershipListOfPlanningTeams_etc.pdf

3.D.1.a.05: Program Review Directions and Forms
ProgramReviewDirectionsAndForms.pdf

3.D.1.a.06: Spreadsheet One Time Funding Requests
SpreadsheetOneTimeFundingRequests.pdf

3.D.1.a.07: Board Policy 6200 Budget Preparation 0512
BP6200BudgetPreparation0512.pdf

3.D.1.a.08: Program Review Directions and Forms
ProgramReviewDirectionsAndForms.pdf

3.D.1.a.09: Core Planning Committee Structure October 18, 2011
CorePlanningCommitteeStructure10182011.pdf

3.D.1.a.10: Planning and Budget Meeting Summary, March 12, 2008
PlanningAndBudgetSummaryMarch12_2008.pdf

3.D.1.a.11: Planning and Budget Minutes re Emergency Response Plan
PlanningAndBudgetSummaryDecember10_2008.pdf

3.D.1.b.12: CCCD Allocation Model
2011_2012AllocationModel.pdf

3.D.1.b.13: Dedicated Revenue Projections
DedicatedRevenueProjections.pdf

3.D.1.b.14: Budget Development Memorandum and Sample Budget Sheet
BudgetDevelopmentMemorandumAndSampleBudgetSheet.pdf

3.D.1.b.15: Allocation Information Presented to Planning and Budget
PlanningAndBudgetSummarySeptember28_2011.pdf

3.D.1.b.16: Grants Received
GrantsReceived.pdf

3.D.1.b.17: Scholarship Information
ScholarshipInformation.pdf

3.D.1.b.18: Current Board Approved Facility Rate Sheet
CurrentBoardApprovedFacilityRateSheet.pdf

3.D.1.b.19: Tentative and Adopted Budget Models 2009-10 and 2010-11
TentativeAndAdoptedBudget2009_2010and2010_2011.pdf

3.D.1.b.20: Planning and Budget Summaries April 28, 2010, May 26, 2010 and September 8, 2010
PlanningAndBudgetSummaries042810_052610_090810.pdf

3.D.1.b.21: Planning & Budget Summary September 14, 2011
PlanningAndBudgetSummarySeptember14_2011.pdf

3.D.1.b.22: Planning & Budget Summary September 28, 2011
PlanningandBudgetSummarySeptember28_2011.pdf

3.D.1.c.23: Budget Presentation to the Board of Trustees
BudgetPresentationToTheBoardOfTrustees.pdf

3.D.1.c.24: Board Minutes September 15, 2010 p. 11 item 22.01
Board Minutes September 15, 2010 p. 11 item 22.01

3.D.1.c.25: Actuarial Study
ActuarialStudy.pdf

3.D.1.c.26: Capital Replacement Schedule
CapitalReplacementSchedule.pdf

3.D.1.c.27: Chancellors Budget Forum 5/7/12
201213BudgetPresentationChancellorsForum5_7_2012.pdf

3.D.1.d.28: Planning & Budget Quarterly Statement for September 2012
PlanningAndBudgetQuarterlyStatement.pdf

3.D.1.d.29: Auxiliary Operations Budgets
2011_2012AuxiliaryOperationsBudgets.pdf

3.D.1.d.30: Minutes and Reports, Planning and Budget
MinutesandReportsPlanningandBudget.pdf

3.D.2.a.01: Board Policy 6300, Fiscal Management
BP6300FiscalManagement.pdf

3.D.2.a.02: Quarterly Report to Board of Trustees
QuarterlyReportToBoardOfTrustees.pdf

3.D.2.a.03: Past six years external audit reports
http://www.cccd.edu/measurec/reports.aspx

3.D.2.a.04: District Budget
www.cccd.edu/facultystaff/budgetinformation.aspx

3.D.2.a.05: CCF311 the Annual Financial Report
CCF311TheAnnualFinancialReport.pdf

3.D.2.b.06: External Audit reports for the last six years
http://www.cccd.edu/measurec/reports.aspx

3.D.2.c.07: Budget Development Memorandum and Sample Budget Sheet
SampleBudgetDevelopmentSheetandCoverMemo.pdf

3.D.2.c.08: Banner Approval Documentation
BannerApprovaDocumentation.pdf

3.D.2.c.09: Planning and Budget minutes
120409_092210_092811_091212BudgetPresentation.pdf

3.D.2.d.10: 2011-2012 Auxiliary Budgets
2011_2012AuxiliaryBudgets.pdf

3.D.2.d.11: Calendar of Events
http://gwccommunityservices.com

3.D.2.d.12: Board Minutes February 16, 2011 page 15 item 22.02 (040-2.1.1)
BoardMinutes021611page15item22_02_040_2_1_1.pdf

3.D.2.d.13: Funding Application
FundingApplication.pdf

3.D.2.d.14: Associated Student Body Budget
AssociatedStudentBodyBudget.pdf

3.D.2.d.15: 2010-11 Foundation Annual Report - Gala, Star Book Reserve Program; p. 10 & 11
http://www.goldenwestcollege.edu/foundation/pdf/2011_annualreport.pdf

3.D.2.d.16: Dedicated Revenue Projections
DedicatedRevenueProjections.pdf

3.D.2.d.17: Enterprise Expense Statements
EnterpriseExpenseStatements.pdf

3.D.3.a.01: Quarterly Financial From Planning and Budget
120409_092210_092811_091212BudgetPresentation.pdf

3.D.3.b.02: ASB Financials Food Services Income and Expenses
ASB_FinancialsFoodServicesIncomeAndExpenses.pdf

3.D.3.b.03: 2010-2011 External Audit
www.cccd.edu/measurec/docs/financial_audit1011-.pdf

3.D.3.b.04: Foundation Audit
FoundationAudit.pdf

3.D.3.b.05: External Audit
www.cccd.edu/measurec/docs/financial_audit1011-.pdf

3.D.3.b.06: External audits for past 5 years
http://www.cccd.edu/measurec/reports.aspx

3.D.3.b.07: ACCJC Policy on Institutional Compliance with Title IV
ACCJC_PolicyOnInstitutionalComplianceWithTitle_IV_0611.pdf

3.D.3.b.08: GWC Student Loan Default Evidence
GWCStudentLoanDefaultEvidence050812.pdf

3.D.3.b.09: Enterprise By-Laws and Master Agreement
EnterpriseBylawsV9FinalDocumentandEnterpriseSignedMasterAgreementv14.pdf

3.D.3.b.10: 5 years history of Enterprise audits
FiveYearsHistoryEnterpriseAudits.pdf

3.D.3.d.11: Actuarial Study
ActuarialStudy.pdf

3.D.3.f.12: External Audit
www.cccd.edu/measurec/docs/financial_audit1011-.pdf

3.D.3.f.13: Loan Default Rates
GWCStudentLoanDefaultRates.pdf

3.D.3.g.14: Board Request Sign Off Sheet
www.goldenwestcollege.edu/boardforms/

3.D.3.g.15: ACCJC Policy on Contractual Relationships with Non-Regionally Accredited Organizations
ACCJC_PolicOnContractualRelationshipsWithNon_RegionallyAccreditedOrganizations0112.pdf

3.D.3.g.16: Board Policy 6340, Contracts
BP6340_Contracts.pdf

3.D.3.h.17: Material Reports Provided to Instruction
MaterialFeeReportsProvidedToInstruction.pdf

3.D.3.h.18: Cash Handling Procedures
CashHandlingProcedures.pdf

3.D.4.01: Budget Development Memo and Worksheet
SampleBudgetDevelopmentSheetandCoverMemo.pdf

3.D.4.02: Board Policy 3250
BoardPolicy3250.pdf

Accreditation Self-Study 2011-2012

STANDARD IV.A
Decision-Making Roles and Processes
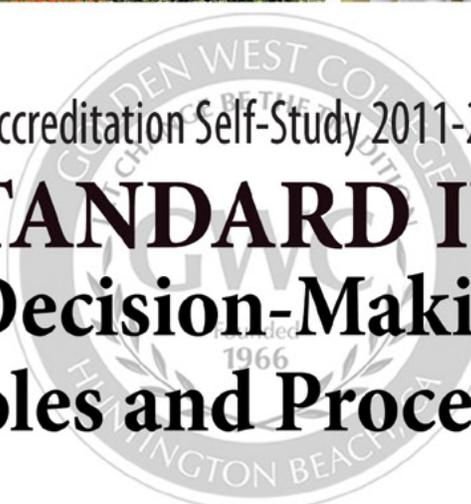
Standard IV.A Subcommittee

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IV.A Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1
Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

GWC meets this standard.

IV.A.1 Descriptive Summary
In general, GWC makes every effort to establish processes and procedures for meaningful communication between staff, faculty, administrators, and students. It seems reasonable, though, in an era where measurable outcomes are expected of faculty on all fronts, to hold administrators to the same standards. GWC administrators recognize and value faculty voice through the Academic Issues Council (AIC) that meets two times monthly to listen to faculty concerns from the Academic Senate leadership and administrators respond thoughtfully or quickly and accordingly. Constituent based Planning teams meet regularly with each the Vice Presidents, and President. Most Planning teams also have working groups which provide reports to them. There is an exchange of ideas and recommendation among these teams and the College wide Planning and Budget Committee (P&B), which is the central participatory governance body for the college making recommendations to the President. Three other groups report to this body, the Institutional Effectiveness Committee (IEC), largely composed of faculty, the Facilities, Safety and Land Development Committee, and the College Technology Committee (CTC).

Reorganization of the College, both administratively and, in campus committee structures has been under way for almost two years and has had institution-wide implications, which have changed participative processes . Some changes have been necessitated by budget reduced personnel; however, many have been systemic changes aimed at refocusing the institution operationally to be more clearly focused on student learning and success. Some of these changes have been viewed positively while others have been resisted, and/or opposed, which is why the changes must still be considered fluid and in process. At the same time faculty and staff have continued to seek ways to model innovation and pursue institutional excellence. The Board of Trustees receives an impressive annual report on faculty and staff accomplishments for the previous year (IV.A.1.01: *Awards & Accolades 2010-11 &2011-12*). The college and District recognize classified staff and managers, in addition to the Teacher Of the Year Award.

IV.A.1 Self Evaluation
GWC meets the standard.

In anticipation of the spring 2013 accreditation site visit, College personnel, in collaboration with the Office of Institutional Research, developed and administered the Accreditation Employee Survey in conjunction with a Student Survey. The Employee Survey was distributed in the fall of 2011 as an online survey to all full and part-time employees. Seventy-three full-time employees (20 percent of the full-time workforce) provided responses survey. By employee group, 51 percent of the full-time faculty participated (up 2 percent from 2006); 45 percent of the classified employees participated (up 3 percent from 2006); but only 4 percent of the administrators and managers participated (down five percent from 2006). The part-time faculty were underrepresented in the count of completed surveys. However, as a whole the survey respondents are considered to be representative of the College workforce and the sample was very comparable to the 2006 survey respondents (IV.A.1.02: *Response Rate Analysis, Employee Accreditation SurveyFall 2011 Results All).Several of the survey's fifty questions (items 1, 2, 3, 15, 37, 40, 41 and 43*) address the themes of this standard.

Responses to these items are summarized below:

> ***Eighty-eight percent of respondents believe the College does an average or above average job in affording all constituents a voice in decision-making*** (item 1). Collectively, the scores amount to a mean of 2.62 or a grade of B- on a four-point scale. This is a decrease over the 2005-06 Self-Study survey results, where a mean of 3.03 or a grade of B was recorded on this item. All six of the Administrative and Management and Other group respondents reported average or above-average scores followed by 93 percent of the part-time (15 respondents) and 91 percent of the full-time faculty (34 respondents) reporting average or above-average scores. Eighty-six percent of the seven respondents employed in Administrative Services reported above average scores. Conversely, only 46 percent of the 13 respondents employed in Student Services recorded above-average scores.

> ***Overall, eighty-one percent of employees who responded believe the College does an average or above average job maintaining an ongoing dialogue about improving student learning and institutional processes*** (item 2). Collectively, the scores amount to a mean of 2.37 or a grade of C+ on a four-point scale. This is a decrease over the 2005-06 Self-Study survey results, where a mean of 2.81 or a grade of B was recorded on this item. All six of the Administrative and Management and Other groups respondents reported average and above-average scores followed by 85 percent of 34 full-time faculty reporting average and above-average scores. Eighty-six percent of the seven respondents employed in Administrative Services reported above average scores. Conversely, only 23 percent of those 13 respondents employed in Student Services recorded above-average scores.

> ***Eighty-seven percent of employees believe the College does an average or above average job of getting faculty, staff and administrators to work collaboratively toward goal achievement*** (item 3). Collectively, the scores amount to a mean of 2.38 or a grade of C+ on a four-point scale. This is a decrease over the 2005-06 Self-Study survey results, where a mean of 2.64 or a grade of B- was recorded on this item. All six of the respondents from the Administrative and Management and Other groups reported average or above-average scores followed by 81 percent of the 34 full-time faculty indicating average

or above average scores. Seventy-five percent of the eight respondents employed in the Administrative area reported above average scores. In contrast, only 23 percent of the 13 respondents employed in Student Services.

Seventy-nine percent of employees believe the College does an average or above average job of getting faculty and deans to collaborate on instructional projects. *(item 15).* Collectively, the scores amount to a mean of 2.28 or a grade of C+ on a four-point scale. This is a new survey item so there is no comparison to the 2005-06 Self-Study survey results. All four of the respondents in the Administrative and Management and Other groups and 81 percent of the 31 full-time faculty reported average and above-average scores. Because the question pertained to dean and instructor collaborations, it may be important to note that 44 percent of the 54 respondents who work as instructors and 42 percent of the 31 full-time faculty respondents recorded above-average marks on this item.

Seventy-eight percent of employees believe the College does an average or above average job of getting deans to support faculty in professional development*(item 37).* Collectively, the scores amount to a mean of 2.50 or a grade of B- on a four-point scale. This is a new survey item so there is no comparison to the 2005-06 Self-Study survey results. Ninety percent of the 29 full-time faculty respondents reported average and above-average scores. Because the question pertained to deans supporting faculty in professional development, it may be important to note that 54 percent of the 53 respondents who work as instructors and 62 percent of 29 full-time faculty respondents recorded above-average marks on this item.

Eighty-one percent of respondents felt the College does an average or above average job providing GWC instructors, staff, administrators, and students a voice on campus through established committees*(item 40).* These scores amount to a mean of 2.65 or a grade of B- on a four-point scale. This is a decrease over the 2005-06 Self-Study survey results, where a mean of 2.88 or a grade of B was recorded on this item. All six respondents in the Administration and Management and the Other groups and 94 percent of the 34 full-time faculty respondents reported average or above average scores. Sixty-seven percent of the nine respondents employed in Administrative Services reported above average scores. In contrast, only 39 percent of those who work in Student Services (13 respondents) and 30 percent of the 30 classified employee respondents recorded above-average scores.

Sixty-six percent of respondents felt the College does an average or above average job providing GWC instructors, staff, administrators, and students a voice in decision-making (item 41). These scores amount to a mean of 1.98 or a grade of C on a four-point scale. This is a decrease over the 2005-06 Self-Study survey results, where a mean of 2.54 or a grade of B- was recorded on this item. All six respondents in the Administration and Management and Other groups and 74 percent of the 34 full-time faculty respondents reported average or above average scores. Thirty-nine percent of the 56 respondents who work in instruction recorded above average scores. Some 31 percent of the

13 respondents employed in Student Services and a small 13 percent of the 30 classified employee respondents indicated above-average scores on this item.

Seventy-seven percent of respondents felt the College does an average or above average job in using established committee processes to facilitate instructors, staff, administrators, and students in working together for the good of the institution (item 43). These scores amount to a mean of 2.51 or a grade of B- on a four-point scale. This is a decrease over the 2005-06 Self-Study survey results, where a mean of 2.76 or a grade of B was recorded on this item. All six respondents from the Administrative and Management and Other groups and 91 percent of the 34 full-time faculty reported average and above-average scores. Eighty-eight percent of the eight respondents employed in Administrative Services reported above average scores. Conversely, 39 percent of the 13 respondents working in Student Services and 36 percent of the 28 classified employee respondents indicated above-average scores on this question.

The overall trend in response to these items indicates that on average 34 percent of the classified workforce and 36 percent of those employees assigned to Student Services reported above-average scores on these items. Among the groups sampled it appears that they are the least content groups on campus. Several factors contribute to this lower rating. The new organizational structure impacted Student Services, more than other division, because these areas were redistributed into the other two Vice-Presidents structures. While the administrative intent was to increase integration with like services while streamlining service to students and increasing coordination and planning, these changes required shifting some reporting lines, including changing some job assignments as well as the location where the job was performed. These changes can be disruptive.Added to these changes, were the tensions created by fear of additional staff reductions, contentious collective bargaining and further state funding reductions. These findings and ongoing fiscal challenges will require the college to pay particular attention to improving staff morale in these difficult times. The college must also continue to review and evaluate the workability of the changes it has made to see which adjustments are needed to increase employee satisfaction with these changes.

Additionally, the aggregate data for the 2009-10 Administrator Behavioral Survey provides some useful information to help determine whether the College creates an environment in which individuals feel empowered to participate in decision-making. This survey is administered every two years as part of the evaluation process for all educational administrators and managers employed at the College. The survey helps to provide information about how each educational administrator and manager is perceived by the College personnel he or she supervises.

This eighteen-item survey includes six items that are useful in helping to determine whether the College supports faculty and staff in participation with decision-making activities. Aggregate data for these six items is summarized in Table 1 (educational administrators) and Table 2 (classified managers).

For each of the following areas, to what extent does the manager:

1. Encourage faculty and/or staff to do their professional best
2. Foster an atmosphere of mutual respect
3. Support and encourage improvement and innovation
4. Communicate effectively
5. Listen openly and carefully
6. Allow adequate opportunity for staff and faculty to provide input prior to decision making

The mean score was "above average" for each of these six items for educational administrator and classified manager evaluations. These results suggest that the majority of campus personnel are satisfied with the support their supervisors provide them in participating in decision-making processes (IV.A.1.03: *Aggregated Educational Administrator Behavioral Survey 2009-10*; IV.A.1.04: *Aggregated Classified Manager Behavioral Survey 2009-10*).

Both the Administrator Behavioral Survey and the Accreditation Self-Study Survey suggest that campus personnel are satisfied with the communication they have with their administrators/managers and the encouragement and support they provide for participating in decision-making activities.

Institutional leaders have encouraged staff, faculty, administrators and students to take initiative in improving practice, programs and services in which they are involved. One expression of that encouragement is the recognition programs sponsored by the College. Annually, the Board recognizes employees to take initiative (IV.A.1.05: *District Award Recipients*). The Coast District Management Association (CDMA) recognizes one manager from each District site to recognize annually for their contributions to the College that are "above and beyond the call of duty" to benefit a student, the institution where they are assigned or the district. Past recipients from GWC have been characterized as individuals who have taken initiative to improve the practices, programs, and services in which they were involved (IV.A.1.06: *GWC Manager of the Year Information*). On campus the College annually recognizes a classified employee of the year for their support and advancement toward one or more of the College goals (IV.A.1.07: *GWC Classified Employee of the Year Information 2011-12*). The College also recognizes one classified employee, manager or faculty member annually for outstanding service to the College and contributions to the community by bestowing upon them the Charlie Sianez Outstanding Service Award (IV.A.1.08: *Charlie Sianez Exceptional Service Award Materials 2006-2012*). The Orange County Superintendent of Schools annually bestows a cash award to one community college teacher nominated from their college for their outstanding and inspirational work. GWC associated students, administration and Academic Senate participate in that selection and recognition process for at teacher of the year at GWC (IV.A.1.09: *GWC Teacher of the Year Recognition Information 2007-2012*; IV.A.1.10: *OC Dept of Ed Teacher of the Year Recognition Information*).

Several examples illustrate the ways in which ideas for improvement receive a systematic participative review to assure effective discussion, planning and implementation.

> A evaluation of the program review process was completed by the IEC in spring 2012 using a survey of participants. It resulted in a series of recommended changes, including moving to a three-year cycle, that have been presented and approved the Senate and the P&B

Committee (IV.A.1.11: *GWC Program Review Process Evaluation 2012 Spring Summary and Proposed Chart*; IV.A.1.12: *Academic Senate Minutes May 8, 2012*; IV.A.1.13: *P&B Agenda May 9, 2012*).

Considerable time and effort over an academic year were devoted to proposing and crafting a reconfiguration of the college from a three to a two Vice Presidents model along with an associated set of changes for instructional dean assignments. The proposal was motivated, in part, as a cost savings, but also as part of a strategy to promote greater integration and cross-functional thinking within the College. Both the P&B Committee and the Academic Senate were involved in those discussions (IV.A.1.14: *Two Vice Presidents Proposal Discussions 2010-11*).

The core planning committee structure has been the subject of much campus discussion in several venues involving the P&B Committee and the Academic Senate over an 18-month period (IV.A.1.15: *Core Planning Committees Revision Discussions 2011-12*).

The process of revisiting the College goals and strategic priorities was conducted in a systematic and deliberately inclusive way over a period of several years (IV.A.1.16: *College Goals Review Process 2007-2011*).

Several initiatives were funded with basic skills dollars after they received significant campus review and discussion. Each has served as a model for institutional change at GWC. One of those was a summer bridge program of math workshops, another was a series of faculty workshops on topics associated with teaching and assessing basic skills student instruction and a third was a pair of learning community initiatives (IV.A.1.17: *Basic Skills Innovations 2009-10*).

During the Academic Year 2010-11 the college drafted, completed and adopted the College Educational Master Plan in alignment with the District Vision 2020 Master Plan. These two documents provide a clear vision for both the District and the College. The plan included a reaffirmation of the newly developed College Mission, Vision, Values and Goals. The College Goals are mapped to the Districts Vision 2020 Master Plan Themes. Both provide the college with ideas for improvement with ambitious goals, solid information for planning and a vision for excellence.

During the Academic year 2011-12 the college held several Campus Conversations in the fall and spring – where senior management shared information and took suggestions – regarding current issues the college was facing – potential budget challenges, course reductions, planning ideas and sought campus feedback and ideas. The new Chancellor also conducted Listening Tours to all colleges, including Golden West (IV.A.1.18: *Announcements of Chancellor's Listening Tours*).

Communication at the College needs continued work and improvement.

GWC is currently in the last stages of implementing the two Vice-President organizational model, with the links to the Student Success Planning Team and the Administrative Service and Student Life Planning Team. These shared governance committee will, assist the College in the development and implementation of course, program, and institution-wide improvements. In late Spring

of 2012 the college conducted surveys in each of the primary shared governance committees to get committee member feedback and a baseline on Committee effectiveness. It is anticipated that committee structures will be modified as a result of this information. Ideally, the College will establish an institution-wide assessment system that will evaluate the degree to which institutional goals and learning outcomes for students are achieved (IV.A.1.19: *Committee Effectiveness Self-Assessment Student Success Committee spring 2012*).

Some strategies to create pathways for more efficient student achievement were intensely discussed during the 2011-2012 academic year. Those discussions illustrate the ways in which the College has been faithful to the intent of this standard. One perspective in those discussions was advanced around the proposition of being more coordinated and considerate in scheduling high demand courses required for transfer and intended for the academically prepared student. A different perspective was raised regarding potential problems of academic integrity if course offerings were too compressed. As documented in the following evidence items, the proposal had a thorough "sunshine experience" (IV.A.1.20: *Academic Senate Minutes February 28, 2012- one-year AA Degree proposal*; IV.A.1.21: *CCI Materials Accelerated AA Degree Proposal Spring 2012*; IV.A.1.22: *Accelerated AA Degree PowerPoint Presentation to Board of Trustees April 4, 2012*). As noted in the framework section of an open letter to the campus, the College President mentioned that the pressures of severely reduced resources can give rise to different ways to frame situations and may prevent solving shared challenges as easily as those circumstances can unit the campus into a powerful team to tackle the situations with creativity, innovation and hard work (IV.A.1.23: *Open Letter April 2012*).

The broad-based membership on these core committees, as well as the Core Planning Committees Structure, supports the fact that the College has systematic participation processes that provide the opportunity for faculty, staff, administrators, and students to take initiative and participate in improving College practices, programs, and services. A review of the membership of all standing and ad-hoc committees shows the extent to which the campus community has a voice in the decision-making process. At GWC, faculty, staff, administrators/managers, and students have designated roles in College leadership and decision-making. These roles have been clearly delineated in formal policies and procedures regarding campus governance. In addition, over the past several years, College faculty and students have been able to foster an institutional climate that encourages open communication between and among levels of the College hierarchy. (IV.A.1.24: *Committee Effectiveness Self-Assessment Student Success Committee spring 2012*).

While this inclusiveness is desirable because it encourages and facilitates open dialogue from across the campus community, its effectiveness, in measurable terms, remains ambiguous until administrative management decisions are more clearly data driven. Transparency is compromised by right to privacy obligations related to both collective bargaining and personnel practices dictated by law. So while Planning Teams can have a great deal of information and make very specific recommendation, administrative implementation and outcomes may be influenced by other unexplained factors that sometimes breed mistrust or misunderstanding. Mistrust increase when the outcome choices differ from those recommended, or come as a surprise because of unexplained circumstances. The college should continue to strengthen efforts to not only the major college committees but the college campus as a whole.

IV.A.1 Actionable Improvement Plan

- The college will continue its commitment to the current governance committee structures in place to increase participation and engagement of all constituent groups in fostering an environment forempowerment, innovation, and institutional excellence.

- The College will continue to work with the District to clarify processes for developing, presenting, and implementing innovative ideas to ensure institutional excellence in a multi-college district.

IV.A.2
The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

IV.A.2.a Descriptive Summary

Faculty, administrators, staff, and students have a substantive and clearly defined role in GWC governance. Their voice includes the opportunity to provide input to institutional policies, planning, and budgeting through involvement with the College's standing and campus committees. Roles and responsibilities of the constituent groups are derived from several sources and are delineated clearly. The College's Organizational and Core Planning Structure Charts provide further delineation of structure through which ideas, proposals and decisions can be advanced (IV.A.2.a.01: *GWC Organizational Chart- Spring 2012*; IV.A.2.a.02: *GWC Core Planning Structure 20111018*).

IV.A.2.a Self Evaluation

GWC meets the standard.

Through the use of defined organizational charts, role and responsibility descriptions for faculty, staff, administrators, and students participation in institutional governance are exercised. Information and ideas flow reciprocally through faculty, staff, respective Deans or Directors to the appropriate College Vice President and/or to the President of the College. Proposals or decisions are acted upon through the appropriate core College committees (IV.A.2.a.03: *GWC Core Planning Structure 20111018*).

The College Academic Senate has a significant role, as afforded by the California Code of Regulations, with primary responsibility in developing recommendations to the College administration and Board in the areas of academic and professional matters. The regulations stipulate that the Board is to consult collegially in policy development through either or both relying primarily upon the advice of the Senate or reaching mutual agreement (IV.A.2.a.04: *California Code of Regulations, Title 5, Section 53200(c)*). This role is further elaborated through CCCD Board

policy (IV.A.2.a.05: *Board Policy 7837, Faculty/Academic Senate Role in Governance*). From a faculty perspective policy at GWC is formatted through a process of discussing, debating, and making recommendations through Academic Senate and its subcommittees, and when appropriate consultation may be necessary with collective bargaining agents.

The Academic Senate membership is elected and represents departments with a minimum of 3.0 full-time equivalent faculty and with an Instructional Unit Assistant (IUA) position. All faculty can be represented through this composition and ensures adequate representation. The two standing subcommittees of the Academic Senate are the Council on Curriculum and Instruction (CCI) and Institute for Professional Development (IPD). Each of their memberships mirrors that of the Academic Senate body. Other voting members of the Academic Senate include the CCI chair, IPD chair, and one part-time faculty representative representing the part-time faculty. A student representative (elected by the Student Council) is also included, but participates as a non-voting member. The elections for the faculty representatives are conducted by the Academic Senate Office staff in the spring semester. The scope of the Academic Senate includes all areas listed in Title 5, 53200(c) as well as other academic and professional matter agreed upon between the Board of Trustees and the Academic Senate (IV.A.2.a.06: *Board Policy 7837, Faculty/Academic Senate Role in Governance*). The Academic Senate meet the second and fourth week of each month for a two hour period to discuss, recommend, and/or take action on academic and professional matters to the institution and the district. Further clarification of Academic Senate composition, elections, appointment of officers and duties and standing subcommittees of the Academic Senate is found in the *Golden West Academic Senate Bylaws,* which was amended/ratified by the GWC faculty body on October 11, 2011. Also, an example of attending senate members and minutes are found on this same date (IV.A.2.a.07: *Constitution of the GWC Academic Senate rev. November 17, 1998*; IV.A.2.a.08: *Bylaws of the GWC Academic Senate Fall 2011*; and IV.A.2.a.09: *Academic Senate Minutes October 11, 2011*).

The Academic Senate is actively involved in institutional governance—two of which are the standing subcommittees of the Academic Senate (CCI and IPD) and several campus College committees. Faculty members of these committees are elected and/or appointed to serve a defined purpose as delineated in the Academic Senate Bylaws or campus standing committee structure (IV.A.2.a.10: *Bylaws of the GWC Academic Senate Fall 2011*).

The Academic Senate President participates on several committees that meet regularly, including the Instructional Planning Team (IPT) that supports the development, maintenance, and improvement of instructional programs and provides instructional planning input to the campus; the Planning and Budget (P&B) Committee that reviews college-wide issues and advises the College President; the President's Advisory Council (PAC) that provides a summary of student, College, special interests and District updates to faculty, staff, administrators and students; and the Chancellor's Cabinet (CC) that enables discussion, planning and information sharing amongst colleges in the District. The Senate President also participates at District Board meetings in which District business is conducted. During the CCCD Board meetings (first and third weeks monthly) the Academic Senate President provides a summary of Academic Senate affairs and/or concerns/

issues. It is the local Academic Senate's opportunity to keep the Board of Trustees and other College participants informed of Senate activities.

In addition, the Academic Senate appoints faculty for many other committees: Faculty Hiring Committees (department related); Administrator Hiring Committee (as needed), District Hiring Committee (as needed), Academic Senate Task Force Committee (for faculty awards); Equivalency Committees (area related); Institutional Effectiveness Committee, Academic Petitions Review Committee, Institutional Effectiveness Committee (IEC); Sustainability Committee; Tenure Review Committee (department related); Continuous Improvement Team Committee; Facilities, Safety, and Land Development Subcommittee; Campus Technology Subcommittee, Student Success Committee; IPT/Enrollment Management Committee; and, the Strategies for Student Success Committee. Each of these committees enables faculty to actively participate in the decision-making processes either at the College or district-wide level. Further clarification of a committees relationship to the College President and the District is presented in the Core Planning Structure Chart and delineates the pathway as to how the College committees, either standing or advisory, interrelate and provide input between faculty, administration, staff, and students and, in some cases, the District (IV.A.2.a.11: *GWC Organizational Chart- Spring 2012*; and IV.A.2.a.12: *GWC Core Planning Structure 20111018*).

Another committee in which faculty involvement is key is the Academic Issues Council (AIC), which is comprised of the Academic Senate Executive Board, two College Vice Presidents, the President, and the Institutional Researcher. It is one of the College's most effective means for discussion and facilitation of campus issues. The purpose of AIC is to address campus issues relating to academic and professional matters such as faculty and management hiring, institutional effectiveness, enrollment management, program review, and campus facilities, safety and land development prior to any formal recommendations being implemented to the faculty Senate or forwarded to the Board of Trustees. Both the Academic Senate Executive Board via the Academic Senate President and Executive Administration representatives provides mutually agreed upon items for discussion prior to meeting. This committee meets twice monthly, rotating locations from the President's Conference Room to a faculty-chosen conference room, thus symbolizing the shared responsibilities and different purviews that administration and faculty have in governing the College. No official agenda or accessible minutes are distributed for this meeting because the conferences are confidential and the collegial debates help to resolve misunderstandings and serve to clarify the decision-making roles and responsibilities of faculty and administration.

The administration clearly has a substantive and defined role in institutional governance. Management has representation on all campus governance councils and committees, as well as standing committees. The College President, in consultation with various committees on campus worked with the AIC and the College Planning and Budget Committee restructure of both the Core Planning Structure Chart and the College Organization Chart. This restructuring is due in part to California's budgetary constraints and the resulting loss of income to support community colleges as it has done in the past. With this income loss came a down-sizing of faculty, staff and management positions. The consequences of the change caused GWC to examine the option and elect to change from three to two Vice President positions—Vice President of Student Success and Vice President of Student Life & Administrative Support. The Vice President for Student Success was

hired July 1, 2011. Duties of the previous three positions were appropriately divided between the two current Vice Presidents. Slight reductions in dean-level positions were also noted at this time due to retirements. Administration continues to seek managerial and faculty input during the downsizing of positions and reorganization process (IV. A.2.a 7: *Academic Senate Minutes December 7, 2010, February 8, 2011, and February 22, 2011*).

The College President meets with his Vice Presidents weekly. He convenes the Administrative Council (all managers) monthly and District's Presidents' and Vice Chancellor's Council on a weekly basis. During these meetings, issues related to institutional governance are often reviewed and discussed. The President chairs the College Planning and Budget Committee which is the core constituency based college wide Planning Committee. All other committees report to and have representatives and or membership on this body.

The College also operates with planning teams representing the two areas of the College- Vice President for Student Success and Vice President for Administrative Services and Student Life. In both Vice Presidential areas the shared governance committees were organized to emphasize cross-functional work as opposed to "silo" thinking and to reduce the numbers of committees so that participation might be facilitate.The initialname for one planning team, Enrollment, Retention and Completion (ERC) Planning Team, was renamed the Student Success Committee/Planning Team (ERC/SSC) to place a focus on student success issues that can be addressed by *both* instruction and student services personnel. That larger Planning Team works with three subcommittees. The Instructional Planning Team (IPT) as a subcommittee of the Student Success Planning Team has continued to meet, but much of the information covered in IPT is now focused on enrollment management following the three-to-two vice- president College reorganization. The second subcommittee within the Student Success Planning Team is the Strategies for Student Success/Basic Skills Subcommittee. The focus of that subcommittee is on matriculation, student equity and basic skills instructional *and* student support issues. A third cluster is being considered to be composed of representatives from Admissions and Records, Financial Aid and Counseling (IV.A.2.a.13: *Core Planning Committees Organization Chart, February 2, 2012*). The Student Life and Administrative Services Committee/Planning Team operates with three subcommittees: (1) College Technology Subcommittee; (2) Student Life Committee; and (3) Facilities, Safety & Land Development. Every effort is being made to avoid unnecessary meetings and to streamline the communication channels. (IV.A.2.a.14: *Proposed GWC Planning Committees Spring 2011*).

The classified staff at Golden West College has elected to establish "The Classified Connection" and representative group that work with the college and cooperatively with the classified union to represent classified staff in both staff development opportunities and information sharing. The Classified Connection is a recommending body to the President's Administrative Council and the CFCE Executive Council.

The purpose of the meetings is to solicit classified input and seek resolution to issues not under the auspices of the union but that affect classified staff, the Coast District, and the college. Further these meetings will serve to promote shared governance among the classified body within the college community. It will be the charge of the co-facilitators at these meetings to keep the classified staff apprised of information presented in the President's Administrative Council.

The college will expect that managers will make every effort to encourage participation and to accommodate requests by the classified employees to attend without loss of pay, while also maintaining an adequate level of service in their area of responsibility.

The charter was created through an MOU and is currently being updated for the 2012-13 year (IV.A.2.a.15: *Classified Connection MOU*). This group has informal meeting monthly and maintains a website and an email exchange to keep staff informed.

The role of students in shared governance is defined in Board policy (IV.A.2.a.16: *Board Policy 3901, Student Role in Governance*). This policy, in accordance with the *California Code of Regulations* (IV.A.2.a.17: *California Code of Regulations, Section 51023.7*) recognizes that Associated Students have the authority to appoint representatives to all College councils, committees, and work groups. Students are afforded this opportunity at GWC. In addition, each year a district-wide student election takes place to elect a student as a non-voting member of the CCCD Board of Trustees. Student input is encourage and valued in the decision-making process. For example, students are present at GWC Academic Senate meetings and District Chancellor Meetings. Discussions are underway to consider having more student input by inviting the ASGWC Executive Board to GWC IPT meetings for those issues that need more student input. One student on a committee insufficient in some cases, so exploration is underway to garner more student insights to use in helping students to do well at GWC and beyond (IV.A.2.a.18: *ASGWC Constitution*; IV.A.2.a.19: *ASGWC Campus Wide Committees 2011-12*; and IV.A.2.a.20: *Academic Senate Minutes December 6, 2011*).

The bargaining units afford the faculty, part-time faculty, and classified employees the opportunity to be heard on salary and working conditions.

Union executive board members serve on specified committees and provide needed input and decision-making according to the District negotiated contract. Additional voice is provided to the classified employees through classified bargaining unit appointments to all standing committees. Their participation is encouraged and valued.

Composition of both standing committees and College committees are evaluated for purpose, meetings date/time, member composition, and methodology. It has become increasingly difficult for regular attendance at some committees because of campus downsizing and time constraints of faculty, staff, administrators and students. Every semester the Institutional Effectiveness Committee reminds committees to self-assess following the Five-Step Model to evaluate progress in meeting the stated objectives and to evaluate committee composition as needed. This provides quantitative and qualitative input from faculty, staff, administrators, and student voice

(IV.A.2.a.21: *GWC Committee Effectiveness Eight Factor Model*; IV.A.2.a.22: *Planning & Budget Minutes December 14, 2011*; and IV.A.2.a.23: *Academic Senate Minutes October 11, 2011*).

IV.A.2.a Actionable Improvement Plan
None

IV.A.2.b The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

IV.A.2.b Descriptive Summary

The faculty at large, the Academic Senate, specific campus committees, and academic administrators apply, plan, review and make recommendations about student learning programs and services to the College President. Board policy affords the GWC Academic Senate, in collaboration with campus and District administration, the opportunity to establish appropriate student learning programs and services (IV.A.2.b.24: *Board Policy 7838, Faculty/Academic Senate Role in Governance*). Further the *California Code of Regulations* mandates that the Academic Senate play a key role as the institution is to rely primarily upon the advice and judgment or mutually agree with this body in developing policies involving academic and professional matters (IV.A.2.b.25: *California Code of Regulations Title 5 53200(c)*). Through this process and campus committee work, student learning programs and services are maintained, developed, revised, and improved.

Day to day coordination for programs and services are conducted at the departmental level with an administrator and staff or a dean and the department chair and directly with faculty and students. The Planning Teams work with the deans and other administrators to make planning recommendations, develop solutions for particular problems and identify successful strategies for increasing both quality and efficiency in delivering services and/or instruction to our students. The two VP Planning Teams have important roles in establishing the plans and executing them across the college.

IV.A.2.b Self Evaluation

GWC meets the standard.

The Academic Senate plays a key role in academic and professional matters related to curriculum and program development, degree and certificate requirements, student preparation and success, and program review. A subcommittee of the Academic Senate, CCI has the primary responsibility for the development, review, renewal, and recommendation of curriculum to be approved by the Board of Trustees. A faculty member chairs CCI that includes faculty membership that mirrors that of the Academic Senate (IV.A.2.b.26: *Bylaws of the GWC Academic Senate Fall 2011, Sections II, V*). The representation of CCI is inclusive of the various academic disciplines as is the Academic Senate, with the exception of the additional voting members: Vice President of Student Success, Articulation Officer, Student Representative, and Administrative Director of Student Support Services. CCI meetings typically involve significant collaboration and collegial dialogue about curriculum issues. Yearly reports are provided to the Academic Senate, and on a rare occasion, curricular issues may be agendized for the Academic Senate to discuss and provide direction to the Vice President of Student Success and College President. The CCI chair is provided lecture hour equivalent (LHE) time to lead the CCI. All officers of the Academic Senate Executive Committee are provided LHE time for their leadership roles, as noted in the collective bargaining agreement (IV.A.2.b.27: *Agreement CFE-AFT Local 1911 & CCCD 2011-12*).

Several campus committees including standing committees and review processes provide input to assist student learning programs and services:

- Academic Program Review and Student Services Review processes are completed on a rotating two-year review cycle as identified by the Vice President of Student Success. In this process programs complete a structured review template that includes assessment,

evaluation, and future recommendations. Through this process the Vice Presidents make recommendations to the College President for support and change in collaboration with the Academic Senate. According to the Golden West College Key Performance Indicators for 2010-2011 report the College rates itself as 2.9 from the previous year's 2.6—meaning the College is nearing the Proficiency Stage of 3. Stage 4 is the Sustainable Continuous Quality Improvement so progress on program review is being made (IV.A.2.b.28: *Golden West College Key Performance Indicators 2010-2011*).

- The Planning and Budget Committee (reviews College-wide budget issues and advises the College President) has a key role in this process as well if funds or facilities are required for the program's continued success. Funding is categorized by the reviewing team: Level 1 requests require no additional funding and Level 2 requires additional funding (IV.A.2.b.29: *Program Review Directions and Forms*). The P&B Committee reviews all Level 2 funding and responds.

- The Institutional Effectiveness Committee coordinates and advises Student Success and Student & Administrative Support, the two wings of the College, about student learning outcome assessment for courses and programs. This assessment is used to provide an institution-wide assessment system that evaluates whether or not institutional goals and learning outcomes for students are being achieved. The IEC advises P&B Committee as well.

- The Student Success Planning Team monitors student learning and achievement; identifies areas of concern; and recommends effective practices for continual improvement. In addition, it analyzes how the College delivers basic skills, transfer and career/technical programs, and monitors equity in student success.

- The Instructional Planning Team is a sub-committee of the Student Success Committee/ Planning Team. This team provides support in the development, maintenance and improvement of instructional programs and provides instructional planning input to the campus P&B Committee. This team is led by a Dean and is creating an enrollment management plan.

- The Strategies for Student Success Subcommittee addresses topics pertaining to student equity, matriculation, and basic skills.

- The Admission Pathway "cluster" is being formed of those representatives on the Student Success Planning Team who work in Counseling, Admissions and Records, or Financial Aid.

- The Facilities, Safety & Land Development Subcommittee reviews on-going facilities, campus safety and the need for land development. This committee initially reported to the P&B Committee, but now advise the Student Life and Administrative Services Committee/Planning Team.

- The College Technology Subcommittee has a three-fold charge: 1) to keep abreast of the latest advances in technology and disseminate knowledge; 2) to provide consultation services to the campus community regarding educational technology matters; and 3) to carry out special projects involving the development of educational technology that will

best serve the campus body. This committee initially reported to the P&B Committee, but now reports to the Student Life and Administrative Services Planning Team.

- The GWC Advisory Committees provide necessary input and make recommendations to their respective Planning Teams or P&B Committee and to the College President. The campus Advisory Committee structure is currently under revision.

- The Associated Students provide input through their council directly to the College President and a representative of this body sits on nearly all campus committees to provide the student perspective.

- The Senior Executive Team comprised of the College President and Vice Presidents of Student Success, and Student Life & Administrative Services meets regularly to provide information from planning teams and to bring forward input to the P&B Committee. The Executive team has the responsibility of reviewing all program review information, data, trends, and gather information from Institutional Effectiveness Committee, Planning Teams, Department Managers, Deans, and recommendations from AIC. It is also important to note that according to the Golden West College Key Performance Indicators 2010-2011report the College rates itself as a 2.8 in college planning which is up 0.3 points from the previous self-rating (IV.A.2.b.30: *Golden West College Key Performance indicators 2010-2011*). This result indicates an improvement nearing stage three of proficiency.

All campus committees including standing committees, review processes and work collaboratively together to support curricular and other educational matters that benefit student learning programs and services.

The campus is committed to active involvement of faculty, as evidence by its Academic Senate, including the standing committee CCI of the Academic Senate and other campus committees. The faculty has a substantive and clearly defined responsibility in developing and shaping student learning programs. According to the Accountability Reporting for the Community Colleges (ARCC) for 2012, GWC exceeds statewide averages on five of the seven ARCC measures **(**IV.A.2.b 4: ARCC Report 2021, Golden West College**).** In addition, evidence from the Golden West College Accreditation Employee Survey 2011 Questions #1, #2, #4, and #5 reveals that the campus is committed to continuously improving the student learning process; maintains an ongoing, self-reflection dialogue about the continuous improvement of student learning and institutional processes; and the College seeks to meet the varied educational needs of its students; and, utilizes different modes of instruction to fulfill the objectives of the curriculum to meet students' educational needs at least average (C+) to above average in responses (B-), (IV.A.2.b.31: *GWC Accreditation Employee Survey 2011 Results pgs. 1-5*).

Evidence shows that Career and Instructional Programs have been enhanced by the collegial consultation of campus councils and committees through collegial collaboration and that the learning/educational needs of students are being met. The College is committed to continuing the process of assessing, monitoring, and improving student learning programs and services through the work of committees, planning teams and councils.

IV.A.2.b Actionable Improvement Plan
None

IV.A.3

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

IV.A.3 Descriptive Summary

The College is committed to the concept of shared governance and attempts to involve administration, faculty, staff, and students in the governance process. This is reflected in both the 2010-2016 College Goals (#4- Participatory Governance and Leadership) and in the College Values (Collaborative Climate, Inclusiveness and Diversity, and Leadership). The roles of District and the College administration are clearly defined with directives such as the College President's role in "maintaining effective communication among faculty, students, staff and administration" (CCCD Organizational Delineation Of Responsibility). The Core Planning Structure for GWC illustrates the hierarchy of the governing committees and notes "Community input is welcome at every level." In addition to staff participation on campus-wide committees, classified staff developed Classified Connection meetings to get input from staff, work toward resolutions of campus issues, and to make recommendations to the President's Administrative Council in a manner run by shared governance. Furthermore, although the College is a commuter campus and therefore has more difficulty getting students involved in governance activities, all major committees allow for and encourage student representation. Via the Associated Students website, students can easily access information about these committees including the committee description, person to contact, and meeting times (IV.A.3.01: *ASGWC Campus Wide Committees 2011-2012*).

IV.A.3 Self Evaluation

GWC meets the standard.

It has been the College's goal that administration, faculty, staff, and students work together for the good of students and the institution. While these groups each have a distinct role to play in the governance process, the dialogue that occurs among the committee members from each of these groups has enabled the College to examine issues, address problems, and implement changes much more smoothly than would have been possible in the absence of direct and open communication. This academic year the College has seen a new chancellor who has begun his appointment with The Chancellor's Listening Tour, meetings held at the District site and the three college campuses, to encourage open communication. (IV.A.3.02: *Listening Tour Flyer*).The College president holds "Campus Conversation" meetings geared toward open discussion with faculty and staff about current issues on campus. All college meetings are additional forums for campus conversations (IV.A.3.03: *GWC Campus Conversations Material 2011-12*). Associated Students of GWC hold Student Town Hall meetings in order to discuss student issues with faculty and administrators. Student Town Hall Meetings were held on Nov. 2, 2011; March 7, 2012; and May 9, 2012 (IV.A.3.04: *ASGWC Town Hall Meetings Material 2011-12*).

The current Academic Senate President has been working with the ASGWC Presidents and Student Advocates on the issue of academic integrity for the past two years. This work has included a poll created and conducted by the students in various classes with the permission of instructors. The results were shared and discussed in the Academic Senate and student body meetings (IV.A.3.05:

Academic Senate Minutes November 23, 2010 and December 7, 2010). Recommendations following these discussions included making all students aware of the academic honesty policy by posting it on the faculty syllabi and discussing it during the first week of classes, as well as creating a student awareness campaign for this issue in spring 2012 (IV.A.3.06: *Academic Senate Minutes April 12, 2011 - Academic Integrity Minutes*). Further discussion occurred in AIC meetings, in which administration worked closely with faculty leaders to support efforts to uphold the academic integrity of the College.

The aggregate data for the 2009-2010 Educational Administrator and Classified Manager Behavioral Surveys address the employees' abilities to work effectively with faculty and staff through open communication and providing support for innovation. Shown below are percentages of those surveyed that believed that administrators and classified managers functioned "Significantly Above Expectation" (IV.A.3.07: *AggregatedEducationalAdministratorBehavioralSurvey2009-10*; IV.A.3.08: *AggregatedClassifiedManagerBehavioralSurvey2009-10*).

Survey Question	Administrators	Classified Managers
11. Support and encourage improvement and innovation	46.8%	37.9%
12. Communicate effectively	32.2%	38.9%
13. Listen openly and carefully	34.5%	47.6%
14. Allow adequate opportunity for staff and faculty to provide input prior to decision making	31.2%	34.8%

The 2011 Accreditation Employee Survey that polled administrators, faculty, and staff also examined employees' opinion of open and effective communication and shared governance. Regarding these issues, the items shown below all scored "Average" to "Above average". (IV.A.3.09: *Accreditation Employee Survey 2011 Results ALL*).

3. How well do GWC faculty/staff/administrators understand the College goals and work collaboratively toward their achievement?
40. GWC faculty, staff, administrators, and students have a voice on campus through established committees.
41. GWC faculty, staff, and students have a voice in decision-making processes.
42. GWC relies on the Academic Senate and other appropriate committees for recommendations about student learning programs and services.
43. Through established committee processes, GWC faculty, staff, administrators/managers, and students work together for the good of the institution.

The student voice also influences campus policies and procedures. The new course waitlist procedure being used by the College has come about through student advocacy. Additionally, due to student suggestions, Technology Support Services is currently developing a mobile app to better notify students of waitlist openings. This past year GWC's former student trustee focused his efforts on reducing textbook costs for students. The Academic Senate made this one of its five committee objectives for the 2010-2011 (IV.A.3.10: *Academic Senate Five-Column Model 1-5, fall 2010*) and invited the bookstore manager to several Senate meetings to inform faculty of ways to reduce the textbook costs for students, resulting in half a million dollars in savings to

the students (IV.A.3.11: *Academic Senate Minutes October 26, 2010 and September 27, 2011*). The new Academic Senate goal for Fall 2011 is $260,000 in textbook savings, and the bookstore, students, and faculty continue to explore ways to reduce textbook costs for students. Finally, the student Town Hall Meeting during the fall 2011 semester provided the impetus to create a Financial Literacy Club to help students manage their financial aid.

IV.A.3 Actionable Improvement Plan
None

IV.A.4
The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

IV.A.4 Descriptive Summary
The Accreditation Mid-Term Report, submitted in 2010, indicates that GWC demonstrates integrity in its relationship with the Accrediting Commission. The College takes very seriously the Commission's requirements for public disclosure, self-evaluation, team visits, and prior approval. In particular, the College has responded to the Commission's recommendations from the previous accreditation. These recommendations included implementing SLO's in all courses, implementing new educational outcomes for AA degrees, and establishing an institutional effectiveness plan.

IV.A.4 Self Evaluation

GWC meets the standard.

GWC has worked diligently to bring to fruition the accreditation committee's recommendations. The Academic Senate and CCI worked to define SLO's and four SLO coordinators were appointed in fall 2011 to work with the IEC. GWC faculty has updated many course outlines of record and has had them approved by CCI. These updates included the addition of SLO's for courses that did not currently have them.GWC has also responded to the Accrediting Commission's recommendation of new educational outlines for AA degrees. The Academic senate and its sub-committee CCI worked to create 12 new AA degrees that include twelve majors designed specifically for transfer students. Golden West College has the second most AA degrees in the state. (IV.A.4.01: *CCI Summary of Approvals 2007-08 to 2011-12*; IV.A.4.02: *Academic Senate Minutes April 10, 2012*).

The agenda and minutes for Academic Senate and CCI are available online and in the Senate office for public inspection

The college submitted a proposal for a substantive change in distance education which was approved by the commission.

GWC has a long history of demonstrating honesty and integrity in its relationships with the external agencies with which the College conducts business. As examples, these agencies include the following:

- Board of Registered Nurses
- Vocational and Technical Education Act
- Measure C Citizen's Oversight Committee
- Peace Officers Standards and Training (POST)
- NATEF – automotive

GWC collaborates with these accrediting boards to incorporate their standards into the GWC's current curriculum. The changes to courses, for the purpose of maintaining the program-level accreditation, are evidenced in the CCI agendas and minutes. GWC will continue to work within shared governance committees to evaluate and implement all recommendations made by state groups, accreditation committees, and advisory committees.

IV.A.4 Actionable Improvement Plan
None

IV.A.5
The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

IV.A.5 Descriptive Summary
The College is committed to regularly evaluating governance and decision-making structures and processes to ensure integrity and effectiveness. College governance, decision-making, and the role of leadership are evaluated by participation on various shared governance committees. Participation on committees is primarily done by Faculty, Classified, Management, Part-Time Faculty and Student Government. Participation in these shared governance committees assures evaluation of process at GWC from a wide "frame of reference." This shared-governance process has enabled the College to move toward the goal of institutional effectiveness. During these committees' meetings suggested changes are discussed, as are ways of implementation.

IV.A.5 Self Evaluation
GWC meets the standard.

Under the leadership the current President, the College has implemented new directives for the College P&B Committee (IV.A.5.01: *Planning and Budget Committee Summary September 7, 2005 and February 22, 2006)*, area-planning teams, and has developed a new Educational Master Plan (IV.A.5.02: *GWC Educational Master Plan 2011*). In collaboration with the faculty, the College revised its master plan and extended review methods.The Academic Senate and Curriculum Committee have been instrumental in a move toward a more formal, systematic and regular method of evaluating new and existing educational programs. In 2005-06, the President convened an Institutional Effectiveness Task Force comprised of the three Student Learning Outcome Coordinators (one from instruction, one from student services, and the third from administrative services). The Associate Dean for Institutional Research supported these coordinators. The task force was charged with making formal recommendations of a model the College could use to assess its institutional effectiveness. The College supported this directive by engaging in a dialog using the model. This collaborative effort was enhanced by the participation of all core planning committees.

Budgetary restraints have necessitated changes in the administrative structure at the college, particularly with respect to the number of deans on campus and how divisions are structured. As an example, within the last five years the administrative structure for the Social Sciences, Business, Math and Science divisions have been combined, the Library, Learning Resources, Online Instruction and Staff Development has been consolidated, the Dean of Criminal Justice has also taken responsibility of oversight and coordination with the Director of the School of Nursing. These efforts resulted in reducing the number of deans from eight to six. There are other similar examples of reorganization throughout the College. While these reorganizations have not always been evaluated in terms of effectiveness, the decisions have been made with respect the shared governance structure and processes (IV.A.5.03: *P&B Committee Summary Minutes May 25, 2011*). The next program review should provide the college with evidence on the impact of these changes.

Campus leadership is evaluated every two years. The College conducts evaluations of administrators according to district policy. Faculty and/or staff are surveyed and the data collected is summarized by the campus' research office. The administrator's supervisor then meets with the manager and offers feedback and suggestions for improvement. Because the results of these evaluations are confidential, they are kept at the District Human Resources office in individual personnel files.

Improvements necessary in decision-making structures and processes are often discussed within each shared-governance committee, such as the Academic Senate's discussion of its goals and the progress toward achieving those goals, as well as the AIC's recommendations on extended review. Recommendations made by these committees and/or subcommittees are acted upon at that level and/or forwarded to the appropriate level as noted in the College's organizational chart (IV.A.5.04: *GWC Organizational Chart- Spring 2012*; IV.A.5.05: *GWC Core Planning Structure 20111018*; and IV.A.5.06: *Academic Senate Minutes April 11, 2006, March 14, 2006 and October 10, 2006*).

The College has adopted an updated organizational model. The *conduit* approach has been implemented as GWC has moved away from the more traditional *silo* model. The College believes that the new organizational model will serve to enhance the college-wide shared-governance, yet allow departments, committees and administration to maintain a certain degree of autonomy.

The College is moving toward a more formal, systematic, and regular means of evaluating its governance and decision-making processes. For example, the P&B Committee, Academic Senate, and several individual administrators have linked their annual goals to the College's goals (IV.A.5.07: P&B *Planning Objectives 2008-09 to 2011-12*; IV.A.5.08: *Committees Annual Objectives 2007-2012*).

IV.A.5 Actionable Improvement Plan
None

Standard IV.A List of Evidence

Links to evidence are available at www.goldenwestcollege.edu/accreditation2011-2012.

IV.A.1.01: Awards & Accolades 2010-11 & 2011-12

IV.A.1.02: Accreditation Employee Survey 2011 Results ALL

IV.A.1.03: Aggregated Educational Administrator Behavioral Survey 2009-10

IV.A.1.04: Aggregated Classified Manager Behavioral Survey 2009-10

IV.A.1.05: District Award Recipients

IV.A.1.06: GWC Manager of the Year Information

IV.A.1.07: GWC Classified Employee of the Year Information 2011-12

IV.A.1.08: Charlie Sianez Exceptional Service Award Materials 2006-2012

IV.A.1.09: GWC Teacher of the Year Recognition Information 2007-2012

IV.A.1.10: OC Dept of Ed Teacher of the Year Recognition Information

IV.A.1.11: GWC Program Review Process Evaluation 2012 Spring Summary and Proposed Chart

IV.A.1.12: Academic Senate Minutes May 8, 2012

IV.A.1.13: P&B Agenda May 9, 2012

IV.A.1.14: Two Vice Presidents Proposal Discussions 2010-11

IV.A.1.15: Core Planning Committees Revision Discussions 2011-12

IV.A.1.16: College Goals Review Process 2007-2011

IV.A.1.17: Basic Skills Innovations 2009-10

IV.A.1.18: Announcements of Chancellor's Listening Tours

IV.A.1.19: Committee Effectiveness Self Assessment Student Success Committee spring 2012

IV.A.1.20: Academic Senate Minutes February 28, 2012- one-year AA Degree proposal

IV.A.1.21: CCI Materials Accelerated AA Degree Proposal Spring 2012

IV.A.1.22: Accelerated AA Degree Power Point Presentation to Board of Trustees April 4, 2012

IV.A.1.23: Open Letter April 2012

IV.A.1.24: Committee Effectiveness Self Assessment Student Success Committee spring 2012

IV.A.2.a.01: GWC Organizational Chart - Spring 2012

IV.A.2.a.02: GWC Core Planning Structure 20111018

IV.A.2.a.03: GWC Core Planning Structure 20111018

IV.A.2.a.04: California Code of Regulations, Title 5, Section 53200(c)

IV.A.2.a.05: Board Policy 7837, Faculty/Academic Senate Role in Governance

IV.A.2.a.06: Board Policy 7837 Faculty/Academic Senate Role in Governance

IV.A.2.a.07: Constitution of the GWC Academic Senate rev. November 17, 1998

IV.A.2.a.08: Bylaws of the GWC Academic Senate Fall 2011

IV.A.2.a.09: Academic Senate Minutes October 11, 2011

IV.A.2.a.10: Bylaws of the GWC Academic Senate Fall 2011

IV.A.2.a.11: GWC Organizational Chart - Spring 2012

IV.A.2.a.12: GWC Core Planning Structure 20111018

IV.A.2.a.13: Core Planning Committees Organization Chart, February 2, 2012

IV.A.2.a.14: Proposed GWC Planning Committees Spring 2011

IV.A.2.a.15: Classified Connection MOU - REVISED

IV.A.2.a.16: Board Policy 3901 Student Role in Governance

IV.A.2.a.17: California Code of Regulations, Section 51023.7

IV.A.2.a.18: ASGWC Constitution

IV.A.2.a.19: ASGWC Campus Wide Committees 2011-2012

IV.A.2.a.20: Academic Senate Minutes December 6, 2011

IV.A.2.a.21: GWC Committee Effectiveness Eight Factor Model

IV.A.2.a.22: Planning & Budget Minutes December 14, 2011

IV.A.2.a.23: Academic Senate Minutes October 11, 2011

IV.A.2.b.24: Board Policy 7837, Faculty/Academic Senate Role in Governance

IV.A.2.b.25: California Code of Regulations, Title 5, Section 53200(c)

IV.A.2.b.26: Bylaws of the GWC Academic Senate Fall 2011

IV.A.2.b.27: Agreement CFE-AFT Local 1911 & CCCD 2011-12

IV.A.2.b.28: Golden West College Key Performance Indicators 2010-2011

IV.A.2.b.29: Program Review Directions and Forms

IV.A.2.b.30: Golden West College Key Performance Indicators 2010-2011

IV.A.2.b.31: GWC Accreditation Employee Survey 2011 Results pgs. 1-5

IV.A.3.01: ASGWC Campus Wide Committees 2011-2012

IV.A.3.02: Listening Tour Flyer

IV.A.3.03: GWC Campus Conversations Material 2011-12

IV.A.3.04: ASGWC Town Hall Meetings Material 2011-12

IV.A.3.05: Academic Senate Minutes November 23, 2010 and December 7, 2010

IV.A.3.06: Academic Senate Minutes April 12, 2011 - Academic Integrity Minutes

IV.A.3.07: Aggregated Educational Administrator Behavioral Survey 2009-10

IV.A.3.08: Aggregated Classified Manager Behavioral Survey 2009-10

IV.A.3.09: Accreditation Employee Survey 2011 Results ALL

IV.A.3.10: Academic Senate Five-Column Model 1-5, fall 2010

IV.A.3.11: Academic Senate Minutes October 26, 2010 and September 27, 2011

IV.A.4.01: CCI Summary Approvals 2007-08 to 2011-12

IV.A.4.02: Academic Senate Minutes April 10, 2012

IV.A.5.01: Planning and Budget Committee Summary September 7, 2005 and February 22, 2006

IV.A.5.02: GWC Educational Master Plan 2011 Web Page

IV.A.5.03: P&B Committee Summary Minutes May 25, 2011

IV.A.5.04: GWC Organizational Chart - Spring 2012

IV.A.5.05: GWC Core Planning Structure 20111018

IV.A.5.06: Academic Senate Minutes April 11, 2006, March 14, 2006 and October 10, 2006

IV.A.5.07: P&B Planning Objectives 2008-09 to 2011-12

IV.A.5.08: Committees Annual Objectives 2007-2012

Standard IV - Leadership and Governance · Standard IV.A - Decision-Making Roles & Processes

332

Standard IV.B Subcommittee

CO-CHAIRS

Wes Bryan
President

Ron Lowenburg
Dean, Criminal Justice and Nursing

Diane Restelli
Professor, Nursing

MEMBERS
Academic Issues Council:

Jaima Bennett
Professor, Arts & Letters, CCI Chair

Amanda Best
Associate Professor, Art, IPD Chair

John Dunham
Instructor, Math & Sciences,
Academic Senate Vice President

Martie Ramm Engle
Associate Professor, Theater Arts,
Academic Senate Vice President

Janet Houlihan
Vice President,
Student Life and Administrative Services

Theresa Lavarini
Associate Professor, Arts & Letters,
Academic Senate President

Fabienne McPhail Naples
Vice President, Student Success

Dwayne Thompson
Associate Dean, Institutional Research

Accreditation Self-Study 2011-2012

STANDARD IV.B
Board and Administrative Governance
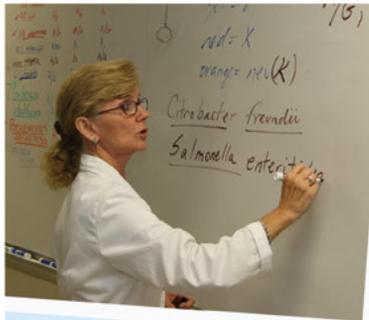
IV.B. Board and Administrative Organization

In addition to leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institutions. Multi-College Districts/systems clearly define the organizational roles of the District/system and the Colleges.

The legal basis and authority of the Coast Community College Board of Trustees are derived from California Education Code Section 70902 (IV.B._.01: *Education Code, Section 70902*). The duties and responsibilities of the Board of Trustees are outlined in the same section.

Board Policy 2201 delegates authority to the Chancellor of the District to administer the policies adopted by the Board and to execute all decisions of the Board requiring administrative action (IV.B._.02: *Board Policy 2201, Board of Trustees Standards for Administration*, IV.B._.03: *Board of Trustees Standards for Administration and Board Policy 2430, Delineation of Authority to District Chancellor and College Presidents.*). The Board also grants the Chancellor the authority to delegate any powers and duties entrusted to him to enhance organizational functioning while remaining ultimately responsible for the execution of such delegated items. The Chancellor is expected to perform the duties contained in the job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The goals for job performance are developed and jointly agreed to by the Board and the Chancellor.

As described in the District-wide Functional Map (IV.B._.04: *District-wide Functional Map*) and in Board policies, the organizational roles of the District and the Colleges are clearly defined.

IV.B.1
The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College or the District/system.

IV.B.1. Descriptive Summary
The Board of Trustees is the publicly elected body of representatives from the community, consisting of five members. The Board sets such policies as are necessary to govern the conduct of the District as outlined in California Education Code Section 70902 (IV.B._.05: *Education Code, Section 70902*). The Board is subject to the provisions of the Constitution of the State of California, the Rules and Regulations of the Board of Governors of the California Community Colleges and its own policies and procedures (Ref IV.B._.06: *Board Policy, Series 2000*). The policies adopted by the Board are consistent with the provisions of law but do not encompass all laws relating to the District's activities.

The Chancellor has the responsibility for carrying out the policies established by the Board through administrative procedures. Students and employees are expected to adhere to the policies established by the Board and to abide by the administrative procedures and regulations designed to implement the policies, as well as all provisions of law pertinent to their activities.

The Board is committed to fulfilling the responsibilities outlined in California Education Code Section 70902 (Ref IV.B._.07:*Education Code, Section 70902*), which are to represent the public interest; establish policies that define the institutional mission; and set prudent, ethical and legal standards for District operations. The Board also hires the Chancellor, and delegates power and authority to the Chancellor to effectively lead the District, assures fiscal health and stability, monitors institutional performance and educational quality, and advocates for and protects the District (IV.B._.08: *Board Policy 7909, Search/Selection of Executive Management*).

The Board has the responsibility to establish a search process for the District Chancellor, which complies with relevant regulations, and to select and hire the Chancellor. After the retirement of the previous Chancellor, which was announced in January 2011 and became effective June 30, 2011, the Board utilized Board Policy 7909 for the Search and Selection of Executive Management, approved in November 2007, to conduct its search. The Board suggested the formation of a search committee with representation from all constituent groups of the District and the community. The Board secured the services of a consultant who worked closely with this committee, assisting in formulating the strategy for reviewing applications, selecting interviewees, conducting interviews with the search committee, selecting finalists, and Board interviews with the finalists. The process culminated with the Board's selection of the new Chancellor who started on August 3, 2011.

The evaluation of the Chancellor is conducted annually. The process for the annual evaluation is outlined in Board Policy 2435 Evaluation of the Chancellor (Ref IV.B._.09: *Board Policy 2435, Evaluation of the Chancellor*). As stated in the policy "The Board of Trustees shall conduct an evaluation of the Chancellor at least annually, using an evaluation process developed in cooperation by the Board of Trustees and the Chancellor. Such evaluation will be based on the job description, Board-adopted goals, job performance, including strengths and weaknesses, and will consider any requirements set forth in the employment contract with the Chancellor."

IV.B.1. Self-Evaluation
GWC meets the standard.

The Board of Trustees establishes policies at open board meetings with a well-publicized agenda, where all constituent groups have an opportunity to address the board. All board policies, including Board Policy 7909 for the Search and Selection of Executive Management, are available on the District's public website. The evaluation of the Chancellor is conducted by the Board of trustees in closed session, without input from the public.

IV.B.1. Actionable Improvement Plan
None

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

IV.B.1.a. Descriptive Summary
The Coast Community College District Board of Trustees is an independent board with a five-member team elected at large, but each member represents a defined segment from the District community that includes the cities of Seal Beach, Garden Grove, Huntington Beach, Westminster, Stanton, Fountain Valley, Costa Mesa, Newport Beach, and portions of surrounding communities (IV.B.1.a.10: *District Trustees/Areas Map*). *Board elections are held in even-numbered years with staggered four-year terms of office* (IV.B.1.a.11:BP *2100 Board Elections*). There is also a student trustee elected annually by members of the District Student Council. The student trustee has advisory voting rights (Ref IV.B.1.a.12:*BP 2105 Student Representative Selection Process*). The Board of Trustees carries out the philosophy, mission, and priorities of the Coast Community College District through the execution of defined policies and responsibilities.

At the core of the Board is its continuing commitment to focus on the community, which it has served since the District's founding in 1947. The Board members are active participants and citizens in the community. The Board encourages the attendance of the public at the open board meetings. The Board president sends reports to the community regarding the good works of the Coast Colleges.

The public may view Board agendas and minutes posted on the District Web site, attend open Board meetings, and address the Board on agenda items. The Board appoints citizens on all appropriate committees, such as the Citizens' Oversight Committees for the Measure C bond and strategic planning committees. Citizens are also appointed to major District search committees such as for the Chancellor, the College Presidents, and the Vice Chancellors.

IV.B.1.a. Self-Evaluation
GWC meets the standard.

While the Board has struggled to act as a whole, it has recognized this and schedules retreats and study sessions to reconcile differences, develop working relationships with one another and senior level managers, and adopt a common direction. Such retreats are devoted to a variety of topics including mission and vision, goal setting and accreditation. The College appreciates the Board's efforts to improve communication and encourages the continuation of retreats and study sessions.

It should be noted that the minutes for the Board meetings do not include information about discussions or deliberations that take place thus making it difficult for citizens to inform themselves. Three years ago the Board decided to release only action minutes of their meetings; however, recording of the meeting is retained for up to 30 days after each meeting. During reviews of drafts of the institutional self evaluation, where the concern about the limitation of action minutes was noted, the Board Accreditation Committee and the Board as a whole, discussed this issue and was responsive (Ref Minutes of BOT Accreditation Committee Meeting April 17, 2012, Board Meetings May 16, 2012 and August 1, 2012). In response to this concern, the Board voted at the August 1, 2012 meeting to have more detailed minutes for topics related to student success, instructional programs, student services, budget and fiscal stability, board policies, planning, student learning outcomes and other topics of interest. For those topics more detailed minutes would be prepared to capture a summary of the discussion of the Board. The change in minutes has been

implemented and is reflected in the level of detail that has been incorporated starting with the minutes of the August 1, 2012 Board meeting.

IV.B.1.a. Actionable Improvement Plan
None

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

IV.B.1.b. Descriptive Summary
The District's Vision and Mission Statements and Values and Principles, which are posted on the District web site, are as follows:

Vision Statement
Coast Colleges provide excellence, innovation and success in education to inspire and transform lives in our local and global community.

Mission Statement
Coast Colleges offer inspiration, innovation and meaningful learning experiences to its diverse and changing community and prepares students to achieve success in post-secondary, career and technical and life-long educational opportunities.

Values
We value:
1. *The mission and responsibilities of our profession;*
2. *Students success;*
3. *Support teaching and learning excellence;*
4. *Learning, fairness, unity and continuous improvement;*
5. *Collaborative, institutional culture;*
6. *Support of students, faculty, management and staff;*
7. *Active outreach;*
8. *Professional integrity;*
9. *A transparent, accessible and balanced governance structure.*

Principles
- *Learning: Student-centered and outcome-based for optimal success.*
- *People: Respect for and commitment to invest in people.*
- *Focus: Vision inspired, student centered and goal driven by strategic master plans.*
- *Agility: Flexible, responsive and courageous when needs require change in practices and conditions.*
- *Integrity: Truthfulness is the first and most important trait to good institutional citizenship.*

- *Collaboration: Shared responsibility and teamwork across disciplines, departments, divisions, colleges and districts.*

- *Engagement: Broad-based involvement of stakeholders to encourage optimal decision-making.*

- *Diversity: Reflect inclusiveness with all ethnic, socio economic, educational, abilities and cultural backgrounds.*

- *Equity: All staff serves and contributes to our students' success with equal importance.*

- *Unity: The importance of the collective good and bond is greater than the gain of individuals, departments, colleges.*

Goals

1. Develop and enforce student-centered and student-first attitudes, processes, decisions, policies and culture.

2. Increase student success rates by adopting proven best practices and program designs.

3. Increase access and success to meet the changing students' needs of our community.

4. Provide leadership in addressing regional workforce training and development needs.

5. Embrace and increase the diversity of faculty, staff, administration and curriculum.

6. Invest in the professional and leadership development of all staff.

7. Create an institutionalized practice and culture of evidence in decision making.

8. Encourage and support creativity, flexibility and innovation.

9. Engage and invest in entrepreneurial activities to increase and diversify revenue streams.

10. Maximize the appropriate and strategic utilization of technology.

11. Enhance international educational learning opportunities for students, faculty and staff.

12. Achieve long-term financial stability and decrease reliability on state funding.

13. Strengthen and increase strategic alliances and partnerships in local and global communities.

The Board maintains broad oversight of the District's educational programs through Board policies that establish standards for graduation, curriculum, and program development. The Board is also directly responsible for guaranteeing the District's institutional integrity. It does so by periodically reviewing and approving the District's Vision and Mission Statements, Values and Principles. These are posted to the District web site and provide guidance for actions of the Board. They define the District's role in and commitment to "provide excellence, innovation and success in education to inspire and transform lives in our local and global community" (IV.B.1.b.13: *Coast District Vision and Mission Statements, Values and Principles Web Page*).

The curriculum approval process further details the Board's role in ensuring the quality of the District's academic offerings. In accordance with state law, each college's Academic Senate's Curriculum Committee manages curriculum changes and development of new courses and

programs. These are reviewed by the College Presidents and the Chancellor and ultimately approved by the Board (IV.B.1.b.14: *Board Policy 4020 Curriculum Development and Approval*).

At its regular, special, and committee meetings, the Board reviews reports and presentations on instruction and student services, college and district operations, strategic planning updates, and formal budgets. The Board gives approval for all educational programs and construction of all facilities. The Board reviews and approves changes to the District and college budgets throughout the year, which supports the goal of addressing the priorities and improving student learning programs. As a result of Title 5 changes, curriculum standards have been adopted that expand the Board's role in approving stand-alone programs and courses.

Annually, updated college-based program reviews ensure the relevancy and quality of educational programs. The District Educational Master Plan, Vision 2020, was developed through institutional dialogue and provides the context for policy and funding decisions made by the Board.

IV.B.1.b. Self-Evaluation
GWC meets the standard.

The College has curriculum approval procedures and program review procedures, which have been developed through collegial consultation between the academic senate and the Board's designee (College managers). The College offers periodic reports to the Board on the instructional programs and student services offered to students to ensure their quality and integrity. Through the District and College planning and budget development process, the College is assured that the resources are in place to support its programs and services.

IV.B.1.b. Actionable Improvement Plan
None

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

IV.B.1.c. Descriptive Summary
The Board reviews and approves the annual District budget. The Board reviews financial reports for the District, authorizes expenditures for the construction and maintenance of facilities, and approves all educational programs.

The Board, through the work of its committees - Accreditation, Career Technical Education, Land Development, Legislative Affairs, Budget and Audit, and Personnel - ensures the high quality of the District's educational programs, oversees the financial health and integrity of the District and confirms practices are consistent with policies. The Board is kept apprised of the District's and College's outcomes, development, and issues in numerous ways. Trustees are regularly provided information on current issues, new activities and program changes in communications from the Chancellor and in Board meetings through reports, presentations and Board agenda items for both information and action.

The Board assures the fiscal integrity of the District through the regular review of the budget, through the development and application of Board adopted budget guidelines and by requiring a minimum contingency reserve. Legal matters of the District are discussed in both open and closed

sessions of Board meetings as appropriate and allowed by law. When necessary and appropriate, the Board consults with legal counsel to ensure the integrity of its decisions. The Board conducts closed sessions for decision-making related to legal matters such as personnel evaluation and disciplinary actions, negotiations, and the advice of counsel on pending litigation.

IV.B.1.c. Self-Evaluation
GWC meets the standard.

While the Board has ultimate responsibility for educational quality, legal matters and financial integrity, it allows for input from the College through a variety of mechanisms identified in the descriptive summary. Actions by the Board are final and not subject to any other body once a decision has been made. During the past three years, a District Budget Advisory Committee, composed of representatives from all three Colleges, has met to advise the Board, through the Chancellor, on both long-term and short-term budgetary matters. This committee has also provided opportunities to the College to learn more about the budget development process and external and internal budgeting concerns.

IV.B.1.c. Actionable Improvement Plan
None

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

IV.B.1.d. Descriptive Summary
Board policies series 2000 stipulate the Board's size, duties, responsibilities, structure, committees, and operating procedures. Board Policies 2010 Board Membership and 2100 Board Elections stipulate that the Board consists of five members elected by the citizens of the Coast Community College District to serve four-year terms. Per Board Policy 2100 Board Elections, elections to office for three trustees shall alternate with election to office for two trustees (IV.B.1.d.15:*Board Policy 2100, Board Elections*;IV.B.1.d.16: *Board Policy 2010, Board Membership*).

Board Policy 2105 also stipulates that a student trustee is elected for a one-year term beginning June 1. The District Student Council elects the student trustee. The student trustee can cast an advisory vote and does not participate in closed sessions (IV.B.1.d.17: *Board Policy 2015 Student Trustee, Board of Trustees*;IV.B.1.d.18:*Board Policy 2105, Student Representative Selection Process*).

IV.B.1.d. Self-Evaluation
The College meets the standard. Board policies, agendas and minutes are posted on the District website. The District website is publicly accessible by all employees and community members.

IV.B.1.d. Actionable Improvement Plan
None

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

IV.B.1.e. Descriptive Summary

The Board's Code of Ethics sets forth the operational and ethical responsibilities of the Board members (IV.B.1.e.19: *Board Policy 2715 Code of Ethics for the Board of Trustees*). The Board's meeting times and procedures are well established and the Board operates consistently with them.

Because the District has previously opted to subscribe to the Community College League of California's (CCLC) "Policy and Procedure Service," the Board adopted many of the policies related to the Board itself made available through this service. Legal counsel has reviewed these policies to ensure their overall accuracy and use of appropriate language.

The District has made efforts to engage in a process to review and update Board policies and recommend new ones, as needed. Due to turnover in some of the executive positions, many of the existing policies have not been reviewed in recent years. In April 2011, each of the three Vice Chancellors developed a schedule for the review of the Board policies pertinent to the areas under their purview. However, these schedules have not been followed and the review has fallen behind.

As of December 2011, a renewed effort and priority have been placed on updating the previously established schedules and ensuring that the review of existing policies proceeds according to the updated schedules. In order to clarify and formalize the process by which existing board policies and administrative procedures are revised or new ones are created, the District, through discussions in the Chancellor's Cabinet and in Board meetings, developed and implemented in February 2012, Administrative Procedure 2410 Board Policies and Administrative Procedures. The process defined in this administrative procedure has since been followed.

The Vice Chancellor of Educational Services and Technology provided analyses and recommendations regarding development of new board policies and administrative procedures that are required. A consultant from CCLC participated in the March 21, 2012 Board study session and discussed with the Board effective practices for the development and revision of board policies.

After further review and analysis of the current structure and numbering of existing board policies and administrative procedures, the Vice Chancellor of Educational Services and Technology also provided an extensive analysis with recommendations for changes in the current structure, numbering and, in some cases, content of board policies in order to fully implement the CCLC structure and numbering format as well as consistency with CCLC in terms of content of board policies and administrative procedures. The Board approved at the August 1, 2012 meeting to implement the proposed recommendations and the work is under way to implement them.

IV.B.1.e. Self-Evaluation

The College partially meets the standard. The Board does largely follow its policies, but there are many procedures that still need to be developed and policies that need to be revised and updated. As noted, a renewed effort is under way to implement the revised schedule. The newly developed administrative procedure AP 2410 clarifies the process by which existing Board policies and administrative procedures are reviewed or new ones developed (IV.B.1.e.20: *Administrative Procedure 2410*).

IV.B.1.e. Actionable Improvement Plan
Complete the review of all existing board policies by the end of spring 2013.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

IV.B.1.f. Descriptive Summary
The Board allocates travel and educational funds for its members on an annual basis and has established an annual cap of $5,000 per trustee. Members of the Board have travel expenses paid whenever they travel for Board development, as representatives of and perform services directed by the Board (IV.B.1.f.21:*Board Policy 2735, Board of Trustees Travel Policy*). In addition, the Trustees are members of professional organizations such as CCLC and have opportunities for personal education and development. Over the last five years, two current and former Board members have served on the Board of the California Community College Trustees, in addition to CCLC's Advisory Committee on Education Services.

The Board conducts retreats and study sessions on topics of interest in their scope of responsibilities. Orientation of new Board members is accomplished through meetings with the Secretary of the Board, the Board President, individual Board members, and various administrative staff. New members also receive District background information and materials published by the CCLC. In addition, newly elected and/or appointed Trustees are supported and encouraged to attend the new trustee orientation program established by the CCLC and held on an annual basis in conjunction with the League Legislative Conference.

IV.B.1.f. Self-Evaluation
The College meets the standard. New trustees meet with District staff members, attend board retreats, and attend the League's new trustee orientation. They read information about the College and District provided to them in a trustee handbook. Because Board members are elected in staggered terms, a continuity of membership is assured even through a new member may come aboard. Additionally, board members are invited to attend many College functions, during which they can learn about the educational programs and services of the College.

IV.B.1.f. Actionable Improvement Plan
None

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

IV.B.1.g. Descriptive Summary
The Board of Trustees engages in a process of self-evaluation for assessing board performance. Board Policy 2745 establishes the expectation for the Board to conduct a self-evaluation "in order to identify strengths and areas in which it may improve its functioning" (IV.B.1.g.22: *Board Policy 2745, Board Self Evaluation*). The policy outlines the process for conducting the self-evaluation. The Board conducted its most recent self-evaluation at the meeting on October 17, 2011 as well as subsequent meetings at which the Board discussed the results of the self-evaluation (IV.B.1.g.23: *Board Agenda Materials*: and IV.B.1.g.24: *Board Minutes Self-Evaluation*).

IV.B.1.g. Self-Evaluation
The College partially meetsthe standard. The Board has a self-evaluation process, which is clearly defined and published as a board policy. However, the board does not strictly follow its policy. For example, the policy states that the Board shall approve an evaluation instrument during a September meeting of odd-numbered years. This did not happen in September of 2011. The policy also states that board members will complete the self-evaluation and submit their responses to the board secretary at least ten days prior to the evaluation meeting so that tabulated responses can be presented to the Board president. The Board president is responsible for providing a summary to the Board in the form of a written communication to be provided to the board at an agendized meeting as the board is subject to the Brown Act. In 2011, the Board completed and submitted the self-evaluations at the evaluation meeting in October 2011. At the March 21, 2012 and May 16, 2012 meetings, the Board continued to discuss their results, but did not adopt any action plans to improve their functioning as the Board Policy states.

IV.B.1.g. Actionable Improvement Plan
The Board will model best practices of continuous improvement by completing its evaluation process and taking appropriate action in response to the evaluation summary.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

IV.B.1.h. Descriptive Summary
The Board of Trustees Code of Ethics was originally adopted in 1991, and was revised in 1997 and again in 2007 and in 2012 (IV.B.1.h.25: *Board Policy 2715, Code of Ethics for Members of the Board of Trustees*). It delineates the ethical standards that the members of the Board are expected to follow and steps for addressing ethical violations, which were developed and added to the policy in 2007. There are also two Board policies for the disclosure of any conflicts of interests (IV.B.1.h.26: *Board Policy 2710, Conflict of Interest* and IV.B.1.h.27: *Board Policy 2712, Conflict of Interest Business Operations*).

IV.B.1.h. Self-Evaluation
GWC meets the standard.

The Board of Trustees has a Code of Ethics, which outlines the steps taken to address ethical violations. The policy was discussed and adopted in an open board meeting. No claims of ethical violations have been made since its adoption.

IV.B.1.h. Actionable Improvement Plan
None

IV.B.1.i The governing board is informed about and involved in the accreditation process.

IV.B.1.i. Descriptive Summary
The Board of Trustees is an active and informed participant in the accreditation process. The Board of Trustees is regularly informed of the new accreditation requirements and accreditation processes in other Colleges in the system by the Chancellor, Vice Chancellor of Educational Services

and Technology and College representatives. In January 2009, the Board created a committee of the Board specifically focused on accreditation. The charge and role of this Board committee are described in Board Policy 2223 Board of Trustees' Accreditation Committee (IV.B.1.i.28: *Board Policy 2223, Board of Trustees Accreditation Committee*). In addition to the meetings of this Board committee, discussions related to accreditation are scheduled with the full Board in study sessions for the Board as a whole to review drafts of the institutional self-evaluations for re-affirmation of accreditation and other accreditation related reports (IV.B.1.i.29: *Board Agendas and Minutes on accreditation study sessions and meetings*). At the November 14, 2011 meeting of the Board Accreditation Committee, the then Interim Vice Chancellor of Educational Services (currently Vice Chancellor of Educational Services and Technology) and College representatives reviewed and discussed with the Board members the status of accreditation and timeline for institutional evaluations for each College; the process, coordination and approach to developing the institutional self-evaluations and integration of materials, writing and evidence from and about the District; the status of the District-related recommendations from the 2007 comprehensive accreditation visit; the ACCJC Policy and Procedures for Evaluation of Institutions in Multi-College Districts; the sections from the ACCJC Guide to Evaluating Institutions regarding Standard IV A and Standard IV B (IV.B.1.i.30: *Board Agendas and Minutes on accreditation study sessions and meetings*). At the February 7, 2012 meeting of the Board Accreditation Committee, the Interim Vice Chancellor of Educational Services provided materials and discussed Board policies and administrative procedures that are needed in support of the accreditation standards, a revised draft of the functional map delineating roles and responsibilities between the District and the College. The College President provided a status update on the institutional self-evaluation. The Board as a whole held study sessions on accreditation on February 8, 2012, March 21, 2012 and August 1, 2012.

Throughout the accreditation time span since the last visit, the Board has received regular updates on the accreditation process and reviews and approves, as necessary, the self-evaluation, mid-term reports, progress reports and accreditation-relayed substantive change requests at its open meetings.

IV.B.1.i. Self-Evaluation
GWC meets the standard.

The Board of Trustees' Accreditation Committee meets regularly: the meetings are open to the public; and it hears reports from the College on the institutional self-evaluation and timelines as well as reviews draft self-evaluations. The Board occasionally places accreditation on the agenda at its meetings, as well. The full Board then reviews the draft self-evaluation document from the College and makes recommendations to the College on its contents, listens to reports on the progress made by the College, as well as any recent actions by the ACCJC.

IV.B.1.i. Actionable Improvement Plan
None

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the District/ system chief administrator (most often known as the chancellor) in a multi-College District/ system or the College chief administrator (most often known as the president) in the case of a single College. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the District/system or College, respectively. In multi-College Districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the Colleges.

IV.B.1.j. Descriptive Summary
Board Policy 7909 describes the responsibility of the Board of Trustees in the search and selection of the Chancellor. In 2011, the Board selected a new Chancellor for the District. The process involved a national search, evaluation and selection of final candidates by a search committee composed of college constituents, and then selection of the Chancellor by the Board of Trustees (IV.B.1.j.31: *Board Policy 7909*).

The Board conducts an evaluation of the Chancellor at least annually (IV.B.1.j.32: *Board Policy 2435*).The evaluation must comply with any requirements set forth in the contract of employment with the Chancellor as well as Board Policy. The Board evaluates the Chancellor using an evaluation process which is described in Board Policy 2435. The performance goals and objectives are developed jointly between the Chancellor and Board. The evaluation is conducted in closed session.

The Board delegates authority to the Chancellor and College President in Board Policies 2430 and 2201. The policy states that the Chancellor possesses the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.The Chancellor may delegate any powers and duties entrusted to him by the Board, but he is specifically responsible to the Board for the execution of such delegated powers and duties (IV.B.1.j.33: *BP 2201*; IV.B.1.j.34:*BP 2430*). Additional policies illustrate the delegation of authority. For example, Board Policy 7111 authorizes the Chancellor to employ certificated temporary staff; Board Policy 7112 authorizes the Chancellor to employ classified staff; Board Policy 7113 authorizes the Chancellor to accept written resignations from certificated and classified staff (IV.B.1.j.35: *BP7111*; IV.B.1.j.36: *BP 7112*; and IVB.1.j.37: *BP 7113*). Such policies ensure that the Chancellor is empowered to hire selected personnel in a timely fashion when managing resignations and retirements.

The Chancellor operates within and with a clearly-defined and articulated governance process beginning with the main participatory governance committee, the Chancellor's Cabinet, which meets on a monthly basis (IV.B.1.j.38: Chancellor's Cabinet 2011-12 Membership). It is composed of district and college constituent groups including the executive managers, the presidents of the academic senates, the presidents of the classified forums, the presidents of each union or employee association, and a representative of the student government. As such, the Board expects the Chancellor to consult with college and district constituents on district-wide decisions, including institutional planning, budgeting, and adopting policies and procedures to promote the mission and goals of the District and College.

In our multi-college district, Board Policy 7909, described above in the selection of the Chancellor, also describes the process by which the Board of Trustees selects the college president. The college followed this policy in 2010 when our current college president was hired. The Board has no policy governing the evaluation of the college president. However, there is an administrative procedure for evaluating all management employees, which applies to the college president.

IV.B.1.j. Self Evaluation
The college partially meets the standard. The policies and procedures are in place for the selection of the Chancellor and College President. These have been implemented within the last two years. The Board clearly follows these policies.

Board Policy 2435 states in part: "The Board of Trustees shall conduct an evaluation of the Chancellor at least annually using an evaluation process developed in cooperation by the Board of Trustees and the Chancellor. Such evaluation will be based on the job description, Board-adopted goals, job performance, including strengths and weakenesses, and will consider any requirements set forth in the employment contract with the Chancellor."

The Board appears to be evaluating the Chancellor on a monthly basis as this item appears regularly on the Board agenda during closed session. In 2010, the evaluation of the chancellor appeared no less than thirteen times on the Board agenda. In June 2012, the Board President notedthat "the current Chancellor requested this in order to discuss his goals and objectives to make certain he is within the parameters and direction expected by this Board." At the June 27, 2012 Board Accreditation Committee Meeting, it was decided that Board Policy 2435 Evaluation of the Chancellor should be updated to reflect the actual practice of the Board in its evaluation of the Chancellor.

The college is concerned about the Board's delegation of authority to the Chancellor. For example, the previous Chancellor wrote a letter to the Board, which she read publicly and asked to include in the Board minutes, objecting to a proposed resolution at the April 6, 2011 meeting. The resolution, justified as a response to the ongoing budget crisis, would have put an immediate halt to transfers of management employees. One of the points made by the Chancellor, in her letter, was that the resolution interfered with the responsibility of administrators to operate the district and colleges. Additionally, the proposed resolution would have disregarded the results of the participatory governance process set up at the college to determine which positions are absolutely necessary for the college's operations despite the budget crisis. The Board of Trustees did table the resolution. The Chancellor and a Trustee then worked on revising the resolution in light of the negative feedback from district and college constituents; the revised resolution passed unanimously at the May 4, 2011 meeting.

IV.B.1.j. Actionable Improvement Plan
The college encourages the Board continue to work on clarifying the delegation of authority through the development of an administrative procedure related to BP 2201.

IV.B.2

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

IV.B.2.a Descriptive Summary

The role of the college president is clearly defined and taken from three related documents. First is the Board Policy (IV.B.2.a.01:*Board Policy 2430, Delineation of Authority to Chancellor and College Presidents*), second from the Board adopted District-wide Functional map (IV.B 4 District-wide Functional Map) continues to be under development 5/12, which has been revised since the last accreditation visit to reflect changes within the District, and finally from the description of duties found in the job description under which he was hired (IV.B.2.a.02: *GWC President Job Announcement*).

Consistent with Board Policy 2430, Delineation of Authority to the Chancellor and the College Presidents, the Chancellor gives full responsibility and authority to the President of the college to implement and administer delegated District policies without interference and holds him accountable for the operation of the college. The College President is active on the Chancellor's Cabinet, during which policies and operation of the College is are discussed. The President meets regularly with the Chancellor and other college presidents allowing them to discuss as a team further District-wide strategic goals and initiatives. The District-wide Functional Map also outlines the college presidents' role and responsibilities for: institutional leadership, policies and procedures, advocacy, financial stability, resource development, and college foundations.

The college President has worked diligently with the executive team, the Academic Senate as well as, the other planning teams, and the College and District Human Resources offices in the development of a number of short-term re-organizations. These efforts have enabled the College to address critical staffing needs while continuing to move forward even during a period when it has experienced loss of many key administrators, faculty and classified positions. These changes have involved both short term and long-range shifts as the College endeavors to re-position itself for what has been termed the "new normal" (IV.B.2.a.03: *Short Term Reorg Examples*). Examples include changes made in staffing for the Associated Students, the creation of a new Supervisor, Emergency Preparedness and Special Events, moving the School of Nursing with the Criminal Justice Training Center under one Dean, and other moves, which have saved the college more than $500,000, while gaining some efficiencies and staffing areas of critical need.

IV.B.2.a Self Evaluation

GWC meets the standard.

The President plans, oversees, and evaluates the administrative organization and staff to reflect the institution's purposes, size and complexity. He delegates authority to administrators and others consistent with their responsibilities as appropriate by utilizing organizational charts,(IV.B.2.a.04: *GWC Organization Chart March 7, 2012*), establishing clear committee structure (IV.B.2.a.05: *Core*

Planning Structure and Advisory Committee Charts, fall 2011), establishing program reviews for instructional, student and administrative services divisions, as well as reviews for administration (IV.B.2.a.06: *Program Review Web Page*); IV.B.2.a.07: *Management Evaluations Web Page*). The President also utilizes the Educational Master Plan to provide a road map that connects with goals related to divisions (IV.B.2.a.08: *GWC Educational Master Plan (2011)*).

In response to the fiscal challenges facing the college, loss of key personnel positions, and out of a conviction that there needed to be greater integration among the four organizational divisions – instruction, student-services, administrative services, and the executive wing, the College President initiated campus wide discussions to reorganize the College administrative structure in support of student success. The first phase of this re-organization was achieved by the start of the fall 2011semeseter (IV.B.2.a.09: *GWC Organization Charts 2009-10 to 2011-12*). The College continues to discuss and implement changes in reporting assignments, College committees and the realignment of some responsibilities. These have been well described in other parts of this report see standard I.A. This Fall, 2012, the college formed a committee to develop and recommend and comprehensive long term staffing plan.

IV.B.2.a. Actionable Improvement Plan
The College will continue to use its newly formulated committee structure and the P&B Committee to monitor and review the effectiveness of the changes adopted in the organizational structure of the college as well as the core committee structures to ensure that the college continues to improve services to students while improving student success. The College's IEC will help in these making and reporting these assessments, which will be discussed with AIC and the College P&B.

IV.B.2.b The president guides institutional improvement of the teaching and learning environment by the following:

- **Establishing a collegial process that sets values, goals, and priorities; and**

- **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; and**

- **Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**

- **Establishing procedures to evaluate overall institutional planning and implementation efforts.**

GWC meets this standard.

IV.B.2.b Descriptive Summary
The College President chairs the College P&B Committee. The committee's directive is to guide the implementation of the college's goals and objectives and to establish directions, values, and priorities for the college through shared governance (IV.B.2.b.10: *GWC P&B Charter & Membership 2011-12*; IV.B.2.b.11: *Planning & Budgets Summaries*).

IV.B.2.b. Self-Evaluation
GWC meets the standard.

The College President communicates the College's values, goals, and directions via the College Educational Master Plan (IV.B.2b.12: *GWC Educational Master Plan Web Page*).The Core Planning Structure (IV.B.2.b.13: Core Planning Structure Diagram October 28, 2011*) is utilized to ensure that College goals are* central to the deliberative process. Tangible examples are also seen in Planning & Budget agendas and minutes (IV.B.2.b.14: *P&B Minutes Q:\Committees\Planning and Budget\Agendas & Handouts*)as well as the process used to develop and adopt the new College Educational Master Plan, which began with a thorough review of the college mission, vision and values. After these were completed the College embarked on a review of the College goals, taking into account the progress achieved on the previous goals and seeking to develop new goals to support and motivate the college in the pursuit of its mission, vision and values for student success.

The primary way the College integrates planning and checks it progress it through program review. Program reviews are done on a two-year cycle by each College program, as well as the dean or manager, and then transmitted to the appropriate planning team The Vice President of Student Success and the Vice President of Student and Administrative Support coordinate the program review process, which provides evidence about how well the college is implementing its goals to achieve its vision and mission at the programmatic level (IV.B.2.b.15: *Program Review Web Page*). The second cycle of program review will begin in 2013 and it will be the first program review cycle completed under the new two Vice Presidential organizational structure.

The Associate Dean of Institutional Research reports to the College President (IV.B.2.b.16: *Core Planning Structure Diagram October 18, 2011*). Additionally, the IE Committee, which is co-chaired by the Associate Dean, reports directly to Planning and Budget Committee. This provides the College President with a direct link with the research office and continuously obtains updates on external and internal conditions that impact planning and institutional performance.

The College President ensures that evaluation and planning are informed by high quality research and analysis of internal conditions by closely monitoring surveys by the Associate Dean of research; he also relies on processes he implemented years earlier as Vice President of Instruction and Academic Senate President. For instance, as Vice President of Instruction, he implemented real-time feedback on enrollment via the Online Searchable Schedule. This data enabled the College to successfully manage enrollment by monitoring classes with low enrollment. As Academic Senate President, he developed a process by which ranking sets were created. While both of these practices have been modified over time, they continue to provide the campus with valuable planning information and help the college make evidence based decisions (IV.B.2.b.17: *Academic Senate Minutes November 8, 2011- Current Academic Faculty Rating Process*; IV.B.2.b.18: *Current Searchable Schedule Web Page*).

The College President has made student learning a priority in his leadership; his decisions demonstrate this precedence. One example that the College President has also assured that resources and distribution directly relate to student learning outcomes is his requirement that resource plans and distributions be tied to student learning outcomes as a component of program review. The College President communicates the importance of a culture of evidence, designing program reviews that focus on evidence and student learning. Another example is the new allocation model in budget planning. This model defines the role that the College P&B committee plays to create a fully integrated planning process (IV.B.2.b.19: *GWC Budget Allocation Model, September 20, 2006*).

The College President has also emphasized a strong focus on student learning by appointing a Student Learning Outcomes Coordinator(s) who communicates directly with the Curriculum Council, as well as the Academic Senate, and hold key memberships on the IE Committee.

By adhering to the following practices, the College President has strengthened the role of the College P&B Committee to ensure a fully integrated planning process.

1. Requests for additional budget augmentation and/or requests for level two funding will be processed through P&B.

2. Faculty and staffing replacements and augmentations (permanent/tenure general funds) will be processed through P&B.

3. Proposed budgets such as the Associated Students will be reviewed by P&B prior to being forwarded with a recommendation to the College President.

4. In recent years, the relationship between the College(s) budgeting processes and the district budget process, including the budget allocation models have been clarified by the creation of a District Budget Committee. Members from the College P&B Committee serve on this District committee.

The College President has linked various planning processes directly to institutional research. Examples of those groups that use institutional research are: P&B Committee, instructional program reviews, manager objectives and faculty replacement processes. Other linked areas are manager evaluations, which are tied directly to College goals as well as program reviews. Finally the College President has linked planning and budget by using data from program reviews to connect with decisions on resource allocation processes (IV.B.2.b.20: *Academic Senate Minutes, April 11, 2006*).

In a 2011 Accreditation Employee Survey, constituents were asked if the College President communicated institutional values and goals. The survey examined responses from different demographic components (IV.B.2.b.21 *Accreditation Employee Survey 2011, Results All, question 49*).

- In the area of employment status, classified personnel on campus rated the College President as having done a satisfactory job of communicating the values and goals of institution with the classified personnel.

- Full time and part-time faculty on campus believed the College President does a satisfactory job of communicating the values and goals of the institution with the full time faculty.

- The Administrators and Managers on campus rated the College President doing an above average job of communicating the values and goals of the institution with administration.

- Those whose work area is primarily instruction indicated that the College President does an average job of communicating the values and goals of the institution with instruction.

- Student services agreed with its colleagues in instruction and believe the President does an average job of communicating the values and goals of the institution with student services.

- On the other hand, administrative service staff feels the President is slightly above average in communicating with them in the area of values and goals.

- Finally, the executive work area reported that the College President does an above average job of communicating the values and goals of the institution.

Also in the 2011 Accreditation Employee Survey, constituents were asked if the President ensured that educational planning was integrated with resource planning and distribution. Again, the survey examined different demographic components in the areas of employment status and primary work area (IV.B.2.b.22 *Accreditation Employee Survey 2011, Results All, question 50*).

- In the area of employment status, classified personnel and faculty on campus rated the College President as doing a satisfactory job of ensuring that educational planning is integrated with resource planning and distribution, while managers and those in the other category rated him above average.

- Those whose work area is primarily instruction and student services rated the College President average in ensuring that educational planning is integrated with resource planning and distribution, while administrative services rated him above average in this area.

- Finally, senior administration rated the College President as doing a higher than above average job in ensuring that educational planning is integrated with resource planning and distribution.

At the end of the 2010-11 Academic year the Board of Trustees revised a long standing Board policy which was previously adopted in May of 1993 to comply with Title 5, section 53200[b] which recognized the role of Academic Senates in Academic and professional matters. Title 5 identified 10 specific areas where the Academic Senates advice and judgments would be considered when developing policies involving academic and professional matters. It also required that the Board of Trustees in policy differentiate between the areas where the Board and /or their designees, would rely primarily upon those recommendations, and those areas where they would reach mutual agreement.

The 1993 the Board of Trustees identified two items for which the Board would rely primarily upon;

1. Curriculum, including establishing prerequisites and placing courses within disciplines.
2. Policies for faculty professional development activities.

In the revised Board Policy BP 7837 Faculty/Academic Senate Role in Governance the Board expanded these items to include:

1. Curriculum, including establishing prerequisites and placing courses within disciplines. [same as item #1 above.]
2. Degree and certificate requirements
3. Standards or policies regarding student preparation and success
4. Educational program development

5. Faculty roles and involvement in accreditation processes, including self-study and annual reports
6. Policies for faculty professional development activities – [same as item #2 above]
7. Processes for program review.

The items now left under the "reach mutual agreement" section of the revised policy.

3. Grading policies
6. District and College governance structures, as related to faculty roles
10. Processes for institutional planning and budget development
+1. Other academic and professional matters as mutually agreed upon.

While the college administration strives to support the revised Board Policy [BP 7837] and values the input of the Academic Senate, in some circumstances the administration may find itself in conflict with either the Academic Senate or with other groups who may also share rights and responsibilities in matters being discussed and/or implemented. The collective bargaining agreement has jurisdiction in some of these same areas, as does other advisory committees, , as well as, the administrative responsibility to make final determination on matters, and/or forward different recommendations, than those submitted by representative groups related to district directives, or college actions.

By way of example the collective bargaining (CB) agreement with CFE includes a number of items which overlap the items identified in Board Policy 7837 Faculty/Academic Senate Role in Governance. The current CB agreement includes negotiated provisions related to Academic Freedom, College Curriculum Committees, Textbook selection, Institute for Professional Development, Department Chairs, Program Coordinators, Class size, reassigned time for the Academic Senate, to name a few. The Rights of the District section IV, provides the District with certain contractual rights that some of these provisions may impinge upon. For example the contract includes the following provisions

a) The right to determine its organizational structure and to delegate its rights and responsibilities to the Chancellor, to the Presidents, and to such other officials, persons, institutes, divisions, departments and committees it shall from time to time determine;

b) The right to determine all services to be rendered to the students and to the public, including the nature, methods, quantity, quality, frequency and standards of service and the personnel, facilities, vendors, suppliers, materials, vehicles, equipment, and tools to be used in connection with such service…

c) The right to determine the assignment of Faculty Members to work schedules, functions and activities and the right to determine assignment of Faculty Members to courses to be taught, laboratories and other facilities and equipment, and offices, subject to conditions set forth in Article XII;

Most often the college is able to successfully maneuver through the various constituency groups and find solution that resolve potential conflicts and arrive at outcomes most constituents can support. These were clearly described in Standard IV.A. However, at times, the presidential obligations described in both the job description, delegated authority and the requirements of Standard IV.B.2, present the president with significant challenges while balancing potential conflicts created by these jurisdictional overlaps, and/or arriving at outcomes that move the institution toward institutional improvement of teaching and learning in a time of diminished resources, increased student demand and the unprecedented challenges.

A recent example of these issues colliding was identified by the Academic Senate President at the end of Spring 2012.

"The College President and the Academic Senate President had disagreements about the process of collegial consultation in regard to academic and professional matters. For example, in Spring 2012, the College President initiated the exploration of a of a college pilot program: a One-Year AA Degree. Despite concerns from the Curriculum Committee, the Instructional Planning Team, and the Academic Senate, both the College President and Chancellor insisted that the exploration of such a degree by administration was permissible under both the provision afforded it by the collective bargaining agreement and standard IV.A.1 of ACCJC. The draft in its current format did not propose any new degrees, curriculum and was still exploratory in nature. And therefore not subject to any recommendations or formal "buy-in" by the faculty body. This resulted in a forty-five minute presentation to the Board of Trustees on April 4, 2012, by the GWC and OCC Faculty to firmly establish that the concerns are related to curriculum, student success, and degrees and certificate requirements, all purview of the Academic Senate and the faculty it represents, as per Title 5, Section 53200, and Board Policy 7837 [insert the GWC Resolution given to the BOT on 4/4/12].

Another example is attempting to reorganize department chair organizational structures and duties without collegial consultation with the faculty and the Senate. Because faculty roles in shared governance are linked directly to department chairs, the Senate needs to be consulted, as do the faculty in the affected areas. Faculty need to be made aware of the organizational problems so that they, too, may contribute solutions. In any case, this is yet another academic and professional matter that the College President believed this to be a matter which had been collectively bargained and that the CB had specific contract language describing the rights of administration to identify the number of chairs the college would have, what their duties and compensation would be and how they would be selected. The role of the Academic Senate to conduct elections when requested is also clearly described in that provision of the CB agreement as well in section X. Academic Relations section 4. Department Chairs. [see evidence at end of this section]

These examples point to the need to clarify roles and improve communication among the involved parties. It also may indicate a level of resistance to changes the institution is facing in light of fiscal challenges, reduced staffing as well as reduced administrative capacity.

The college and district administration did make efforts in the Fall of 2011 and Spring of 2012 to conduct open college wide meetings to increase the dialog around many of these topics.

During the fall 2011 and spring 2012 campus conversations, the most common themes communicated by the attendees were:

- Technology needs updating
- Sustainability
- Faculty and staff need training
- Facilities need maintenance/updating
- We need to hire more full-time faculty

It will continue with these open meetings in the 2012-13 academic year, in effort to continue to improve communication with all constituent groups. Already this Fall the campus has hold four conversations, with information regarding budgets, forecasts for post-election reductions, additional consolidation and accreditation.

IV.B.2.b. Actionable Improvement Plan
- The President will continue to work with administrators and faculty to address the overlaps in areas of mutual responsibilities and role definition, including how to minimize conflicts over jurisdiction through mutual agreement.

- Each semester, the President will continue to hold face-to-face campus conversations to improve campus-wide engagement.

IV.B.2.c The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

IV.B.2.c Descriptive Summary
The President assures the implementation of statutes, regulations and governing board policies and assures that institutional practices are consistent with the institutional mission and policies by the manner in which paperwork is processed and through regularly scheduled meetings with administrators and/or staff directly responsible for reporting and or compliance.

IV.B.2.c. Self Evaluation
GWC meets the standard.

The College President meets on a regular basis with the President's Cabinet, composed of executive members from the District, including the Chancellor, the Vice Chancellors, the other two college Presidents, and support personnel from the district report as necessary. During these meetings, various statutes, regulations, policies are discussed, as well as certain reporting responsibilities. The President delegates appropriate policies and reporting responsibilities to the appropriate Vice President to ensure that regulations, statutes, and policies are implemented within their area of responsibilities. The administrative executive team meets on a regular basis with the Executive Committee of the Academic Senate (AIC) where some of the policies and regulations that involve the 10+1 areas related to the Academic Senate are discussed and planned for. These meeting allow both parties to engage in a proactive approach to problem solving and planning (IV.B.2.c.23: *Academic Issues Council Charge & Membership 2011-12*).Additionally the College President meets on a regular basis with the representatives of the each of the collective

bargaining officers to discuss campus specific issues. The President also attends Chancellor's Cabinet where some of these reports and/or the development, or, revision of polices can be discussed and processed through the appropriate advisory committee structures (IV.B.2.c.24: *Organization chart for Presidents cabinet and Chancellor's cabine*t).

When possible and appropriate, the College and the District seek to implement and/or comply with these requirements in a manner that supports the goals identified in the GWC Educational Master Plan as well as the District Vision 2020 Plan while ensuring that regulations, statutes, and policies are implemented in a timely an appropriate manner.

IV.B.2.c Actionable Improvement Plan
None

IV.B.2.d The president effectively controls budget and expenditures.

IV.B.2.d Descriptive Summary
The President meets regularly with the Vice President of Student Success and the Vice President of Student and Administrative Support for the purpose of monitoring budgets in order to ensure that expenditures and in alignment with allocations. It is well understood by this team that carefully planned and well executed enrollment management and fiscal controls are shared responsibilities and the executive team works diligently to manage college resources effectively.

IV.B.2.d Self-Evaluation
GWC meets the standard.

The President chairs the College P&B Committee, which reviews and recommends for approval annual campus budgets. On a regular basis the executive team reports to the P&B Committee regarding enrollment management, budgetary concerns, and human resource planning. The committee is provided with current information regarding District-wide budgetary developments from the District and the State on a regular basis. The P&B Committee receives quarterly reviews on college expenditures, by spending category, and may discuss positive and negative expenditure trends. The committee has also been active in proposing opportunities for new revenue, and/or redirection of revenues. It also uses program review data in allocating one-time resources using unit Level 1 (through program reviews) and Level 2 (new requests) funding requests. During this time of budgetary reductions, the committee has been fully informed regarding both State, District and College impacts (IV.B.2.d.25: *GWC P&B Charter & Membership 2011-12; IV.B.2.d.26: P&B Minutes*; IV.B.2.d.27: *Planning & Budget Committee Summary-May 25, 2011*; IV.B.2.d.28: *Golden West College-Expense Comparison*; and IV.B.2.d.29: *Example of an enrollment report*).

IV.B.2.d Actionable Improvement Plan
None

IV.B.2.eThe president works and communicates effectively with the communities served by the institution.

IV.B.2.e. Descriptive Summary

The President works and communicates effectively with the communities served by the institution by providing direction and goals at the all-college meeting as well as posting the Educational Master Plan, Technology Master Plan, and Facilities Master Plan on the campus bulletin board. The power point presentations from all College meetings and the campus wide meetings are also posted (IV.B.2.e.30: *Web Page for College Plans*).

IV.B.2.e. Self Evaluation

GWC meets the standard.

The President addresses all faculty and staff annually. For the last two years these reports have called for the College to look at itself in new ways (IV.B.2.e.31: *Power Point Presentations*). Two years ago the theme was "Framing our Future" and initiated the year-long effort of reorganization with the challenge to break down the organizational silos in an effort to increase student success by improving flow through the organization. The idea was that the current organizational structure may not be aligned effectively with how students flow from start to finish through the college. The College structure may, in fact, be a barrier which impedes student progress because they can't navigate it well, or planning is not well integrated among the organizational divisions. The campus took up the challenge and reviewed a number of alternatives, until it could decide on the current structure, which it viewed as a temporary, knowing that further changes may be required.

The following year, the challenge to think differently was extended to how the College serves students, in both instruction and student services. The College President again, used the opening College meeting to highlight a number of ways higher education was changing. This has been followed by a series of campus conversations in the fall and some specific proposals in the spring suggesting ways the college might adjust the status quo. Each of these presentations has started with proposals that might be considered "too far out", "too new", "not workable", or "where did that come from." However these presentations have sparked dialog, they will be amended through debate, disagreement, new input and healthy compromises. At the end of the day, the College is exploring some new ideas and is refocusing on student success, some silos are gone, and others are smaller.

In most of these efforts the President has used face-to-face opportunities and the existing committee structures. He has also posted presentations on the web pages as they have deliberated by a variety of campus groups. Throughout the process, the President has articulated that our goal is not to adopt specific ideas, as presented, but to acknowledge the need for change. He continues to challenge the College to seize this moment of fiscal challenge and increasing student needs, and create out of it opportunities which will increase student success. He believes that together we can find solutions that are sustainable because they increase our efficiencies while delivering quality services to our students. He understands that this is not an easy challenge, but a necessary one, and one that is characteristic of the College that is known both for innovation and quality.

The President also represents the College on varies district bodies, including the Board of Trustees, Board committees, and District-wide committees. He serves on the executive committee of the Huntington Beach Chamber of Commerce as well.

IV.B.2.e Actionable Improvement Plan
None

IV.B.3

In multi-College Districts or systems, the District/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the District/system and assures support for the effective operation of the Colleges. It establishes clearly defined roles of authority and responsibility between the Colleges and the District/system and acts as the liaison between the Colleges and the governing board.

IV.B.3.a. The District/system clearly delineates and communicates the operational responsibilities and functions of the District/system from those of the Colleges and consistently adheres to this delineation in practice.

IV.B.3.a. Descriptive Summary
A new Chancellor was selected in May 2011 and assumed the position on August 3, 2011. The District decision-making structure includes the Presidents' Council which meets every Monday afternoon for three hours with the Chancellor, the three vice chancellors, and the three College presidents. It reviews and implements the Board of Trustees' policies and divides its agendas into operational and strategic foci, depending on the meeting. It also reviews current issues with District-wide implications and advises the Chancellor accordingly.

All District Office management meets with the Chancellor once a month. These meetings serve as a means to enhance communication and coordinate District projects, issues and planning.

The Chancellor has established three major stretch goals for the District:
- Attain a 60% completion rate for students by the year 2014
- Attain a 15% international student population by the year 2020
- Be a most desirable employer by the year 2015

These goals are in addition to the strategic goals outlines in Vision 2020, the District strategic plan adopted in June 2011 (IV.B.3.a.01: *Vision 2020, District Master Plan*).

District policies, practices and actions delineate the functions of the District and the responsibilities of the Colleges in the delivery of instruction and student services, human resources, fiscal services, technology and facilities.They also describe the roles and responsibilities of the Chancellor and of the presidents of the three Colleges in the District. Faculty, management, and staff representatives are involved at all levels of the delivery system. Participatory governance rests on the scope of District-wide committees. The District-wide Functional Map (IV.B.3.a.02: *District-wide Functional Map*) lays out the delineation or roles and responsibilities between the Colleges and the District. It defines functional areas and the roles and responsibilities the Colleges and the District have relative to each respective functional area.

The Chancellor, as CEO of the District, and the vice chancellors reporting to him implement Board policies. The College President, as CEO of the College, has clear roles and reports to the Board through the Chancellor. The facilitating and resolution component is the Chancellor's Cabinet, which is fully representative and facilitates clear communication. It is in the Chancellor's Cabinet and in the other District advisory committees that continued dialogue about the roles of District/Colleges and the effectiveness of that functional relationship are assured.

Through collaboration and discussion, the District and the three Colleges outline who is responsible for what, and where decisions will be made. They share these plans with the various constituency groups. When adjustments are made, these changes are communicated to faculty and staff through the distribution of organizational and functional charts. College presidents and the presidents of the academic senate, faculty and classified unions and student association are members of the Chancellor's Cabinet, which directly advises the Chancellor, and thus the Board, on matters of the District and the Colleges.

IV.B.3.a. Self-Evaluation
GWC meets the standard.

The District system clearly delineates and communicates the functions of the District and the responsibilities of the Colleges in their various operations. Paying additional attention to coordinating and integrating services and activities within the District office, this determination guides a range of changes made at the District level to assure that this delineation of functions is made clear and that it is communicated effectively to District faculty and staff. Every step is served well by the participatory governance commitment.

IV.B.3.a. Actionable Improvement Plan
None

IV.B.3.b. The District/system provides effective services that support the Colleges in their missions and functions.

IV.B.3.b. Descriptive Summary
The District provides the infrastructure and leadership in advancing its mission:

> *Coast Colleges offer inspiration, innovation and meaningful learning experiences to its diverse and changing community and prepares students to achieve success in post-secondary, career and technical and life-long educational opportunities.*

District Operation and Services

District Operation and Services includes the following units:
- Chancellor's Office
- Educational Services and Technology, which includes the District Information Services department
- Human Resources
- Administrative Services
- Fiscal Services
- Facilities & Operations
- Board Office
- District Foundation

Description - Chancellor's Office

The Chancellor is the CEO of the District and provides leadership for the District in advancing its mission. The Chancellor's Office provides District master planning and community relations. It oversees state and federal relations, legislative advocacy, public affairs and media relations, and foundation strategic leadership and fundraising. The Chancellor's Cabinet, chaired by the Chancellor, is the overarching participatory governance committee for the District and provides the linkage back to the Colleges including executive administrators and district office staff with and through the Chancellor's Office.

The three vice chancellors and the director of the District foundation are members of the Chancellor's Cabinet and, through them, their advisory committees, such as the District Budget Advisory Committee, are also represented. Core contributors to the Chancellor's Cabinet are the three Colleges through the College presidents, and the presidents of the academic senates, faculty and classified unions and student associations.

Description – Educational Services and Technology

The Division of Educational Services and Technology provides oversight, coordination and support for instructional, student services, and career technical education programs across the District as well as for grant development, educational and strategic planning, institutional research, international programs, and economic and partnership development. The Division of Educational Services and Technology provides support and coordination for College accreditation and integration of District related information in the College institutional self-evaluations.

The division also provides leadership for the strategic planning, development, implementation, and support of district-wide information and learning technologies for instruction, student services and administrative and operational systems.

The District Information Services unit reports to the Vice Chancellor of Educational Services and Technology.

The District Information Services is charged with information systems, networks, and communication and computer services. The department makes specific recommendations to the District Executive Team on the use of technology throughout the District regarding both ongoing activities and future direction. Each College also has its own information technology staff and operations.

The largest technology project in recent years has been the implementation of the Banner Enterprise Resource Planning System and the Luminis portal - MyCoast. The portal system is available to all students, faculty and staff. All major components of the system – student, financial, and human resources are up and running and the District Information Services is working with teams of staff members and faculty from the Colleges to monitor the systems and troubleshoot problems. The District Information Services is currently engaged in many major projects including the implementation of DegreeWorks, an online student education plan and degree audit system; the consolidation and enhancement of PowerFAIDS, financial aid software; implementation of Banner Student Accounts Receivables for financial aid awarding and disbursement starting with the 2013-2014 financial aid award cycle, and others.

The District-wide Functional Map provides additional information on the services provided by the District Educational Services and Technology.

Description – Human Resources

The Coast Community College District employs approximately 2,400 full- and part-time employees. It is the focus of the District to provide an educational and employment environment that is committed to high quality, equal opportunity and diversity.

Directed by the Vice Chancellor of Human Resources, this unit is responsible for personnel services, benefits, employment services, training and development, classification and compensation, labor and employee relations, and diversity and equal opportunity in the workplace. It facilitates the recruitment, selection and evaluation of personnel as well as the implementation of Board hiring, diversity policies and administrative procedures. It is responsible for all contract positions to ensure that funding is authorized and the positions are approved in compliance with Board policy.

Human resources handle all grievances, complaints and litigation related to personnel actions. Human resources coordinate all bargaining and meet-and-confer sessions with employee organizations. The Vice Chancellor serves as chief negotiator for the District with teams drawn from central services and College administrators. The District-wide Functional Map and the narrative in Standard III.A provide additional information on the services provided by the District Human Resources.

Description – Administrative Services

The Vice Chancellor of Administrative Services is the chief business officer of the District and is responsible for accounting, budget, environmental compliance, hazardous materials and safety management, safety services, finance, payroll and risk management. In addition to these areas, Administrative Services manages the District's facilities, operations and construction management. The Vice Chancellor chairs the District Budget Advisory Committee, which meets once a month. He oversees the development of the annual budget and the distribution of state funds and local resources in accordance with the District Strategic Plans Vision 2020 and Vision 2020 Facilities Master Plan and the annual goals and objectives of the Colleges and District services. With advice from the District Budget Advisory Committee and the Chancellor's Cabinet, the Vice Chancellor allocates financial resources to each College in consultation with the chancellor, presidents, vice chancellors and vice presidents. All budget documents are easily found online at the website as well as current and previous state budget information (IV.B.3.b.03: *District Budget Website*).

Budget Operations: Administrative Services is responsible for coordinating the development of the District's annual budget. Working closely with the vice chancellors and College vice presidents, it reviews budget policy and budget scenarios with the vice chancellor who then makes recommendations to the Presidents' Council (comprised of the Chancellor, the three vice chancellor and the three College presidents) and to the Chancellor's Cabinet. A tentative budget is prepared by the budget office in conjunction with the Colleges for Board approval in June. A final budget is prepared in August. The budget office also prepares the three quarterly reports. The District Budget Advisory Committee chaired by the Vice Chancellor reviews budgets regularly and makes suggestions and raises concerns.

Accounting Services is responsible for the accumulation and distribution of District-wide financial information for both internal and external use. It provides an array of fiscal support services, including accounts payable, accounts receivable, financial analysis and cashier services, as well

as general accounting services. It prepares the annual financial statements in accordance with generally accepted accounting principles. The department also prepares state-mandated reports such as the annual Financial and Budget Report; Quarterly Financial Status Report; and Estimated Enrollment Fee Revenue Report, in accordance with instructions issued by the California Community Colleges Chancellor's Office.

Payroll Services functions as the administrator for net pay and tax withholdings. Working in coordination with the human resources department, payroll staff computes and distributes employee compensation in accordance with District policy, federal and state laws, California Education Code and contractual agreements. All payroll-related processing for probationary, permanent and temporary employees is handled in central services. Part-time faculty, overload and student employee's assignments are handled at each College.

The Risk Management Department's mission is to provide a safe environment conducive for work and learning, and to protect and preserve District property and assets. Responsibilities include purchasing and managing insurance, managing property and liability claims, providing safety training for faculty and staff and maintaining compliance with OSHA regulations.

Purchasing: Administrative Services facilitates purchasing and the competitive procurement of goods and services. The facilities and operations function provides maintenance and repair services at the District office, as well as custodial services and grounds maintenance. Each College also has its own maintenance and operations departments.

The construction management function executes the capital construction program, as well as major renovation, repair and maintenance projects.

The District Information Systems is charged with information systems, networks, and communication and computer services. The department makes specific recommendations to the District Executive Team on the use of technology throughout the District regarding both ongoing activities and future direction. Each College also has its own information technology staff and operations.

The District-wide Functional Map and the narratives in Standards III.B and C provide additional information on the services provided by the District Administrative Services.

Description – Board Office

The staff of the Board Office reports to the Board of Trustees and provides board meetings support, including agendas and minutes for Board meetings, and, in collaboration with the Chancellor and Vice Chancellors, supervision of Board policies and administration procedures. The Board Office also assists the Board of Trustees with various projects and provides administrative assistance for Board travel.

Description – District Foundation

The vision of the District Foundation is "to encourage innovative and creative educational growth in the District by providing training and development opportunities for faculty and staff to enhance their capabilities, and continuously improve student instruction" (IV.B.3.b.04: *District Foundation Website*).

The District Foundation believes the path to providing educational opportunities to Orange County students is through our faculty and staff. Developing the knowledge and skills of our colleagues gives them the tools they need to open up a world of opportunity to their students.

This is accomplished through:

- New curriculum for the new economy
- International education
- Educational products focusing on new ways to learn
- Distance education development

The District Foundation is opening the doors of opportunity to District faculty and staff by encouraging innovative and creative educational growth. Through grants, training opportunities and research partnerships, the Foundation is committed to enhancing the capabilities of the District's most important resource - its people. The Foundation provides funds for staff to participate in:

- Research projects
- Curriculum development
- Professional growth
- Training
- Further education
- Consultant teams in technical and research areas

The District Foundation partners with local businesses to help them provide the skills training their employees need to stay competitive in an increasingly global market. These partnerships are essential in keeping our local economy strong, and in providing opportunities for our College faculty and staff to create new ideas, new curricula and innovative ways to bring education to the marketplace. By bringing together technical experts from our Colleges and creating consultant teams, the Foundation provides local expertise to local businesses and opportunities for faculty and staff to apply their research to real business situations.

The District Foundation covers a range of functions: organization and leadership, major gifts, annual giving, planned giving, fundraising strategies, outreach and events, and results and goals. The foundation is served well by its organization. The foundation board of directors is comprised of nine influential members of the local and District community, who understand the key roles that the Coast College's play in the region. The foundation board is also committed to raising awareness and generating the philanthropic support for all three Colleges.

IV.B.3.b. Self-Evaluation
GWC meets the standard.

The District has a comprehensive set of services. Not only does it offer a full range of services, but it does so with creativity, innovation, real concern for the users, and with dedication and enthusiasm.

IV.B.3.b. Actionable Improvement Plan
None

IV.B.3.c. The District/system provides fair distribution of resources that are adequate to support the effective operations of the Colleges.

IV.B.3.c. Descriptive Summary

The District provides fair distribution of resources that support the effective operations of the Colleges. The inadequacy of funding is due to the State of California and not to the District budget process. The District uses a fair and consistent full-time equivalent student (FTES)-based formula for allocation of resources. Funds are allocated utilizing the District's designed budget principles and formulas. Members of the District Budget Advisory Committee, the Presidents' Council and the governing councils of the three Colleges review the process regularly.

The District planning and budgeting processes are guided by the District strategic plan Vision 2020, the District Mission and Vision Statements and related implementation strategies. The budget development is based on principles, guidelines and priorities set up by Vision 2020 and College plans.

The budgetary guiding principles are as follows:

- One-time revenues will be allocated to one-time expenditures.
- On-going expenditures shall be covered from on-going revenues.
- Year-end balances are not budgeted for ongoing expenses.
- Contractual obligations and fixed costs are budgeted first.
- Funds are budgeted where they are expected to be spent so as to minimize transfers and protect budget integrity.
- New positions must be fully funded:
- Salary
- Benefits
- Support Expenses
- Decisions on new positions must be made in the context of statutory and regulatory requirements.

Budget prioritization criteria are as follows:

- Health and Safety
- Mandates
- Contractual obligations
- Recommendations from District Budget Advisory Committee (DBAC)

Standard IVB3 Administrative Organization (District)

The District budget allocation model is depicted in the charts below:

Included	Excluded

• Unrestricted General Fund
• Apportionment
  - Base Allocation
  - FTES Revenue
• Lottery
• Part-Time Faculty Parity
• Interest Income
• Joint Use Development
• La Habra Rentals
• KOCE Debt Payment
	• Categorical Funds
	• Grant Funds
	• Enterprise Funds
	• Other "Dedicated" Revenue
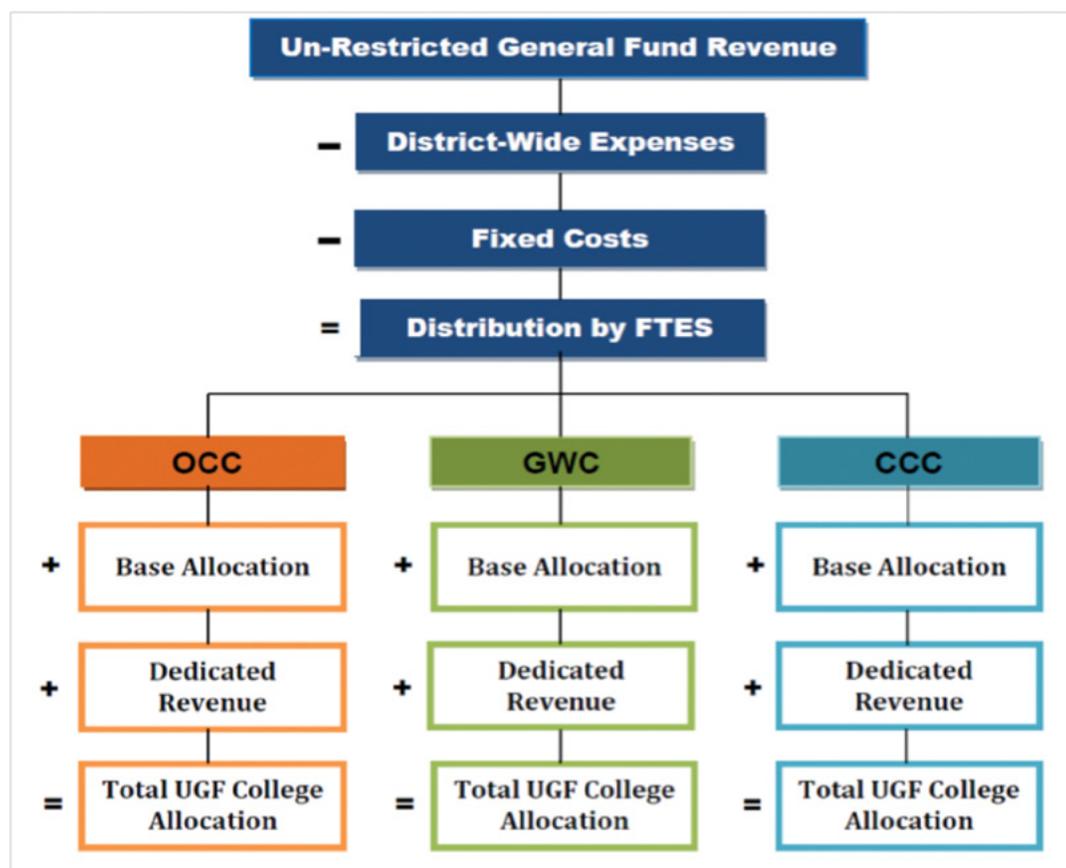
OOC=Orange Coast College, GWC=Golden West College, CCC=Coast Community College, UGF=unrestricted general fund

Practices are consistent with the law and sound fiscal management, and ensure that fiscal plans provide for contingencies and reserves as much as is possible. Human resource planning is integrated with the budget planning. The Vice Chancellor of Administrative Services chairs the District Budget Advisory Committee and is a member of the Chancellor's Cabinet. The District Human Resources division has worked closely with the budget leaders to implement two early retirement initiatives and the related consequences created as a result.

Staff, faculty and management have had appropriate opportunities to participate in and influence the development of College financial plans and budgets. The Colleges distribute the resources utilizing resource guiding principles. Even in tough financial times, through the program reviews, the resource allocation process fairly provides for materials, equipment and personnel.

The Chancellor has responsibility for the oversight and allocation of resources to the Colleges. Each College prepares an annual budget that is reviewed and approved by the Chancellor and his cabinet. Formulas for resource allocation have long been in place and developed by the District and worked through with governance groups to direct this process. Within the fiscal constraints the District faces, each program and its leaders are able to advocate for their needs. The District Budget Advisory Committee advises the Chancellor. Its members include management, faculty, staff from each College, as well as union representatives.

Allocation of human resources and facilities resources is designed to be an equitable and sound process, based primarily on negotiated formulas and procedures. With the current budget shortfall, allocation reductions have been fair and consistent with the mission, and have followed District goals to avoid the layoff of the permanent workforce and provide the least disruption to delivery of instructional and student support services. Strategies to reduce expenditures have included canceling of classes for which the Colleges will not be funded by the state, a temporary hiring freeze, early retirement incentives, and renegotiation of health benefits. In student services, there have been reductions as well, with the College reducing the hours of operation for services, and reducing the scope of some services, due to significant reductions of matriculation funds. Every effort has been made to minimize the impact of these reductions on students, and to support matriculation costs using other funds.

IV.B.3.c. Self-Evaluation
The College meets the standard. The District provides a fair distribution of resources, and in the current budget shortfall, that means a fair distribution of funding reductions. The Colleges have been able to continue offering their instructional programs and student support services at a reduced core level; however, it has been a hardship in terms of workload for faculty and staff.

IV.B.3.c. Actionable Improvement Plan
None

IV.B.3.d The District/system effectively controls its expenditures.

IV.B.3.d. Descriptive Summary

Fiscal solvency responsibility rests on the Board, the Chancellor and the Vice Chancellor of Administrative Services(IV.B.3.d.05: *Board Policy 6200 Budget Preparation*; and IV.B.3.d.06: *Board Policy 6300 Fiscal Management*). Theyalso establish the Board approved budget preparation criteria and standards for fiscal responsibilities. Those criteria and standards include:

- The annual budget shall support the District's master and educational plans.

- Assumptions upon which the budget is based shall be presented to the Board for review.

- By May 1 of each year the Board will be provided with a schedule that includes dates for presentation of the tentative budget, required public hearing(s), and approval of the final budget. At the public hearings, interested persons may appear and address the Board regarding the proposed budget or any item in the proposed budget.

- Unrestricted general reserves shall be between 3% and 5% of prior year unrestricted actual expenditures (the proposal is to change the minimum level of reserves to 7%).

- Changes in the assumptions upon which the budget is based shall be reported to the Board in a timely manner.

- Adequate internal controls exist.

- Fiscal objectives, procedures, and constraints are communicated to the Board and employees.

- Adjustments to the budget are made in a timely manner, when necessary.

- The management information system provides timely, accurate, and reliable fiscal information.

- Responsibility and accountability for fiscal management are clearly delineated.

- The records of the District shall be maintained pursuant to the California Community Colleges Budget and Accounting Manual.

- As required by law, the Board shall be presented with a quarterly report showing the financial and budgetary conditions of the District.

The Board, Chancellor, Vice Chancellor of Administrative Services and College Vice Presidents of Administration, and College fiscal directors have established effective processes to evaluate significant changes in the fiscal environment in order to make necessary and timely financial and program changes. The Vice Chancellor of Administrative Services sends regular updates from several sources on the most recent steps and decision on the California budget. The California budget is a moving target, but the District has been knowledgeable and alert to any exigencies, and has planned and/or anticipated them. Each College is responsible for its respective budget, but the Vice Chancellor of Administrative Services ensures that the Colleges and District services function within allocated budgets. The District is on stable fiscal ground.

The Vice Chancellor relies on the District Budget Advisory Committee and the Chancellor's Cabinet to raise questions, and on the Chancellor's Staff to contemplate issues, and communicate news and plans. He and the Chancellor work closely with the presidents and vice presidents of administration for the Colleges to ensure that participatory governance is followed and also that

all are informed on the directions in which the District is moving. For example, at the November and December 2011 meetings of the District Budget Advisory Committee, the Vice Chancellor of Administrative Services discussed the budgeting principles, criteria and priorities as well as the expected reductions in state funding for 2011-12 based on the scenarios included in the Governor's budget for 2011-12.

The District uses multiple strategies to achieve its current level of financial stability. This approach begins with compliance with District policy and procedures regarding fiscal management procedures, which include internal practices of monitoring expenditures to assure that they are consistent with allocations, and account balances especially in the current environment of readjusted allocations. This plan is accomplished in real time by supervisors and managers as they monitor the accounts for which they are responsible. The District took steps to cut spending over the past three years. It instituted a temporary freeze on hiring, has kept essential positions vacant for as long as possible, has implemented early retirement incentives, and reduced health-care costs. The District's internal auditor monitors fiscal management. In the most recent external audit, there were no negative material findings. The District had no instances of non-compliance or other matters that are required to be reported under government auditing standards.

The administration of Measure C funds for new facilities or renovations for the District has also been administered responsibly, as attested to regularly by the quarterly reports posted on the District web site (IV.B.3.d.07: *Measure C reports*). District facilities management oversees the build-out, with consultants for specific areas of project management. The Measure C Citizens' Bond Oversight Committee oversees the entire process. An independent audit reflected sound financial practices. As a result of its sound financial practices, the District has a high bond rating. The Citizens' Bond Oversight committee reviews project costs and provides project oversight.

IV.B.3.d. Self-Evaluation
The College meets the standard. The financial condition of the State of California is an enormous challenge for community colleges, and thus for the Coast Community College District. Finance is one of the greatest challenges the District and the Colleges face today. Fiscal resources continue to decline, as does state funding. The Board and the District gather a range of information, stay alert and formulate contingency plans and allocation and budget control. It is predicted that this situation will continue for several years.

The District has relied on a wide and comprehensive establishment of Board financial policies covering the widest range of issues. Thus far, with the talent, thought, energy and the dedication of staff, faculty and administrators, the District has been able to support its mission.

IV.B.3.d. Action Improvement Plans
None

IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the Colleges to implement and administer delegated District/system policies without his/her interference and holds them accountable for the operation of the Colleges.

IV.B.3.e. Descriptive Summary

Consistent with Board Policy 2430 Delineation of Authority to District Chancellor and College Presidents, the Chancellor gives full responsibility and authority to the presidents of the Colleges to implement and administer delegated District policies without his interference and holds them accountable for the operation of the Colleges (IV.B.3.e.08: Board Policy 2430, Delineation of Authority to District Chancellor and College Presidents. Although still new to the position, the Chancellor is demonstrating a practice of noninterference with the presidents as they lead their Colleges. The College presidents are active on the Chancellor's Cabinet, during which policies and the operation of the individual Colleges and centers are discussed. The Chancellor meets regularly with the presidents, and they often join forces as a team to further major District-wide strategic goals and initiatives.

The Chancellor utilizes the presidents' evaluations to determine the success of the operation of the individual Colleges, as well as Board reports, states of the College reports and observable proactive leadership. Board agenda items and presentations reflect the successful operation of the individual Colleges.

IV.B.3.e. Self-Evaluation

The College meets the standard. The Chancellor provides thoughtful and proactive leadership for the District and allows each College to operate under the leadership of their respective presidents. He has acted in a manner consistent with Board Policy 2430 and has delegated appropriate authority to the presidents.

IV.B.3.e. Actionable Improvement Plan

None

IV.B.3.f. The District/system acts as the liaison between the Colleges and the governing board. The District/system and the Colleges use effective methods of communication, and they exchange information in a timely manner.

IV.B.3.f. Descriptive Summary

The District acts as the liaison between the Colleges and the Board of trustees and exchanges information and thinking on a regular basis. The Chancellor and District office staff facilitate the decision analysis and communication flow between and among the Colleges and the Board of Trustees. This action is accomplished through the governance and committee structure of the Colleges and District. Excellence in the District rests on innovation, teamwork and the removal of obstacles to success.

College constituents and District managers sit on District-level participatory governance committees described in section IV.B.3.b. The Chancellor's Cabinet provides access to the Presidents' Council and the Board of Trustees. The College presidents are members of the Chancellor's Cabinet as do the presidents of the academic senate, student senates, and employee group representatives. They communicate their needs and critical thinking through this forum.

They use a range of communication and strategies to ensure the flow of information from the Colleges to the Board and from the Board back to all College employees. The Chancellor sends a weekly News Brief to all District office and College employees. The Chancellor reaches out to

the constituencies by attending, based on invitation, meetings of College Academic Senates and other College governance committees. He is focused on increasing collaboration among the three Colleges to further the mission of the District and the service to and success of the students. For example, on December 2, 2011, the Chancellor convened a joint meeting of the Student Success Committees from the three Colleges to foster inter-College collaboration to better use the Colleges' resources to serve our students and increase their success through the Persistence, Acceleration, Completion framework.

In September 2011, the Chancellor took the Presidents' Council on a retreat. Together they focused on energizing the meetings, and strategizing the issues of immediate importance and those of longer strategies.

The three Vice Chancellors meet regularly with the College Vice Presidents and with other College staff, as appropriate, to facilitate District-wide coordination and achievements of District-wide planning goals and various initiatives and projects. For example, the Vice Chancellor of Educational Services and Technology has been working with the College Vice Presidents and Directors of International Student Programs to facilitate the planning necessary to move towards achieving one of the Chancellor's stretch goals to reach 15% international student body by.

IV.B.3.f. Self-Evaluation
GWC meets the standard.

The District Office provides guidance and support in setting and communicating expectations of educational excellence and integrity throughout the District and assures support for the effective operation of the Colleges.

IV.B.3.f. Actionable Improvement Plan
None

IV.B.3.g. The District/system regularly evaluates District/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals. The District/system widely communicates the results of these evaluations and uses them as the basis for improvement.

IV.B.3.g. Descriptive Summary
The Board of Trustees evaluates District governance, decision-making structures and processes on an as needed and as-requested basis to ensure that they assist the Colleges in meeting their educational goals. As part of the accreditation self-evaluation in each cycle, faculty, staff and students are also surveyed at each College to determine whether they think the governance and decision-making structures appear to be clear and effective.

In a routine manner, process and procedures are reviewed at the various advisory boards meetings and changes are made. These groups include the Chancellor's Cabinet and the District Advisory Budget Committee. The Board takes a special interest in recommendations and concerns from the community.

The District-wide Functional Map outlines the way in which the District currently allocates responsibility among the District and the Colleges for the many operational functions of the District. The document indicates whether the Colleges or the District has responsibility for a particular operational function and includes definitions of those responsibilities. The mapping document will be the subject of ongoing dialogue both at the College and throughout the District, in order to produce as clear a picture as possible of how operational responsibility in the District is assigned.

IV.B.3.g. Self-Evaluation
The College meets the standard. Continuous evaluation of processes and structures has led to a range of actions by the District and/or the Chancellor, and the Colleges. The District has assessed and acted upon data to improve services. The District evaluates District role delineation, governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals. However, these evaluations have taken a primarily informal route without a systematic and consistent mechanism such as an administrative program review. The Chancellor and the District Executive staff have discussed and agreed to take steps towards developing and implementing a program review process for the District Office major areas in 2013-14. The District, under the leadership of the Board and the new Chancellor, is looking ahead.

IV.B.3.g. Actionable Improvement Plan
The college recommends that the District Office develop and implement an administrative program review process for self-improvement of its services to the colleges.

Standard IV.B List of Evidence

4.B.._.01: California Education Code, Sec. 70902

4.B.._.02: Board Policy2201 Board of Trustees' Standards for Administration

4.B.._.03: Board Policy 2430 Delineation of Authority to District Chancellor and College Presidents

4.B.._.04: District-wide Functional Map

4.B.._.05: California Education Code, Sec. 70902

4.B.._.06: Board Policies Series 2000

4.B.._.07: California Education Code, Sec. 70902

4.B.._.08: Board Policy 7909 Search/Selection of Executive Management

4.B.._.09: Board Policy 2435 Evaluation of the Chancellor

4.B.1.a.10: District Trustees/Areas Map

4.B.1.a.11: Board Policy 2100 Board Elections

4.B.1.a.12: BP 2105 Student Representative Selection Process

4.B.1.b.13: Coast District Vision and Mission Statements, Values and Principles Web Page

4.B.1.b.14: Board Policy 4020 Curriculum Development and Approval

4.B.1.d.15: Board Policy 2100 Board Elections

4.B.1.d.16: Board Policy 2010 Board Membership

4.B.1.d.17: Board Policy 2015 Student Trustee, Board of Trustees

4.B.1.d.18: Board Policy 2105 Student Representative Selection Process

4.B.1.e.19: Board Policy 2715 Code of Ethics for Members of the Board of Trustee

4.B.1.e.20: Board Administrative Procedure 2410 Formats and standards

4.B.1.f.21: Board Policy 2735 Board of Trustees' Travel Policy

4.B.1.g.22: Board Policy 2745 Board Self-evaluation

4.B.1.g.23: Board of Trustees Agenda Materials Board Self-evaluation Instrument October 17, 2011

4.B.1.g.24: Board of Trustees Minutes Board Self-Evaluation item 13, March 21, 2012

4.B.1.h.25: Board Policy 2715 Code of Ethics for the Board of Trustees

4.B.1.h.26: Board Policy 2710 Conflict of Interest

4.B.1.h.27: Board Policy 2712 Conflict of Interest Code- Business Operations

4.B.1.i.28: Board Policy 2223 Board of Trustees' Accreditation Committee

4.B.1.i.29: Board Agendas and Minutes on accreditation study sessions and meetings

4.B.1.i.30: Board Agendas and Minutes on accreditation study sessions and meetings 11/14/2011

4.B.1.j.31: Board Policy 7909 Search/Selection of Executive Management

4.B.1.j.32: Board Policy 2435 Evaluation of the Chancellor

4.B.1.j.33: Board Policy2201 Board of Trustees' Standards for Administration

4.B.1.j.34: Board Policy 2430 Delineation of Authority to District Chancellor and College Presidents

4.B.1.j.35: Board Policy 7111 Authorization for the Chancellor to Employ Certificated Temporary Staff

4.B.1.j.36: Board Policy 7112 Authorization for the Chancellor to Employ Classified Staff

4.B.1.j.37: Board Policy 7113 Authorization for the Chancellor to Accept Written Resignation

4.B.2.a.01: Board Policy 2430 Delineation of Authority to District Chancellor and College Presidents

4.B.2.a.02: GWC President Job Announcement

4.B.2.a.03: Short Term Reorgs

4.B.2.a.04: GWC Organization Chart March 7, 2012

4.B.2.a.05: Core Planning Structure and Advisory Committee Charts, fall 2011

4.B.2.a.06: Program Review Web Page

4.B.2.a.07: Management Evaluations Web Page

4.B.2.a.08: GWC Educational Master Plan (2011) Web Page

4.B.2.a.09: GWC Organization Charts 2009-10 to 2011-12

4.B.2.b.10: GWC P&B Charter & Membership 2011-12

4.B.2.b.11: P&B Minutes
      Q:\Committees\Planning and Budget\Agendas & Handouts

4.B.2.b.12: GWC Educational Master Plan (2011) Web Page

4.B.2.b.13: Core Planning Structure Diagram October 18, 2011

4.B.2.b.14: P&B Minutes
      Q:\Committees\Planning and Budget\Agendas & Handouts

4.B.2.b.15: Program Review Web Page

4.B.2.b.16: Core Planning Structure Diagram October 18, 2011

4.B.2.b.17: Academic Senate Minutes November 8, 2011 - Current Academic Faculty Rating Process

4.B.2.b.18: Current Searchable Schedule Web Page

4.B.2.b.19: GWC Budget Allocation Model, September 20, 2006

4.B.2.b.20: Academic Senate Minutes April 11, 2006

4.B.2.b.21: Accreditation Employee Survey 2011, Results All, question 49

4.B.2.b.22: Accreditation Employee Survey 2011, Results All, question 50

4.B.2.c.23: Academic Issues Council Charge & Membership 2011-12

4.B.2.c.24: Organization chart for Presidents cabinet and Chancellor's cabinet

4.B.2.d.25: GWC P&B Charter & Membership 2011-12

4.B.2.d.26: P&B Minutes
    Q:\Committees\Planning and Budget\Agendas & Handouts

4.B.2.d.27: Planning & Budget Committee Summary – May 25, 2011

4.B.2.d.28: Golden West College – Expense Comparison

4.B.2.d.29: Fall 2011 LHE F10 Fall 10 New FTES Actual FTES Current Current

4.B.2.e.30: Web Page for College Plans

4.B.2.e.31: Power Point Presentation

4.B.3.a.01: Vision 2020

4.B.3.a.02: District-wide Functional Map

4.B.3.b.03: District Budget web site

4.B.3.b.04: District Foundation Website

4.B.3.d.05: Board Policy 6200 Budget Preparation

4.B.3.d.06: Board Policy 6300 Fiscal Management

4.B.3.d.07: Measure C reports

4.B.3.e.08: Board Policy 2430 Delineation of Authority to District Chancellor and College Presidents

Glossary

5SM: Five-step Model

AA: Associate & Arts

AAC: Authorization to Add Code

ACCJC: Accrediting Commission for Community & Junior Colleges

ACE: Accessibility Center for Education (formerly known as DSPS)

ADA: American with Disabilities Act

AET: Audio recording technology

AFT: American Federation of Teachers

AIC: Academic Issues Council

ALAC: Automated Library Administrator's Committee

ALEKS: Online Math Remediation Program

API: Academic Performance Index

AQMD: Air Quality Management District

ARCC: Accountability Reporting for the Community Colleges

ARRA: American Recovery & Reinvestment Act

ASB: Associated Student Body

ASCCC: Academic Senate of California Community Colleges

ASE: Automotive Service Excellence

ASF: Assignable Square Feet

ASGWC: Associated Students of Golden West College

ASPT: Administrative Services Planning Team

ATI: Assessment Technologies Institute

BDMS: Banner Document Management System

BOT: Board of Trustees

BRN: Board of Registered Nursing

BVP: Broadcast Video Production

CACCRAO: California Association of Community College Registrars and Admissions Officers

CAI: California Assessment Initiative

Cal OSHA: California Occupational Safety and Health Administration

CalWORKs: California Work Opportunity and Responsibility for Kids

CAN: California Articulation Number

CARE: Cooperative Agencies Resources for Education

CBEST: California Basic Educational Skills Test

CC: Chancellor's Cabinet

CCA: Community College Association

CCAR: California Code of Administrative Regulations

CCC: Coastline Community College

CCCAOE: Community Colleges Association of Occupational Educators

CCCApply: California Community College Online Application Center

CCCD: Coast Community College District

CCCT: California Community College Trustees

CCI: Council on Curriculum and Instruction

CCLC: Community College Library Consortium

CCLC: Community College League of California

CCSSE: Community College Survey of Student Engagement

CDMA: Coast District Management Association

CE: Continuing Education

CEMP: College Educational Master Plan

CFCE: Coast Federation of Classified Employees

CFE: Coast Federation of Educators

CIT: Continuous Improvement Team

CJTC: Criminal Justice Training Center

COR: Course Outline of Record

CPU: Central Processing Unit

CSB: California State Board of Cosmetology

CSU: California State University system

CSULB: California State University Long Beach

CTA: California Teachers Association

CTC: College Technology Committee

CTE: Career & Technical Education

CUM: Any information from another institution combined into one student folder

DBAC: District Budget Advisory Committee

DIS: District Information Services

DR: Disaster Recovery

DSA: Division of State Architect

DSK: District-Wide Student Information System Software

DSPS: Disabled Students Programs & Services

DVD: Digital videodisc

EBSCOHost: An electronic periodical database leased from EBSCOH Information Services a privately held publishing company

EDD: Employment Development Department

EEO: Equal Employment Opportunity

EFY: Emancipated Foster Youth

EHS: Environmental Health and Safety

ENDEAVOR: A public access catalog system utilized by the college library

ENGW: English Reading and Writing Center Classes

EOPS: Extended Opportunity Programs and Services

ERC: Enrollment, Retention and Completion

ERP: Enterprise Resource Planning

ESL: English as a Second Language

FAFSA: Free Application for Federal Student Aid

FERPA: Federal Educational Rights and Privacy Act

FTEF: Full-time Equivalent Faculty

FTES: Full Time Equivalent Students

GASB: Governmental Accounting Standards Board

GE: General Education

GLASA: Gay & Lesbian, Alternative Straight Alliance

GLBT: Gay, Lesbian, Bisexual & Transgender

GPA: Grade Point Average

GWC: Golden West College

HEA: History of Enterprise Audits??

HIS: Hispanic Serving Institutions

IAC: Industry Advisory Committee

IE: Institutional Effectiveness

IEC: Institutional Effectiveness Committee

INS: Immigration and Naturalization Service

IPC: Instructor Permission Code

IPD: Institute for Professional Development

IPEDS: Integrated Postsecondary Education Data System

IPR: Instructional Program Review

IPT: Instructional Planning Team

ISLO: Institutional Student Learning Outcomes

IUA: Instructional Unit Assistant

KPI: Key performance Indicators

LC: Library of Congress

LDSSA: Latter Day Saints Students Association

LHE: Lecture Hour Equivalency

LMI: Labor Market Data

LMS: Learning Management System

LOWDL: Los Angeles/Orange County Workforce Development Leaders

LRC: Learning Resource Center

MDF: Main Distribution Facility

MLA: Modern Language Association

MUN: Model United Nations

NAC: Network Access Control

NAIA: National Association of Intercollegiate Athletics

NATEF: National Automotive Technicians Education Foundation

NCAA: National Collegiate Athletic Association

NCR: Non-Carbon Copy Paper

NEA: National Education Association

NLN: National League of Nursing

OCC: Orange Coast College

OCLC: Online Computer Library Center

OIR: Office of Institutional Research

OPAC: Online Patron Access Catalog

P&B: Planning and Budget

PAC: President's Advisory Council

PELLETB: POST Entry Level Law Enforcement Test Battery

PIE: Planning, Implementation & Evaluation

PLATO: Educational Software Used to practice English/improve English

POST: Peace Officers Standards & Training

PR: Program Review

PSLOS: Program Student Learning Outcomes

PVR: Program Vitality Review

RBC: Regular Basic Course

RFP: Request for Proposals

ROI: Return On Investment

ROP: Regional Occupational Program

SAN: Storage Area Network

SARS: Scheduling & Reporting System

SEC: Student Equity Committee

SEP: Student Educational Plan

SHS: Student Health Services

SIBC: Specialized Investigator's Basic Course

SIDS: Server-based Intrusion Detection Systems

SIS: Student Information System

SLO: Student Learning Outcomes

SLOCS: Student Learning Outcome Coordinators

SMA: Service Maintenance Agreements

S.O.A.R.: Student Orientation, Advisement/Assessment and Registration

SSN: Social Security Number

SSPT: Student Services Planning Team

SSSC: Strategies for Student Success Committee

STAR: Student Textbook Access Reserve

SWACC: State-Wide Association of Community Colleges

SWOT: Strength, Weakness, Opportunities & Threats

TAG: Transfer Admissions Guarantee

TANF: Temporary Assistance for Needy Families

TCO: Total Cost of Ownership

TMC: Transfer Model Curriculum

TSS: Technology Support Services

TTIP: Telecommunications and Technology Infrastructure Program

UC: University of California

UPS: Uninterruptible Power Supply

VDI: Virtual Desktop Infrastructure

VICE: Virtual Interactive Combat Environment

VPN: Virtual Private Network and Colleges

WPA: Wi-Fi Protected Access

WSCH: Weekly Student Contract Hours