



Golden West College

Application for Reaffirmation
of Accreditation



Self-Study 2018-19

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Institutional Self-Evaluation Report
In Support of Reaffirmation of Accreditation

Submitted by

Golden West College
15744 Goldenwest Street
Huntington Beach, CA 92647

to

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

December 2018

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

From: Tim McGrath, J.D.
Golden West College
15744 Goldenwest Street
Huntington Beach, CA 92647

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 effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

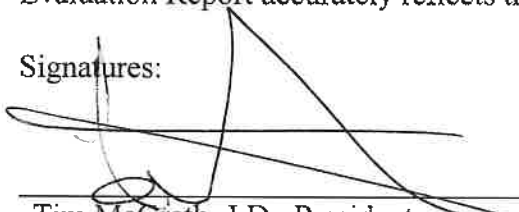
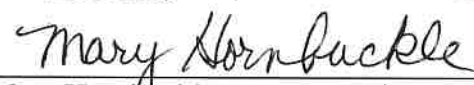
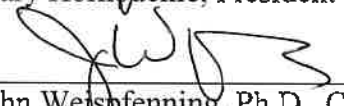
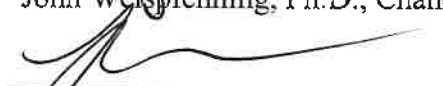
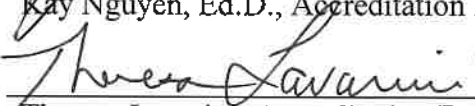
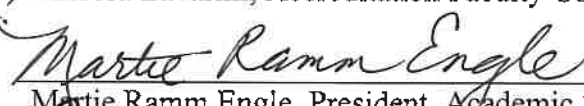
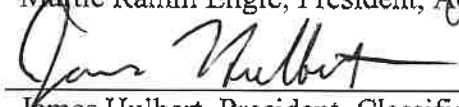

 _____ Tim McGrath, J.D., President	11/19/18 Date
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Introduction of the College

Golden West College (GWC) opened in 1966 with the goal of being a modern and forward-thinking community college. The College recently celebrated its 50th anniversary in 2016. The celebration was kicked off with the opening of a time capsule and various celebrations throughout the campus. The College is part of a three college district servicing Orange County cities including Stanton, Garden Grove, Westminster, Long Beach, Seal Beach, Sunset Beach, Midway City, Santa Ana, Fountain Valley, Huntington Beach, Costa Mesa and Newport Beach. GWC is a single site campus with over 122 acres of grounds. The main address for the campus is 15744 Goldenwest Street Huntington Beach, CA 92647. The College serves close to 18,000 students each academic year and offers more than 100 academic and career programs. Golden West College consistently ranks above statewide average in persistence, college completion, and CTE completion.

The College underwent a comprehensive review in 2013 and submitted a mid-term report in 2016. In addition to being accredited by ACCJC, the College offers programs which are accredited or approved by recognized external agencies and accrediting agencies.

The College Nursing Program is accredited by the Accrediting Commission for Education in Nursing (ACEN) and certificated by California Board of Registered Nursing. The College's Criminal Justice Program is approved and licensed by the Commission on Peace Officer Standards and Training (POST) and the College's Automotive Training Program is approved and licensed by National Institute for Automotive Services Excellence.

Since the last accreditation report, the College has undergone many transformations. Several physical changes included construction completion of the new main entrance into the campus that provides easy access to the parking lot and drop off and pick up area. The new entrance has been re-named as Rustler Way. Additionally, the College also completed construction of the new Public Safety Building and Community Education Building. Other major construction completions also include the new Criminal Justice Training Center with an equipped Scenario Village and the Student Services Center, which houses all of student services in one central location. The College broke ground on May 16, 2017 for the Math and Science Building, which is slated to be completed in 2019. The College was pleased to learn that included in the Governor's new budget is a line item for a new Arts & Letters Humanities building.

The College is currently implementing several efforts to increase enrollment and student success specifically through its work in dual-enrollment with the local high school districts as well as through its implementation of Guided Pathways. The College's Quality Focus Essay details the College's Guided Pathways implementation plan to improve student success and completion.

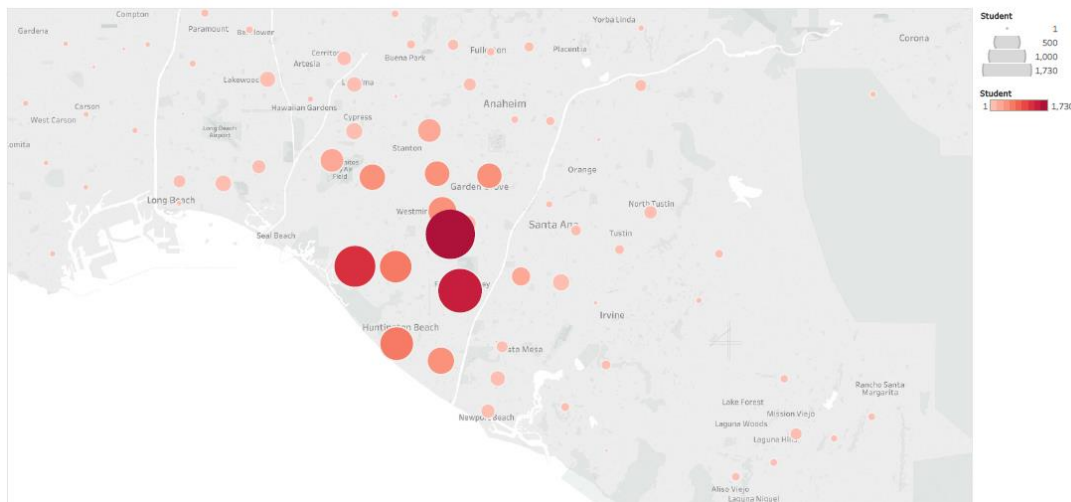
Sites

As indicated in the introduction, the College is a single site campus. The College address is:
15744 Goldenwest Street
Huntington Beach, CA 92647

Service Area

As part of the Coast Community College District, Golden West College serves residents living in Costa Mesa, Fountain Valley, Garden Grove, Huntington Beach, Midway City, Newport Beach, Seal Beach, and Westminster. The figure below shows the concentration of where Golden West College students are coming from. Largest concentrations are in Huntington Beach, Westminster, Garden Grove, and Fountain Valley.

Figure 1. Map of GWC Students' Cities of Residence



Service-Area Demographic

Golden West College mirrors its service area in terms of gender distribution. A little over half of the student population identified as a woman, whereas the distribution between the service area population identified as man or woman is even. The College has a younger age population than the service area where in which over 56% of the service area are 35 years or older. The College has a slightly higher representation of Asian and Hispanic/Latinx in its student population. The service area population is made up of roughly 24% Asian and 25% Hispanic/Latinx. Almost half of the residents identified as White, non-Hispanic.

Service-Area Educational Attainment

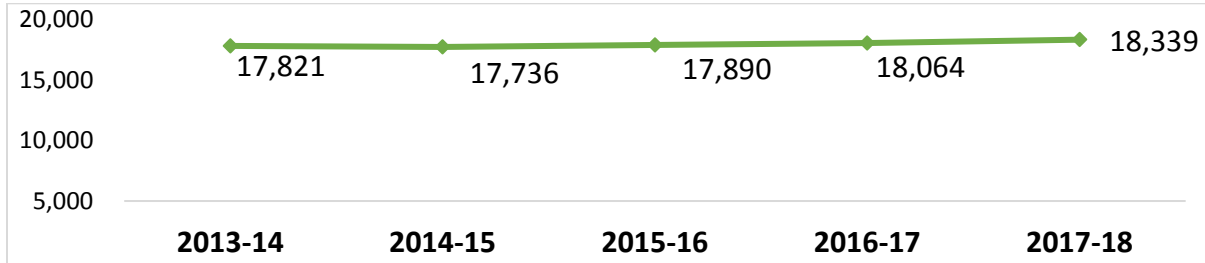
The College serves a fairly educated community, with close to 68% of the population having at least an associate's degree or higher. Fourteen percent of the residents have less than a high school education, and 18% have a high school or equivalent education.

Service-Area Employment Rate

The employment rate for the region is 92% with men making up 54% of the employed population and women making up 46% of the employed population.

Student Demographic Data

GWC Annual Unduplicated Headcount



The College has seen a steady increase in unduplicated enrollment from 17,821 students in 2013-14 academic year to 18,339 in 2017-18 academic year.

Unduplicated Headcount and Distribution by Student Race/Ethnicity

	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total
Am. Indian/ Alaska Native	47	0.3%	61	0.3%	66	0.4%	48	0.3%	42	0.2%
Asian	5,184	29.1%	5,224	29.5%	5,234	29.3%	5,239	29.0%	5,313	29.0%
Black or African American	416	2.3%	420	2.4%	411	2.3%	427	2.4%	464	2.5%
Hispanic/Latinx	5,130	28.8%	5,317	30.0%	5,446	30.4%	5,612	31.1%	5,890	32.1%
Nat. Hawaiian/ Pac. Islander	92	0.5%	85	0.5%	101	0.6%	92	0.5%	86	0.5%
Two or More	832	4.7%	776	4.4%	835	4.7%	860	4.8%	943	5.1%
White	5,839	32.8%	5,636	31.8%	5,626	31.4%	5,615	31.1%	5,358	29.2%
Unknown	281	1.6%	217	1.2%	171	1.0%	171	0.9%	243	1.3%
Total	17,821	100.0%	17,736	100.0%	17,890	100.0%	18,064	100.0%	18,339	100.0%

The College serves a diverse student population where the three largest student groups are Asian, Hispanic/Latinx, and White Non-Hispanic students. The College is seeing a steady increase of Hispanic/Latinx students over the last five academic years.

Unduplicated Headcount and Distribution by Student Age Group

	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total
Under 18	196	1.1%	214	1.2%	237	1.3%	273	1.5%	405	2.2%
18 to 19	4,126	23.2%	4,047	22.8%	4,047	22.6%	3,926	21.7%	3,936	21.5%
20 to 24	7,670	43.0%	7,765	43.8%	7,911	44.2%	7,941	44.0%	7,809	42.6%
25 to 29	2,694	15.1%	2,648	14.9%	2,619	14.6%	2,852	15.8%	2,986	16.3%
30 to 34	1,176	6.6%	1,187	6.7%	1,125	6.3%	1,201	6.6%	1,235	6.7%
35 to 39	626	3.5%	604	3.4%	584	3.3%	602	3.3%	622	3.4%
40 and Over	1,325	7.4%	1,266	7.1%	1,292	7.2%	1,251	6.9%	1,227	6.7%
Unknown	8	0.0%	5	0.0%	75	0.4%	18	0.1%	119	0.6%
Total	17,821	100.0%	17,736	100.0%	17,890	100.0%	18,064	100.0%	18,339	100.0%

About two-thirds of the student population are under the age of 25. The largest student population comprises of students within the age range of 20 to 24.

Unduplicated Headcount and Distribution by Student Gender

	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total
Woman	9,368	52.6%	9,434	53.2%	9,454	52.8%	9,744	53.9%	9,790	53.4%
Man	8,168	45.8%	8,037	45.3%	7,997	44.7%	7,919	43.8%	8,019	43.7%
Total	17,821	100.0%	17,736	100.0%	17,890	100.0%	18,064	100.0%	18,339	100.0%

More than half of Golden West College students are women and close to 44% are men. Close to three percent of students declined to state their gender.

Unduplicated Headcount and Distribution by Economically Disadvantaged Status

	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total
Economically Disadvantaged	9,893	55.8%	10,060	56.8%	9,485	52.9%	8,818	48.5%	--	--
Not Economically Disadvantaged	7,928	44.2%	7,676	43.2%	8,405	47.1%	9,246	51.5%	--	--
Total	17,821	100.0%	17,736	100.0%	17,890	100.0%	18,064	100.0%	18,339	100.0%

Note: Students who received the following types of financial aid are considered Economically Disadvantaged: California College Promise, CalWORKs, or Pell Grant. Data for 2017-18 has not been finalized.

About fifty percent of Golden West College students are considered economically disadvantaged. Students are considered as economically disadvantaged if they received the California College Promise Grant (formerly Board of Governors Waiver), CalWORKs, or Pell Grant.

Unduplicated Headcount of Students with Special Population Status

Special Population	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
DSPS Participants	708	652	684	670	726
Veterans	441	411	341	332	311
Foster Youths	383	385	292	213	173
EOPS/CARE Participants	918	920	885	912	893
CalWORKs Participants	106	129	118	92	80
International Students	258	294	360	415	442

DSPS: Disabled Students Programs and Services

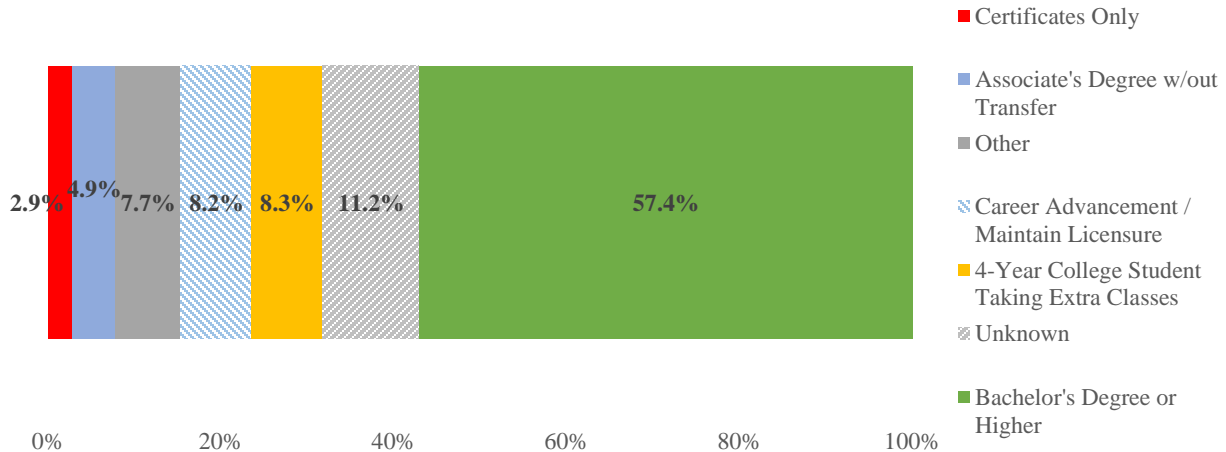
EOPS: Extended Opportunity Programs and Services

CARE: Cooperative Agencies Resources for Education

CalWORKs: California Work Opportunity & Responsibility to Kids

The College's DSPS student population ranges from a low of 652 students during the 2014-15 academic year to a high of 726 students during 2017-18 academic year. The College's veteran student population has decreased from 441 in 2013-14 to 311 in 2017-18. Similarly, the College has also seen a decrease in the foster youths, EOPS/CARE, and CalWORKs student groups. The College's international student population has increased steadily from 258 in 2013-14 to 442 in 2017-18.

Student Educational Goals



Close to 60% of Golden West College indicated that their educational goal is to obtain a Bachelor's degree or higher. The College also serves a substantial percentage of students who indicated that they are four-year college students taking classes at GWC.

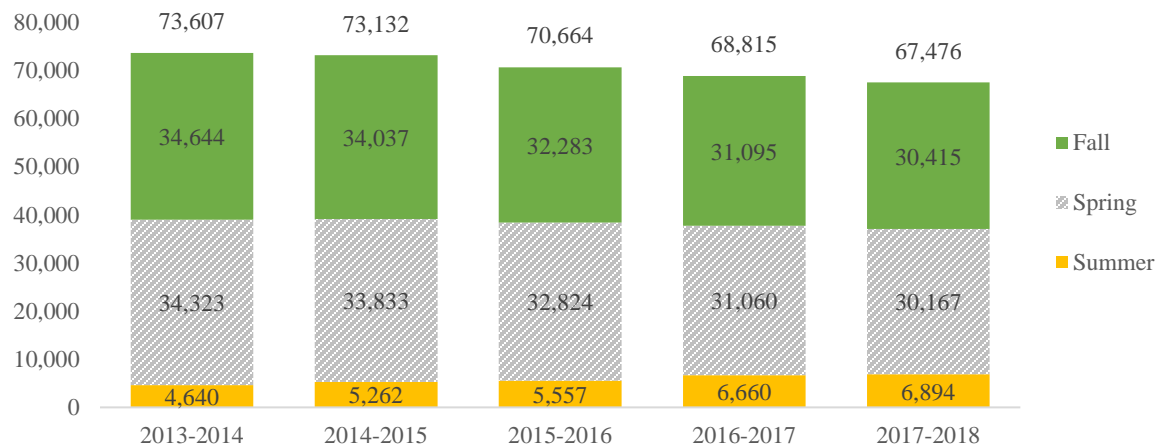
Student Enrollment Data

Total FTES Submitted for 320 Reporting

FTES Type	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Resident	10,000	9,376	9,536	8,609	8,969
Non-Resident	315	319	389	427	460
Total	10,315	9,695	9,925	9,036	9,429

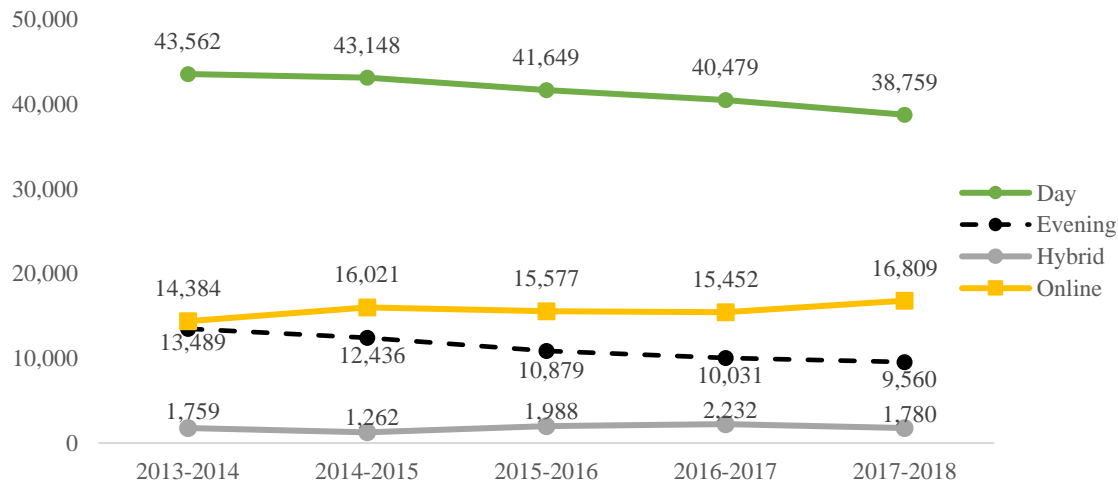
Despite the slight increase in the number of unduplicated headcount students, the College is experiencing a decline in FTES. The College is currently deploying multiple efforts to address the decline in enrollment including dual enrollment, guided pathways implementation, evaluation of course scheduling practices, and marketing.

Enrollment at Census



Similar to FTES data, the College is experiencing a decline in enrollment.

Enrollment by Session Type



Although there is a decline in enrollment, the College sees a slight increase in student enrollment in Online courses.

Student Achievement Data

Overall Success and Retention

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Retention	87%	86%	87%	87%	87%
Success	69%	69%	70%	72%	72%

In the last five years, the College's course success rates increased from 69% to 72%. At the same time, the College's retention rates have remained stable at 87%.

Enrollment, Retention Rates, and Success Rates by Term

	Enrollment	Retention	Success
FALL			
2013-2014	34,644	86.8%	67.9%
2014-2015	34,037	86.5%	67.5%
2015-2016	32,283	86.9%	68.2%
2016-2017	31,095	86.9%	69.9%
2017-2018	30,415	86.4%	70.9%
SPRING			
2013-2014	34,323	85.6%	69.0%
2014-2015	33,833	85.9%	68.3%
2015-2016	32,824	85.8%	69.9%
2016-2017	31,060	86.1%	71.7%
2017-2018	30,167	86.4%	71.7%
SUMMER			
2013-2014	4,640	91.2%	78.8%
2014-2015	5,262	89.6%	77.5%
2015-2016	5,557	88.8%	75.5%
2016-2017	6,660	89.6%	78.6%
2017-2018	6,894	91.0%	80.5%

Success rates for the summer semesters are typically higher than success rates for both fall and spring semesters. However, course success rates in all three semesters have increased in the last five years.

Success by Ethnicity (Fall terms)

FALL								
	Amer. Indian/ Alaska Native	Asian	Black/African American	Hispanic/ Latinx	Nat. Hawaiian/ Pac. Islander	Two or More	White	Avg
Success								
2013-2014	62.2%	71.9%	53.1%	63.0%	51.6%	65.8%	70.3%	67.9%
2014-2015	73.8%	72.0%	54.1%	63.0%	47.9%	60.9%	70.5%	67.5%
2015-2016	54.4%	72.8%	50.1%	62.6%	49.6%	66.3%	72.0%	68.2%
2016-2017	65.1%	75.0%	57.8%	64.1%	52.6%	69.3%	72.5%	69.9%
2017-2018	63.9%	76.5%	60.3%	64.7%	64.7%	67.0%	74.5%	70.9%

The College recognizes that there are achievement gaps in course success rates for Black/African-American, Hispanic/Latinx, and Native Hawaiian/Pacific Islander students. Through the Equity Squad, the College is working on multiple efforts to reduce the achievement gap. Details of the College’s equity work are discussed in standard IB6.

Success and Retention by Gender (Fall)

FALL			
	Woman	Man	Avg
Success			
2013-2014	69.3%	66.3%	67.9%
2014-2015	68.7%	66.3%	67.5%
2015-2016	69.9%	66.5%	68.2%
2016-2017	71.7%	68.1%	69.9%
2017-2018	72.6%	69.0%	70.9%

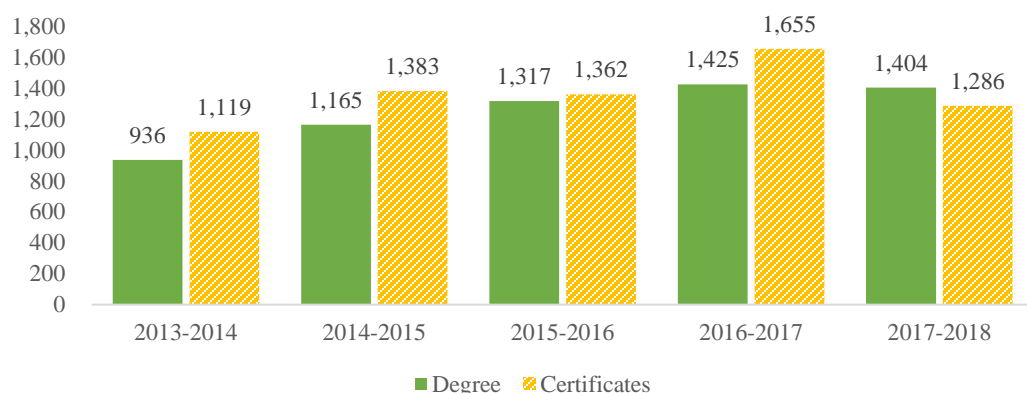
There is a gap in success rates between female and male students. As indicated previously, the College is working on close achievement gaps for various student groups and details of equity efforts at GWC are discussed in standard IB6.

Success Rates for Special Population Groups

	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	N	Success Rate	N	Success Rate	N	Success Rate	N	Success Rate	N	Success Rate
Economically Disadvantaged Status										
Economically Disadvantaged	47,437	67.8%	47,441	66.9%	43,425	68.1%	39,374	70.6%	--	--
Not Economically Disadvantaged	26,170	71.4%	25,691	71.6%	27,239	71.8%	29,441	72.8%	--	--
DSPS Status										
DSPS	2,617	66.9%	2,467	63.2%	2,328	65.9%	2,278	66.7%	2,500	69.5%
Not DSPS	70,990	69.2%	70,665	68.8%	68,336	69.7%	66,537	71.7%	65,006	72.4%
Veteran Status										
Veteran	2,162	71.3%	1,962	71.7%	1,680	69.2%	1,465	72.8%	1,419	74.8%
Not a Veteran	71,445	69.0%	71,170	68.5%	68,984	69.6%	67,350	71.6%	66,087	72.2%
Foster Youth Status										
Foster Youth	1,864	60.0%	1,775	63.7%	1,212	63.3%	776	64.7%	642	62.0%
Not Foster Youth	71,743	69.3%	71,357	68.7%	69,452	69.7%	68,039	71.7%	66,864	72.3%
EOPS/CARE Status										
Participated in EOPS/CARE	6,172	75.2%	5,936	75.4%	5,985	73.4%	5,863	74.6%	5,575	77.1%
Does not participate in EOPS/CARE	67,435	68.5%	67,196	68.0%	64,679	69.2%	62,952	71.3%	61,931	71.8%
CalWORKs Status										
Participated in CalWORKs	562	58.4%	695	66.0%	573	62.8%	463	60.7%	383	64.2%
Does not participate in CalWORKs	73,045	69.2%	72,437	68.6%	70,091	69.6%	68,352	71.7%	67,123	72.3%
International Student Status										
International Student	1,484	74.2%	1,694	76.0%	2,022	78.8%	2,311	83.4%	2,409	80.1%
Not International Student	72,123	69.0%	71,438	68.4%	68,642	69.3%	66,504	71.2%	65,097	72.0%

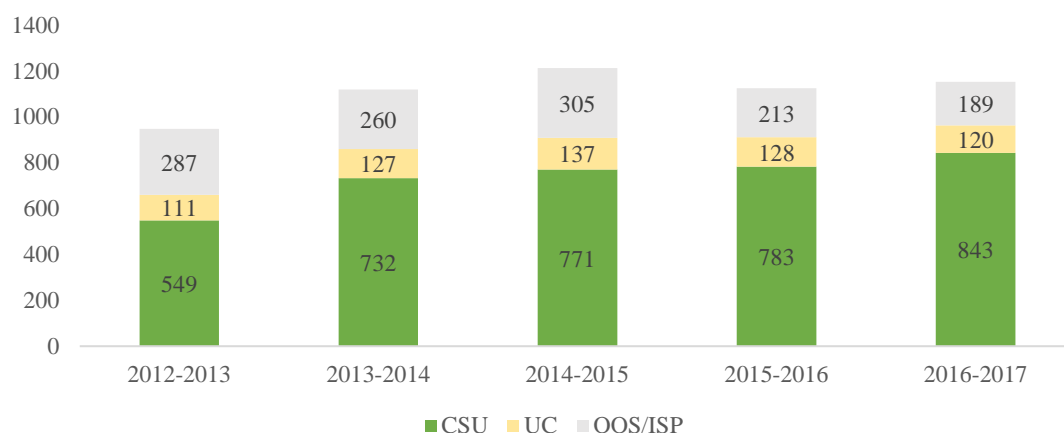
Disproportionate impact in success rates exist for different student groups including students who are considered as: economically disadvantaged, students who received DSPS services, formerly foster youths, and CalWORKs students. The college disaggregates student success data into different student groups and monitors student success rates for any disproportionate impact. Through the Equity Squad, the College continuously work to identify student groups experiencing disproportionate impact and work to reduce the achievement gap for those student groups. Standard IB6 provides detailed discussions regarding the College utilization of disaggregated student learning and student achievement data.

Certificates and Degrees Awarded by Academic Year



The College has seen an increase in the number of degrees and certificates awarded in the last five years. The College had the highest number of degrees and certificates conferred during the 2016-17 academic year.

Total Transfers by Institution Type and Academic Year



Although there has been a slight decline in the number of students transferring to the University of California colleges and out of state/in-state private institutions, the College has increased the number of students who transferred to the California State Universities. Since 2012-13 academic year, the number of students who transferred to the CSUs has increased from 549 to 843.

Institutional Set Standard

The College key performance indicators are metrics used to determine whether the college has moved the needles on student success. When setting the standard for the KPIs, the College relies on the recommendation from the Office of Research, Planning, and Institutional Effectiveness and the Institutional Effectiveness Committee. In addition to the institutional set standards, the College also has set goals. Most of the set goals are set to improve by 1% annually. The metrics within the KPI include metrics recommended by the Institutional Effectiveness Partnership Initiative. Additionally, the College also has set standards for licensure passing rate and job placement rate for certain CTE programs.

Institutional Set Standards (College Key Performance Indicators)

Key Performance Indicators	2013-2014	2014-2015	2015-2016	2016-2017	2017-18	Set-Standard	2021-2022 Goal
Successful Course Completion Rate (Fall data)	68	67	68	70	71	63.9	75.4
Basic skills math progression/completion	32.9	31.0	35.3	35.8	N/A	30.4	44.4
Basic skills English progression/ completion	48.3	49.9	53.6	53.1	N/A	48.2	57.5
Basic skills ESL progression/completion	26.4	29.2	28.7	28.5	N/A	24.9	47.2
College Completion (6-year cohorts)	49.6	52.2	55.5	56	N/A	48.9	59.9
College Completion (6-year cohorts - unprepared for college)	43.7	46.1	49.9	48.6	N/A	42.6	57.5
College Completion (6-year cohorts - prepared for college)	62.6	67.2	67.4	71.6	N/A	63.2	77.5
CTE Completion Rate	56.8	56.6	61.3	64.2	N/A	56.4	63.0
Number of Associate Degrees Awarded	963	1,135	1,320	1,423	1,399	962	1,400
Number of ADTs (subset of above)	208	350	475	596	542	500	not set
Number of Certificates Awarded	1,080	1,345	1,323	1,626	1,144	1052	1,403
Accreditation Status	Warning	Warning	Accredited	Accredited	Accredited	Accredited	Accredited
UC transfer	125	136	119	113	102	113	145
CSU transfer	732	771	783	843	798	655	830
ISP/OOS transfer	260	308	216	189	N/A	264	not set
FTES (for apportionment)	10,001	9,377	9,536	8,609.88	8,969.00	10000	10,500
Efficiency (FTES/FTEF)	37.6	35.8	32.7	30.9	32.8	35	36
College Annual Ending Balance	\$ 4,706,012.00	\$ 4,367,775.00	\$ 3,879,396.00	\$ 2,944,409.00	\$ 1,982,627.00	--	--
Audit Findings (unmodified/unqualified)	unmodified	unmodified	unmodified	unmodified	N/A	unmodified	unmodified
CCSSE - Active Learning	47	N/A	47.2	N/A	48.9	47	50.0
CCSSE - Student Effort	47.1	N/A	46.4	N/A	49.7	47	50.0
CCSSE - Academic Challenge	48	N/A	49.5	N/A	48.2	48	50.0
CCSSE - Faculty Interaction	42.6	N/A	44.5	N/A	46.6	43	50.0
CCSSE - Support for Learners	46.2	N/A	47.3	N/A	52.2	46	50.0
PACE - Institutional Structure		3.29*		3.53		3.5	4.0
PACE - Supervisory Relationship		3.68*		3.84		3.5	4.0
PACE - Teamwork		3.71*		3.85*		3.5	4.0
PACE - Student Focus		3.84*		3.99*		3.5	4.0

Licensure Passing Rate

Program	Institutional set standard (%)	2014 Pass Rate (%)	2015 Pass Rate (%)	2016 Pass Rate (%)
Cosmetology/Barbering	85%	89%	92%	90%
Nursing	86%	87%	91%	92%

The College continues to exceed its institutional set standard for licensure passing rates for Cosmetology/Barbering and Nursing programs.

Job Placement Rate

Program	Institution Set Standard (%)	2013 Job Placement Rate (%)	2014 Job Placement Rate (%)	2015 Job Placement Rate (%)
Accounting	61%	72%	75%	71%
Automotive Technology	57%	75%	70%	70%
Business Administration	56%	61%	57%	65%
Cosmetology & Barbering	56%	70%	65%	72%
Digital Media	51%	70%	53%	61%
Drafting	49%	57%	63%	54%
Floriculture	51%	56%	69%	63%
Graphic Art and Design	55%	68%	67%	67%
Office Technology	57%	71%	62%	67%
Sign Language Interpretation	68%	78%	72%	57%
Registered Nursing	69%	70%	70%	86%
Computer Programming	54%	57%	61%	64%
Administration of Justice	71%	81%	87%	89%

The College continues to exceed its institutional set standards for job placement rates for the CTE programs listed with the exception of the Sign Language Interpretation program. The College utilizes Program Review as a mechanism for departments to review program-specific data and develop improvement plans.

Specialized or Programmatic Accreditation

Golden West College is Accredited by the following agencies:

Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges

10 Commercial Boulevard, Suite 204 Novato, CA 94949 (415) 506-0234

Accrediting Commission for Education in Nursing, Inc.

3343 Peachtree Road, Suite 850 Atlanta, GA 30326 404-975-5000

The College also offers programs that are approved and licensed by the following agencies:

California Board of Registered Nursing

P.O. Box 944210 400 R. Street, Suite 4030 Sacramento, CA 95814

California Board of Barbering and Cosmetology

P.O. Box 944226 Sacramento, CA 94244-2260

Commission on Peace Officer Standards and Training (POST)

860 Stillwater Road, Suite 100 West Sacramento, CA 95605

National Institute for Automotive Services Excellence (ASE)

1503 Edwards Ferry Rd., NE, Suite 401 Leesburg, VA 2017

Organization of the Self-Evaluation Process

2018-19 ISER Writing Team

	Chair (s)	Faculty Co-Chair (s)
Standard IA - Mission	Wes Bryan (Tim McGrath)	Jaima Bennett
Standard IB - Institutional Effectiveness	Kay Nguyen	Theresa Lavarini
Standard IC - Institutional Integrity	Christina Ryan Rodriguez	Gregg Carr
Standard IIA - Instructional Programs	Greg Peterson/ Albert Gasparian	Maryam Khakbazan
Standard IIB - Library and Learning Support	Alex Miranda/David Gatewood	Gonzalo Garcia/Julie Terrazas
Standard IIC - Student Support Services	Claudia Lee	Yvonne Portillo
Standard IIIA - Human Resources	Danielle Heinbuch	Amanda Best
Standard IIIB - Physical Resources	Joe Dowling	Annamaria Crescimanno
Standard IIIC - Technology Resources	Kevin Harrison	Gonzalo Garcia
Standard IIID - Financial Resources	Janet Houlihan	Stephanie Dumont
Standard IVA - Decision Making	Carla Martinez	Terri Speakman
Standard IVB - CEO	Kay Nguyen	Theresa Lavarini
Standard IVC - Governing Board	Ron Lowenberg	Martie Ramm Engle
Standard IVD - Multi-College Districts	Ron Lowenberg	Martie Ramm Engle

The development of the ISER was led by the Dean of Research, Planning, and Institutional Effectiveness who also serves as the Accreditation Liaison Officer. The College also has a faculty Accreditation co-chair. The College began writing the ISER during Spring 2017 by having a kick off meeting and selecting co-chairs and faculty co-chairs. The writing teams listed above wrote the narratives and collected evidence during the 2017-18 academic year. The College also received an accreditation training by ACCJC Vice President/Liaison Dr. Steven Reynolds during Spring 2018. The drafts were completed at the end of Spring 2018 and sent off to an external editor to edit the document for flow. The College presented the report and solicited feedback from the campus throughout Fall 2018 with the main meetings at Planning and Budget. The College also received feedback from the Academic Senate as well as the Associated Student Body. The College also presented the drafts to the Governing Board in August, September, October, and November of 2018. The report was approved by the Governing Board on November 21, 2018.

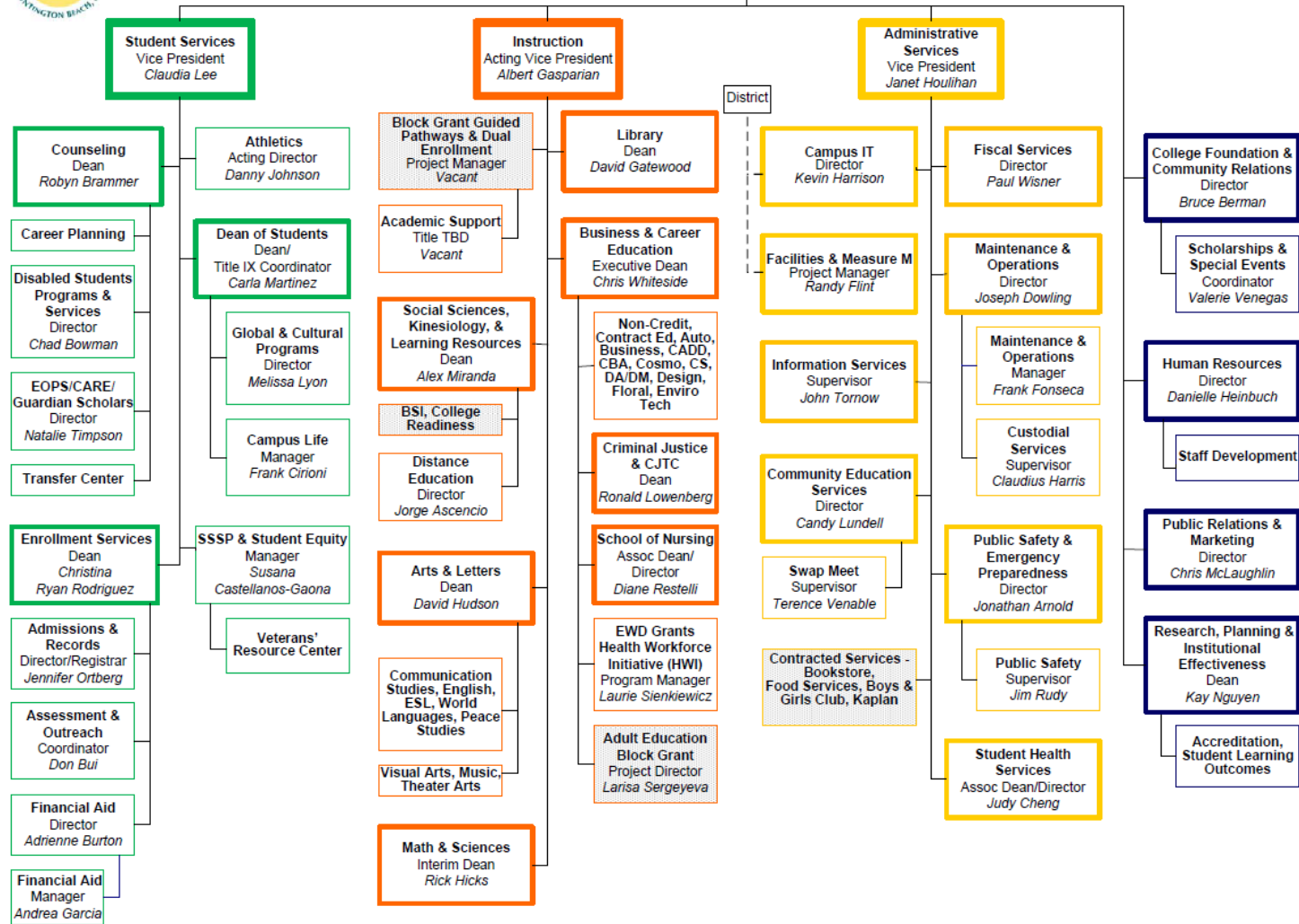
College Organization Information



Golden West College

President
Tim McGrath

August 27, 2018



Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Golden West College (GWC) is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges ([ER1-1](#)). 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 under Education Code Section 70900-10901 ([ER1-2](#)). This accreditation and state authorization allows the college to offer courses that parallel the first two years of the curricula for state universities

2. Operational Status

The institution is operational, with students actively pursuing its degree programs.

The College has operated continuously since it was established in 1966. Within the 2017-2018 academic year the College enrolled 18,339 students (ER2-1-Quick facts). The College awarded a total of 2,054 degrees and certificates in 2013-2014 academic year with an increase to 2,686 degrees in 2017-18. A current schedule of classes is available on the College website ([ER2-3](#)).

3. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one-degree program must be of two academic years in length.

A substantial portion of the College's educational offerings are programs that lead to degrees and certificates. The College offers 23 Associate Degrees for Transfer (ADTs), 48 Associate Degrees (AA/AS), and 44 certificates ([ER3-1](#)). The Associate degrees is normally completed in two years and requires at least 60 units and include a general education component as well as completion of a Major or Area of Emphasis along with a 2.0 Grade Point Average.

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Governing Board of Coast Community College District announced the appointment of Mr. Tim McGrath ([ER4-1](#)) as president of Golden West College on March 21, 2018. He assumed his position on July 01, 2018. The College informed the Commission of the change in the institutional CEO on August 8, 2018 (ER4-2 – email correspondence). Prior to Mr. McGrath's appointment as College President, The College was led by Mr. Wes Bryan, who served as College President from 2005 to 2018.

As part of a multi-college district, the College also has a Chancellor, who is the CEO of CCCD. The Governing Board of CCCD appointed Dr. John Weispfenning as Chancellor of the Coast District on April 20, 2016 ([ER4-3](#)). The College president reports to, assists, and supports the District chancellor in the performance of duties delegated by [BP2430 Delegation of Authority to](#)

[Chancellor](#). Under the District’s Administrative Procedure [AP2430, Delegation of Authority to the College Presidents](#), The District chancellor delegates authority to the College president as chief executive officer of the College with primary responsibility for the quality of the College.

5. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The College undergoes external annual audits performed by a certificate public account firm. The College is not audited as a separate entity and is part of the annual audit for the Coast Community College District. The most recent audit was completed by Clifton Larson Allen LLP, an independent auditing firm based in Glendora, CA. The most recent audit shows that the institutional has adequate internal controls and does not have any material misstatements or findings. All audit reports going back to 2007-08 are available to the public on the Coast District website under Financial Audits ([ER5-1](#)).

The College default rates fall within the acceptable range. The College’s three-year cohort default rates are well below 20 percent as presented in the table below.

Year	Rate
2014 Official	13.4%
2013 Official	9.9%
2012 Official	11.8%

Additional information regarding the College’s compliance with Title IV federal regulations can be found in the College’s response to the "Policy on Institutional Compliance with Title IV."

Eligibility Requirements 6 through 21 are addressed in the responses for standards I through IV.

Certification of Continued Institutional Compliance with Commission Policies

Golden West College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

Golden West College made appropriate and timely effort to solicit third-party comments in advance of the comprehensive evaluation visit. Through the Office of Research, Planning, and Institutional Effectiveness newsletter ([Rustlers Research](#)) the College informed the campus of the accreditation standards as well as notification of the comprehensive visit dates ([Newsletter Spring 2017](#); [Newsletter Fall 2018](#)). In addition, the Accreditation Liaison Officer (ALO) presented the status update on accreditation at the Fall 2018 Faculty Flex Day as well as the All College Kick Off meeting. The College also solicited the campus community feedback by hosting several meetings through the Planning and Budget Committee to discuss the accreditation standards (PB minutes). The College also presented the ISER draft to the Board of Trustees three times before submitting the final draft for approval in November of 2018. The drafts were published to the Board website and are available to the public. The College also hosts a link for third party comments to the commission ([Third Party Comments Link](#)). The college complies with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions on third party comments.

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

The College has established Institution-set Standards (key performance indicators or KPIs) related to student achievement such as course success, basic skills progression, degrees/certificates awarded, transfer, licensure passing rate, and job placement rate. For a more detailed description of how the College incorporates this data to improve institutional effectiveness, please see I.A.2 and I.B.5.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

The College's curriculum and degree program lengths follow the accepted standards in higher education. Detailed information about curriculum and program lengths are discussed in standards IIA5, IIA6, IIA9, IIA11, and IIA12. Information about how the College communicates tuition, fees, and other programmatic information are discussed in standard IC6.

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii)

The College provides accurate information regarding criteria to accept credits for transfer. Transfer policies information are published in the College Catalog (pg 51-58; pgs 231-234). The College participates in the Common Course Numbering System (CID) for ease of articulating courses with other institutions. The College has established articulation agreements with a number of four-year institutions including the UCs and CSUs as well as in-state private and out of state institutions. Evidence of the College's Transfer Policies are discussed in standard IIA10.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

The College's distance education courses meet the same rigor as courses taught in a traditional face-to-face format. The college does not offer any correspondence education. All courses offered via distance education format has a DE addendum to the course outline of record. Additional information regarding distance education are discussed in IIA1, IIA2, IIA7, and IIA9.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

The College provides information on how students can lodge complaints through the grievance process on pages 2 and 260 of the College Catalog. The College adheres to the Board Policy 3430 Prohibition of Harassment and Board Policy 3435 Discrimination and Harassment Investigations, which provide policy detail on how students can lodge complaints. Further information on student complaints and the complaint process are also published on the College's website (Complain Process page).

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

The College provides accurate and current information to the public through the Catalog and the website. The College engages in annual update of College Catalog to ensure accuracy of information. The College's accreditation status is provided via the website and complies with ACCJC requirements. Institutional disclosures are published on college websites and are reviewed annually for accuracy. All advertisements and promotional literature developed and used are truthful in their representation of the College. Additional information about Institutional Integrity are discussed in Standard IC.

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

The College complies with federal requirements including Title IV of the Higher Education Act. The College participates in annual financial audit and monitors the student loan default rates. The College and the District take action to resolve any findings. Additional information about Title IV compliance is discussed in standards IIID10 and IIID15.

STANDARD I: Mission, Assuring Academic Quality & Institutional Effectiveness, Institutional Integrity

Standard IA – Mission

IA.1 – The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard:

Golden West College’s mission statement was developed collaboratively with input from all constituencies and is reviewed by the College’s Planning and Budget Committee, the primary recommending body to the College President ([Academic Senate Minutes](#), [IEC Minutes](#), [P&B Minutes 1](#), [P&B Minutes 2](#), [P&B Minutes 3](#)). The mission statement (below) describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Golden West College Mission Statement:

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

The mission statement clearly defines the broad educational purposes of GWC, which is to provide enriching and innovative educational programs that help students meet their educational goals.

The College mission statement also identifies its intended student population as a “diverse student population” given that the College’s most recent (2017-18 academic year) student population is comprised of 32.1% Hispanic/Latinx, 29.2% White, 29% Asian, 2.5% Black, 5% multiple ethnicities and 2% other ethnicities (see Presentation of Institution-Set Standard and Student Achievement Data).

The College offers 23 associate degrees for transfer (ADTs), 48 associate degrees (AA/AS), and 44 certificates ([2017-18 Catalog](#)). Further information on GWC’s degrees and certificates will be discussed in Standard IIA.

The mission statement also emphasizes the College’s commitment to student learning and achievement. This commitment is demonstrated in the language of the mission statement: “the College is committed to continuous assessment and improvement of student learning” and “the College provides [...] educational programs that help students: transfer [...], earn associate degrees, complete certificates [...], advance their careers, and demonstrate college readiness.

Analysis and Evaluation:

The College's mission aligns with the standard and is in compliance with eligibility requirement 6. The mission statement describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

IA.2 – The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard:

The college regularly and systematically uses data to assess its performance in meeting the educational needs of students and accomplishing its mission. The college has an established Key Performance Indicators Scorecard ([KPI Link](#)) that includes both local and state adopted metrics on student success. The Scorecard includes 5 years of data with institutional set-standard and established targets (goals). Metrics within the KPIs include course success rates, basic skills progression, degrees and certificates attainment, CTE completion, and transfer, which are all measures of the college's progress in accomplishing its mission. The most recent scorecard data from the California Community College Chancellor's Office shows that the college continues to see improvement in its student outcome performance. For example, the college is ranked 17 out of 114 California community colleges in degree/transfer (college completion), is ranked 8 out of 114 in Career Technical Education completion, and ranked 6 out of 114 in persistence ([2018 Scorecard](#)).

The college engages in a three-year program review process (more discussion in Standard IB), to identify objectives resources in which data is used extensively to identify objectives and resources needed to fulfill the college's mission.

The college relies on outcomes data when making decisions on resource allocation. Much of this is driven in two ways. First is continuous program review ([Program Review Home Page](#)) and the use of statewide and insitutional metrics on student achievement, progress on College-adopted goals, and program improvement. Secondly, the College Planning and Decision-Making Guide ([PDMG Link](#)) describes the manner in which the college makes data-informed decisions, particularly with regards to resource allocation ([Resource Allocation Rubric](#)).

The college is committed to its diverse student population and their continuing success and achievement. To meet this commitment, the college uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students. One significant recent example of using data to determine how effectively it is accomplishing its mission began in the Fall of 2016, when the College established a College Equity Squad, formerly known as Equity Evidence Team. This team began the task of reviewing the 2014-15 Course Success Rates disaggregated by race/ethnicity for each discipline ([Equity Web Page](#)). The data provided to the Equity Squad were similar to data in

College Program Review. In partnership with The Center for Urban Education, the College took a deeper look at gap analysis to identify gaps. The College then initiated campus-wide programs and trainings related to student equity to increase awareness and provide solution-focused trainings across departments and programs. The first initiative was a focus on the Chemistry Department. The Equity Squad reviewed course success data within the Chemistry Department, administered a mind-set quiz and first day of class survey in Chemistry 180, completed a course syllabi review, and engaged in classroom observations ([Chemistry Equity Work Summary](#)).

Another example of utilizing data to meet the educational needs of GWC students through an equity lens is the College's effort to improve course success rates of student athletes by establishing the Athletics Study Hall, a peer tutoring center, providing dedicated academic counselors to athletes, and providing professional development workshops for coaches. The College also utilized data to improve basic skills education and increasing student access to college-level coursework. The College continuously monitors the percentage of students placing into college-level English and math. Seeing that many students were not placing into college-level English and math, the College decided to pilot the statewide recommended model on Multiple Measures Assessment Project (MMAP) to place students into college English and math. Since Fall 2016, the College has seen a continuous improvement in the number of students placing into college-level English and math. Based on the data analysis completed by the Office of Research, Planning, and Institutional Effectiveness ([MMAP Analysis Presentation](#)) that showed students who benefited from MMAP placement had similar success rates as students who were placed in college-level courses the traditional way, the College elected to adopt the model permanently.

Analysis and Evaluation:

The College aligns to this standard. The College uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students. The College Planning and Budget Committee regularly reviews data provided by the Office of Research, Planning, and Institutional Effectiveness, Enrollment Management Reports, KPI and Scorecard data, as well as Program Review Resource proposals. Program Review data is used for resource allocation and new or replacement hiring for faculty, staff, and management. It is also reviewed during portions of budget development.

IA.3 – The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard:

The College offers programs and services that are aligned with its mission. Golden West College offers majors and programs that lead to Associate Degrees or Certificates ([GWC Academics Page](#)). The College also offers courses that fulfill general education requirements and transferable courses which fulfill lower division requirements for many majors. The College offers courses and support for basic skills students need to be college-ready. Complementary to

providing instructional programs that are aligned with the College's mission, the College offers wrap-around support services to ensure students are successful in meeting their educational goals. The College also provides orientation, counseling, educational planning, library support, tutoring, and other student support services ([GWC Student Support Services Page](#)).

The college systematically engages in a robust program review process to ensure that the mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. All programs actively participate in program review including instructional, administrative, and student services programs ([GWC Program Review Page](#)). The program review process provides opportunities for departments to assess how they are supporting the college mission and goals, identify areas of strength and weakness, and develop new program goals in support of student achievement ([Program Review Instructional Template](#); [Program Review Non-Instructional Template](#)). Departments have the opportunity to request additional resources using program review. Resource requests can be made for faculty positions, classified and management positions, technology purchases, and facility improvements. The program must provide information on how the requests (a) meet specific program needs; (b) align and directly support the College's Goals; (c) and contribute to other college operations. ([Non-Personnel Resource Request Form](#), [Resource Allocation Rubric](#), [Faculty Request Form](#), [Faculty Rating Process](#), [Resource Allocation Prioritization Protocol](#), [Planning and Decision-Making Guide](#)).

The College utilizes outcome and achievement data to demonstrate that College's efforts are addressing student needs while meeting the college mission. The student success data demonstrates that the college continues to meet and exceed college set standards for transferring students to a four-year institution, in awarding certificates, increasing job placement rates for CTE students earning certificates, and in making students become college ready.

Analysis and Evaluation:

The College aligns with this standard. Programs and services offered by the College align with the mission. The College uses the mission to guide its institutional decision-making, planning, and resource allocation as demonstrated through the program review and resource allocation process and templates.

IA.4 – The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard:

The College Mission Statement is published in the College Catalog ([2017-18 College Catalog](#)) and displayed on the College Website ([College Website Link](#)) and the screen saver of all college employees ([computer screen shot](#)).

The current Mission Statement was reviewed and approved by the Board of Trustees on July 13, 2016 ([BoT minutes](#)). In Fall 2017, the College's Planning and Budget Committee reviewed and

slightly updated the College's mission statement along with the vision and values statements ([P&B minutes](#)). The changes were forwarded to the Board of Trustees for approval on June 20, 2018 (item 25.02 on agenda) ([BoT Minutes](#)).

Analysis and Evaluation:

The College aligns with this standard and is in compliance with eligibility requirement. The mission statement is approved by the governing board and is widely published on the College's website and catalog, as well as on every college employee's screensaver. The mission statement is periodically reviewed and updated as necessary as shown in Fall 2017.

Standard IA Evidence List:

- [Academic Senate Minutes 03/08/2016](#)
- [IEC Minutes 03/17/2016](#)
- [P&B Minutes 10/28/2015](#)
- [P&B Minutes 11/18/2015](#)
- [P&B Minutes 03/14/2018](#)
- [Board Agenda July 13, 2016](#)
- [Board Agenda June 20, 2018](#)
- [Golden West College Catalog – Program Offerings Page](#)
- [KPI Link](#)
- [Equity Web Page](#)
- [Chemistry Equity Work Summary](#)
- [Athletics Study Hall](#)
- [MMAAP Analysis Presentation](#)
- [2018 CCCCO Scorecard](#)
- [GWC Academics Page](#)
- [GWC Student Support Services Page](#)
- [GWC Program Review Page](#)
- [Program Review Instructional Program Template](#)
- [Non-Personnel Resource Request Form](#)
- [Resource Allocation Rubric](#)
- [Faculty Request Form](#)
- [Academic Senate Faculty Rating Process](#)
- [Resource Allocation Prioritization Protocol](#)
- [Planning and Decision-Making Guide](#)
- [Golden West College Catalog – Mission Statement Page](#)
- [GWC Website Mission](#)
- [Screenshot of college employees screen saver](#)
- [P&B 10/25/2017 minutes](#)
- [Program Review Non-Instructional Template](#)
- [Faculty Rating Process](#)
- [BoT Minutes approving mission 06/13/18](#)

Standard IB – Institutional Effectiveness

IB.1 – The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard:

The College utilizes program review, planning, and assessment structures as well as major College events such as All College Days, Flex days, committee meetings, and Campus Conversations to facilitate campus-wide dialogue and collaboration on student outcomes, student equity, academic quality, institutional effectiveness, and the continuous improvement of student learning and achievement.

Program Review:

The College engages in a three-year program review cycle. The College's program review process is a continuous quality improvement process in which each department undergoes a review utilizing different information and data to identify objectives and the resources needed to fulfill the College's educational mission. The program review process is integrated with SLO assessment and resource allocation. Program Review allows all college instructional and non-instructional departments to engage in dialogs internally to analyze their strengths and weaknesses and develop plans and goals for continuous improvement. All program review reports are published online via the [ORPIE's program review page](#) so that departments can communicate information about their programs with internal and external audience. Additionally, departments have another opportunity to showcase their departmental information during the resource allocation process ([resource request form](#)).

Within the program review process, discussions regarding student outcomes, student equity, academic quality, and continuous improvement occur. During the program review year, ORPIE provides each instructional program with aggregated data on student enrollment, student learning and student achievement. Student achievement data are also disaggregated by demographics and various special characteristics to allow for discussions on equity to take place ([Sample Program Review Data Packet-Biology](#)). Components within the Program Review Report ([Program review template](#)) include:

- Program Information
- Review of Last Program Review Cycle
- SWOT Analysis
- Curriculum Review
- Program Data Analysis
- Program Planning
- Resource Allocation

Outcomes Assessment:

The College has a well established outcomes assessment process that occurs at various levels including course, program, institution, and student services and administrative areas. For course-level SLOs, all faculty assess at least one student learning outcome for each class they teach every semester. Faculty may assess more SLOs in a given semester, but all SLOs need to be assessed within two three-year program review cycles, although some faculty may opt to complete all SLOs assessment within a single three-year program cycle. The College is transitioning to having each outcome be assessed at least once within a three year program review cycle ([SLO Coordinator letter spring 2017](#)).

At Golden West College, the courses are aligned to program-level SLOs (pSLOs) so that when faculty assess a cSLO, they are also assessing the pSLO ([old pSLO alignment example](#)). While this has worked for the College for the past few years, conversations regarding SLOs have evolved and, under the leadership of the current SLO Coordinator and the Office of Research, Planning, and Institutional (ORPIE), the College improved the linkage of student learning further by linking individual cSLOs to specific pSLOs as a means to assess student learning at the program level. As of Fall 2018, many departments have completed the alignment of individual cSLOs to pSLOs ([pSLO alignment inventory](#); [new pSLO alignment examples](#)). Additionally, several departments have started to assess pSLOs through the use of surveys. Departments such as English, Communication Studies, and Physical Sciences worked with ORPIE to survey graduates in their programs to determine whether students believed they had acquired the necessary competencies after completing an associate's degree. These results will be used to facilitate dialogue at the department level during Program Review to improve student learning and achievement ([pSLOs results – Nursing](#); [iSLOs survey results](#)).

To assess the level of dialogue that occurs on student learning, the College has been surveying faculty on their engagement in SLOs dialog. The College has been surveying faculty every semester since Fall 2013, as, during that time, the assessment culture was not as robust as it currently is. For an example, prior to Fall 2013, less than half of courses at GWC were on an active assessment calendar. As of Fall 2018, close to 90% of courses are on an active assessment calendar. Additionally, survey results indicate the continued positive trend of College assessment culture, and since then, the College assesses faculty engagement in SLO dialogue every other Spring semester, to prevent survey fatigue. The most recent SLO dialogue survey indicated that 98% of faculty surveyed discuss SLOs with their students every semester. Additionally, 86% of faculty surveyed discuss SLOs with their colleagues every semester ([Spring 2017 SLO dialogue survey](#)).

All College Meetings:

At GWC, All College Meetings occur at least once a year to provide pertinent information to the entire campus. Topics that have been covered include Accreditation ([2014](#), [2015](#)), Student Success ([2016](#)), Student Engagement ([2016](#)), College Goals ([2016](#)), and Equity Awareness ([2017](#)). Informed speakers and presenters are invited to present empirical research to the entire campus community. Most recently, these speakers have included the following:

- Johnathan Brennan Presentation on Student Success
- Center for Urban Education: Lindsey Malcom Piqueux
- GWC Psychology Faculty: Laura Duvall
- The Neuroscience of Decision-Making: Kimberly Papillon
- Research and Planning Group: Darla Cooper
- Disney Institute Training

The College also utilizes another method called “Campus Conversations” to engage campus constituent groups in institutional dialogue. The most recent [Campus Conversations](#) have included discussions on SLOs assessment, student equity, accreditation, organization changes, and planning.

Committee Work:

The College’s governance structure ([GWC Core Planning Committes](#)) provide opportunities for continual, substantive, and collegial dialogue to occur on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. For example, the Institutional Effectiveness Committee focuses on various areas of institutional effectiveness including outcomes assessment, program review process, commttee effectiveness, accreditation, and college-wide key performance indicators ([IEC mission and charges](#)). The Recruitment to Completion Committee ([RCC mission and charges](#)), Council of Chairs and Deans ([CCD mission and charges](#)), and Council for Curriculum and Instruction ([CCI mission and charges](#)) focus on topics involving academic quality, curriculum development, student success, and enrollment management. The College is deeply committed to student equity and has a dedicated taskforce called the Equity Squad (formerly Equity Evidence Team). The Equity Squad focuses on faculty and departmental training, along with the utilization of data to support the College’s goal of closing the achievement gap.

Data Informed Culture:

Finally, ORPIE monitors the College’s [Key Performance Indicator](#) and provide multitudes of data including enrollment, student demographics, and student achievement. Where it is possible and relevant, the data are disaggregated by gender, ethnicity, age groups, and other characteristics including students who participate in Disabled Student Program and Services (DSPS), Veterans, etc. Historically, the data were provided in a form of “Fact-Book” but since Fall 2016, the College has transitioned to using Tableau, a data visualization tool, to allow for better display of and access to data ([ORPIE Dashboard page](#)).

Analysis and Evaluation:

The College aligns to this standard. The College has many mechanisms to foster continual, substantive, and collegial dialogue about student outcomes, student equity, academic quality, and institutional effectiveness. All college meetings and campus conversations are designed for larger college-wide conversations to take place, while committee meetings allow work groups to focus on specific areas of institutional effectiveness. Additionally, program review and outcomes assessment allow each department to communicate their efforts to improve academic quality.

IB.2 – The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard:

The College has an institutionalized process for defining and assessing student learning outcomes (SLOs) for all instructional programs and service area outcomes (SAOs) for programs that provide student and learning support services. All official course level SLOs and program level SLOs are stored in CurricUNET with assessment results stored in Nuventive Improve, formerly known as TracDat ([CurricUNET link](#), [Nuventive Improve Link](#)).

Leadership over SLO and SAO assessment comes from the Faculty SLO Coordinator with support from the Office of Research, Planning, and Institutional Effectiveness (ORPIE). The Coordinator and ORPIE collaborate to help faculty, staff, and managers draft and revise SLO language at the course level, align course to program to institutional SLOs, develop meaningful assessments, evaluate assessment data, and input data into Nuventive Improve. Each semester, the coordinator sends an introductory letter to faculty, reminds them of the assessment-related requirements, provides reminders about best practices, engages them in training opportunities, and collects their assessments at the semester's end ([SLOC Semester Letter fall 2017](#); [spring 2018](#); [fall 2018](#)). Similarly, student services and learning support services also assess at least one SAO every semester.

The College adapted the Nichols' 5-column model to be a 5-step-model outcome process ([5SM form](#)) where faculty describe the outcome to be assessed, the assessment method, results, analysis of the results, and planning for improvement. Although all outcome assessments are maintained in Nuventive Improve, some faculty are still using the paper form of the 5SM. These instructors submit their assessments to the SLO coordinator and the information is entered into Nuventive Improve by ORPIE's staff.

Faculty play a critical role in course SLO assessment at the College, and they also evaluate the data to improve student learning. All faculty – full-time and part-time – are responsible for assessing SLOs at the course level. Faculty are required to assess a minimum of one SLO per course per semester ([SLO Coordinator Letter spring 2017](#)). As part of the assessment process – In Step Five of the 5SM, faculty describe the active strategies they will undertake to improve overall student outcomes on the assessed skills.

While there is a systematic and consistent process for course SLO assessment, the College continues to improve its process in assessing program SLOs. Similar to courses, all programs have formal SLOs, and these SLOs are approved through the College's Council for Curriculum and Instruction (CCI). The assessment process for program SLOs varies between departments; the Faculty SLO Coordinator and ORPIE are making a concerted effort to streamline this process and to make it more meaningful for faculty. Historically, departments assess program SLOs by aligning overall courses to specific program level SLOs ([sample old cSLO pSLO alignment](#)). Discussions in the Planning and Budget (P&B) and Institutional Effectiveness Committees as well as [Faculty SLO Dialogue Surveys](#) indicated that the information yielded from general course SLO alignment to pSLOs did not provide faculty with useful information to improve

student learning. To address this challenge, in recent semesters, instructional programs have aligned specific course-level SLOs to program SLOs which provide a closer alignment for assessment ([new cSLO pSLO alignment](#)). Additionally, several departments have started to survey their graduates to determine whether students believe they have acquired mastery of the program outcomes upon completion of their program of study ([graduate pSLO survey- English; Nursing](#)). This newly added assessment method will be included as an option in the upcoming program review cycle for all instructional programs.

One of ORPIE's most significant roles in SLO assessment exists in the area of institutional SLOs ([iSLOs](#)). ORPIE aggregates data from across the campus to assess iSLOs on a broad scale, and reports the results in the Planning and Budget and Institutional Effectiveness Committees. Additionally, ORPIE provides the results via its newsletter called Rustler Research and ORPIE website ([Rustler's Research issue Fall 2014; Spring 2016](#)). In addition to assessing iSLOs through course-level alignment, the College has started to assess iSLOs using data from the Community College Survey of Student Engagement ([CCSSE – iSLOs alignment](#)) and surveying GWC alumni. During Summer 2018, the College surveyed students who graduated from GWC and asked them to self-assess their mastery of the College's institutional learning outcomes. The results were shared in the [Fall 2018 Rustler Research Newsletter](#).

Along with instructional SLO processes, the College also has service area outcomes (SAOs) to assess services provided to students ([samples SAO](#)). The College is working on expanding outcomes assessment to include administrative areas (AUOs). Managers overseeing administrative units have worked with ORPIE staff to develop AUOs and are working on assessing those AUOs. Student Services managers use their SAO results to improve programs and services for students and the campus at large. Similar to instructional programs, SAOs follow the 5SM process in which the fifth step asks the question, "What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student services?" or "What planning and changes will or have occurred, as a result of your assessment process, to improve your area or services provided by your area?" ([Sample SAO assessments](#)) Overall, courses, programs, certificates, and degrees are evaluated by individual faculty, groups of faculty, and student services managers and staff. Although certain faculty still opt to complete SLO assessment via MS Word document, all assessments are housed in Nuventive Improve. Because assessments and evaluations are housed in Nuventive Improve, they are readily available for review by faculty and managers to ensure that departments are taking active and well-planned steps toward improving student success.

Analysis and Evaluation:

The College aligns to this standard and is in compliance with the eligibility requirement. The College has defined all learning outcomes for instructional programs and student and learning support services. Per the assessment cycle, the College requires all faculty to assess at least one SLO per course that they are teaching in a semester, and since course SLOs are aligned with program SLOs, program SLOs are also being assessed each semester. Similarly, all SAOs are assessed within an academic year, with some SAOs being assessed on a semester basis.

IB.3 – The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting Standard:

The College has established a set of key performance indicators (KPIs) that include successful course completion, basic skills progression, college completion, degrees and certificates conferred, and four-year transfers. Along with establishing goals for each of the indicators, the College has institution-set standard (ISS) for ease of monitoring. The College also has set-standards for job placement and licensure examination passing rate, per ACCJC requirements through the ACCJC annual report ([KPI scorecard](#), [ACCJC annual report](#)). The College's philosophy for establishing goals typically include an improvement of at least 1% over each year. Additionally the College monitors key metrics to ensure that no metrics will dip below the standard.

The College establishes ISS and goals for the KPIs through Planning and Budget, with recommendations from the Institutional Effectiveness Committee and the Office of Research, Planning, and Institutional Effectiveness.

Since the establishment of ISS, the college's methodology of setting ISS is based on five-year average data. If five years of data are not available, particularly in the case of job placement data, the College will use three years of data.

The KPI scorecard is updated annually during late summer or early Fall semester and presented to different planning committees including Planning and Budget, Academic Senate, Institutional Effectiveness, and Recruitment to Completion. These presentations spark conversations about student achievement, methodologies of setting college goals and set-standards, as well as different activities that the College is focusing on to enhance and increase student success. Additionally, the KPI scorecard is published on the Office of Research, Planning, and Institutional Effectiveness website.

Analysis and Evaluation:

The College aligns to this standard and is in compliance with eligibility requirements. The College has established institution-set standards for various KPIs dating to 2014, even though KPIs have been established since 2011. The data is updated annually, published on ORPIE's website, and presented to various core planning committees where conversations on data, methodologies, and campus focus occur.

While the College meets the standard, it recognizes that more work is needed to standardize the process of setting standards and goals, communicating those set-standards and goals to a wider campus audience, and utilizing the data to drive campus priorities.

IB.4 – The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard:

At Golden West College (GWC), there are three types of Outcomes Assessments that are used to evaluate student success at the course (cSLOs), program (pSLOs), and institutional levels (iSLOs). Additionally, the College uses Service Area Outcomes (SAO) assessment to evaluate the experiences and services that students receive from student services and administrative services departments on campus. Assessments and student learning outcome data are collected and stored in Nuventive Improve. The College is working to expand outcomes assessment for administrative areas and have worked with administrative areas to develop administrative unit outcomes for assessment.

Golden West College uses a [5-Step Model](#) for collecting assessment data: (1) define the outcome to evaluate, (2) define how the outcome will be assessed, (3) provide a summary of the results of the assessment, (4) describe the analysis of the data, and lastly, (5) explain any changes that will or have occurred to improve student learning at GWC as a result of the assessment.

Assessment data at each level is used to promote department-wide conversation about improvement of courses, programs, student services areas, administrative areas, and the institution, as a whole. The last two steps of the 5-Step Model for assessment, data evaluation, and planning are a great foundation to lead these discussions, as assessments results are analyzed and possible changes to improve student learning are described in these two steps of the assessment. Student learning is improved through these discussions by first determining whether the results met the target goal. At the course level, if the target was not met, departments can discuss possible ways to improve student learning, including new pedagogies, new technologies, revising existing courses, adding or modifying assignments, reviewing the methodology or mode of delivery of course materials, or resources that may lead to improvement of student understanding of course materials are some at the course level. At the program level, student learning can be improved through the understanding of the barriers or challenges attributed to course sequencing that students face. For student services areas and administrative areas, assessment data are used to improve educational and support programs, identify training needs or professional development for staff, and managing resource allocations may improve services to students to help meet assessment goals.

All instructional and non-instructional programs participate in the College's three-year program review process. During program review, instructional departments are provided with student learning assessment data from the three years prior and asked to describe plans for improvement of student learning in their area using the analysis and trends described in the planning piece of their assessments. All departments are also required to participate in student learning assessments to be eligible to receive funding for resource allocations for one-time requests, classified positions, faculty positions, or facilities requests ([resource request form](#)). Connecting funding with assessment data is intended to direct funding to areas which will have an impact on student success.

Analysis and Evaluation:

The College aligns to the standard. The College utilizes assessment results in program review to support student learning and student achievement.

IB.5 – The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard:

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

All college instructional, student services, and administrative services programs participate in the three-year program review process ([Program Review page](#)). The program review process is designed for departments to assess the objectives, student learning outcomes, and student achievement at the college. Program review is the primary mechanism by which Golden West College identifies the objectives and resources needed to fulfill our educational mission. All programs (instructional and non-instructional) are expected to complete a review on the same three-year cycle. 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 ([resource request form](#), [planning decision-making guide](#)).

All College programs complete the program review together. The College utilizes the three-year program review cycle to ensure that all departments conduct program reviews twice within an accreditation cycle. The previous program review was completed in Spring 2016 and the College is preparing for the next program review, which will be completed in Spring 2019.

The program review process and report ([PR template for Instructional programs](#); [PR template for Non-Instructional programs](#)) follows a basic SWOT analysis format (Strengths, Weaknesses, Opportunities, and Threats). However, it also contains sections for departments to report:

- Budget expenditures and revenues
- Curriculum and course student learning outcomes activities,
- Program student learning outcomes,
- Progress on prior cycle goals,
- New goals for the next cycle, and
- Requests for resources.

The three-year program review process includes evaluation of goals and objectives for: degrees,

transfers, and courses success rates. These course success rates are further analyzed by: basic skills courses, CTE courses, degree and transfer courses, and mode of delivery (in person, online, or hybrid).

All instructional programs receive two informational packets (Data Packet and Curriculum Inventory) by discipline in preparation for program review.

The Data Packet ([Data Packet Sample - Biology](#)) provides information on:

- Student demographics (ethnicity, gender, age group, economically disadvantaged status, disability status, veteran status, and foster youth status)
- Enrollment and fill rate
- Overall retention and success rate
- Retention and success by session type (online, traditional, hybrid)
- Retention and success by demographics (ethnicity, gender, and special populations)
- Full-time and part-time faculty distribution
- Degrees and certificates awarded

The Curriculum Inventory Packet ([Curriculum Inventory Sample - Psychology](#)) provides information on:

- Courses with C-ID designation
- List of active courses offered or not offered in the last 3 years
- Assessment status for each course
- List of all action plans from course assessment

In Spring 2016, the College went through a new process in which the Institutional Effectiveness Committee provided a technical review ([Sample PR Tech Review – Comm Studies](#); [PR Tech Review – Cosmo](#)) for all departments who had completed the draft of the program review. The goal was to help departments strengthen their program review report prior to submitting it as a finished product. Once departments completed the program review report, they provided a signature page ([sample signature page-physical sciences](#)) to indicate that departmental discussions regarding program review took place and that all faculty have signed-off on the accuracy of the report.

Each report was then read by the appropriate vice president who made recommendations to the college president about whether the program was performing at an appropriate level or should be placed on program vitality.

Another component of Program Review at GWC is called Program Vitality Review ([PVR](#)). This process is used 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. Evaluation from PVR may lead to program improvement, or possible elimination or suspension of the program. If the recommendation from PVR does lead to program elimination or suspension, the College will follow state requirements relating to program suspension. More

information on this process will be discussed in Standard IIA.

An example of a department that went through PVR is the math department during 2013-14 academic year ([Math PVR](#)). After the GWC Mathematics Department completed the PVR, the president's response was to separate the developmental math courses from the math department and move them to the Learning Resource Center Division. With this change, a developmental math coordinator was hired, a focus on professional development began, and the developmental math courses were redesigned with a focus on mastery learning, K-12 partnership, and instructor pedagogy. This resulted in increased success and persistence, the creation of new accelerated math courses, and student learning. After two and a half years of the separation of transfer and developmental math, the math team was rejoined together to continue to move the department forward.

Both the PR and PVR at GWC provide ongoing assessment, evaluation, goal setting, and resource allocation in each department with a focus on student learning outcomes, and overall evaluation of GWC goals and objectives.

Analysis and Evaluation:

The College aligns to this standard. The College utilizes program review as a means to assess how the college has achieved its mission. Program review is a mechanism by which the College evaluates all program goals and objectives, analyzes data on student achievement, reviews and evaluates student learning outcomes, and develops plans for improvement. Program review data provided include both quantitative and qualitative data. The data packets provided to instructional programs include various disaggregated data for analysis including program type (CTE, basic skills, transfer), mode of delivery (online, traditional, or hybrid), and success data disaggregated by gender, ethnicity, and other special populations.

IB.6 – The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard:

The college disaggregates and analyzes learning outcomes and achievement for subpopulations of students through a variety of ways. We disaggregate student outcome data ([program review data disaggregation](#)) in accordance with Senate Bill 860 – Student Success and Support Program: Student Equity, and look at success indicators for the following subpopulations of students:

- American Indians or Alaskan Natives
- Asians or Pacific Islanders
- Black/African American
- Hispanic/Latinx
- White
- Two or more races

- Male
- Female
- DSPS students
- Foster Youth students
- Veterans
- Economically Disadvantaged students

When the institution identifies performance gaps, it implements strategies and resources to mitigate the gaps. The Recruitment to Completion Committee ([RCC](#)) is charged with studying these performance gaps and finding solutions to mitigate disproportionate impact. One way that RCC does this is through the Request for Proposals (RFP) process ([RFP Template](#)). Any one on campus, regardless of title, may submit an RFP that will help to close achievement gaps. A technical group of RCC reviews RFPs for possible recommendation to the larger body for approval. For 2017-2019, the college has allocated \$1,000,200 to fund interventions that would mitigate equity gaps in the aforementioned student subpopulations. ([Executive-Summary-Golden-West-Integrated-Plan.pdf](#)). One of these interventions included creating the Student-Athlete Success Center (SASC) whereby student-athletes are offered tutoring services, academic coach mentors, and access to technology through computer labs and a Chromebook Loan Program. Another example is funding of the PUENTE program including four-year university campus visits and peer-to-peer mentorship program. Programs that receive Student Equity funding are required to submit outcome data on their intervention through the submission of a 5-column model form ([5-CM form](#)) and a subsequent annual presentation to RCC ([Equity Projects Feedback Format](#), [Equity Projects Presentation to RCC](#)). This provides an opportunity to close the loop on these funded initiatives and gather feedback from RCC.

The campus also partnered with the University of Southern California's Center for Urban Education (CUE). Through this partnership, an Equity Evidence Team comprised of faculty, staff, and administrators from various campus departments was formed to take on the work of engaging in inquiry through training and coaching from CUE. For the first cycle, the college focused on the outcomes in chemistry courses in order to close achievement gaps and increase participation from disproportionately impacted student groups ([Sample Equity Team Agenda](#)). Efforts included syllabi reviews, implementation of Mindset quizzes, classroom observations, and the review of student outcomes. This work also spread out campus-wide through a faculty flex day on Student Equity and subsequent syllabi review workshops for faculty.

The College has also been working to disaggregate student learning outcomes by race/ethnicity and gender. Currently, the College was able to disaggregate student attainment of institutional learning outcomes and some programs through indirect assessment of program graduates ([Disaggregate iSLOs survey results](#)).

Analysis and Evaluation:

The College aligns to this standard. The College disaggregates student achievement data by various legislative groups. Through the Equity Squad the College has completed many initiatives to address the equity gap including providing funding to the Puente program, funding the Student Athlete Success Center, and partnering with Center for Urban Education. The College has also

begun to disaggregate student learning outcomes by race/ethnicity and gender through indirect assessment. The College continues to work with Nuventive to expand capacity to disaggregate student learning outcomes at the course level and utilize the information to minimize disproportionate impact.

IB.7 – The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard:

Through different mechanisms such as Board Policy and Administrative Procedure reviews, program review, and outcomes assessment, the college regularly evaluates all of its policies and practices across all areas of the institution to assure their effectiveness in supporting academic quality and accomplishment of the College mission.

Board Policies and Administrative Procedures:

The College and Coast Community College District (CCCD) adheres to [Board Policy 2410](#) and [Administrative Procedure 2410](#), in which the College and District review and if necessary, update, all board policies and administrative procedures every four years. CCCD maintains membership in the Community College League of California (CCLC) policy and procedure services. Board policies and administrative procedures are to be written following the format and numbering system developed by the CCLC policy and procedure services to ensure consistency and facilitate regular revisions and updates. The Board of Trustees has overall responsibility for development or revisions of board policies and administrative procedures related to the Board of Trustees (Chapter 2). The chancellor has overall responsibility for development or revisions of board policies and administrative procedures related to the District (Chapter 1) and General Institution (Chapter 3).

The chancellor delegates to the vice chancellors the overall responsibility for development or revisions of board policies and administrative procedures that do not relate to the operations of the Board of Trustees as follows:

- Vice Chancellor of Educational Services and Technology – Academic Affairs (Chapter 4) and Student Services (Chapter 5).
- Vice Chancellor of Human Resources – Human Resources (Chapter 7)
- Vice Chancellor of Finance and Administrative Services – Business and Fiscal Affairs (Chapter 6)

Governance Processes:

The College's Institutional Effectiveness Committee (IEC) is charged with reviewing the College's governance process and making recommendations for improvement. In order to assure the effectiveness of Golden West College's governance process, each standing committee

participates in an annual self-evaluation ([Committee Effectiveness Survey](#)). The results from the assessments are shared among the committee members and discussed to improve the charges and responsibilities of committee. As part of the responsibility for IEC, the committee reviewed the Committee Effectiveness Survey and made revisions to the survey in order to capture better information for improvement ([Old Committee Effectiveness Survey](#), [Current Committee Effectiveness Survey](#), [IEC minutes on changes to Committee Effectiveness Survey](#)).

The College evaluates its core planning structure regularly to ensure that it is meeting the needs of students. The College worked through IEC to ensure that governance committees do not overlap with regards to mission and duties, and meet the needs of the institution. To do so, the College implemented a [Committee Information Template](#), in which all committees must follow a standardized format for information specific to their committee. As a result of the development of the committee information template, each committee reviewed and revised their mission and charges to ensure that the committee work reflects its mission and charges.

Program Review and Resource Allocation Processes:

The Program Review and Resource Allocation processes are central to the College's decision-making process. Through IEC, the College regularly reviews these processes and make changes as appropriate to increase institutional effectiveness. Recent changes to the program review and resource allocation process include changing the program review cycle from a two-year program review cycle to a three-year program review cycle, development of a [resource allocation rubric](#), and revision of the program review template to improve clarity and focus on student equity and achievement data. The College utilizes survey results ([program review survey results](#); [resource allocation survey results](#)) as well as feedback from discussions in different planning committees to make improvements to program review and resource allocation processes ([P&B agenda on resource allocation](#); [P&B minutes on resource allocation](#); [IEC minutes on resource allocation](#)).

Analysis and Evaluation:

Golden West College meets the standard. All board policies and administrative procedures are reviewed on a four-year cycle. Additionally, through the Institutional Effectiveness Committee, the college regularly evaluates all of its planning and governance processes to assure they are effective.

IB.8 – The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard:

The College has an established [Key Performance Indicator \(KPI\) Scorecard](#), which includes various mandated and institutional valued metrics of success. All metrics are operationally defined, measurable, and assessed on an annual basis. In addition to the KPI scorecard, the College Office of Research, Planning, and Institutional Effectiveness (ORPIE) also provides in-depth [data dashboards](#) through Tableau, to increase campus-wide access to information. KPI data

are presented to various constituent groups to ensure that the College broadly communicates the results. ORPIE provides annual presentations on the College KPI scorecard and other data on student success to various governance committees including Planning and Budget Committee, Institutional Effectiveness Committee, Academic Senate, and Recruitment to Completion Committee ([P&B agenda on KPI](#); [IEC discussion on KPI](#); [Academic Senate presentation on KPI](#); [RCC discussion on KPI](#)). The presentation includes the five-year data trend, comparison of the most current year data to institutional set-standards, and progress in meeting institutional six-year goals. As part of being in a multi-college district, the Dean of Institutional Effectiveness also partners with her counterparts from other institutions in the District to present college-wide data along with the state mandated Student Success Scorecard to the governing board on an annual basis ([IE report to BOT 2017](#); [IE report to BOT 2018](#)). The presentation highlights student achievement data and areas of strength for the college, areas of focus to improve student learning and success, and key activities and initiatives to take place within the next year.

Another way in which the college broadly communicates the results of its assessment is through completing of program review reports and storing assessment results in Nuventive Improve. As mentioned previously in IB2, IB4, IB5, and IB6, the College has a robust assessment culture where all instructional and non-instructional programs are engaged in assessment activities. The college adapted the Nichols assessment model into a 5-step-model (5SM) process in which the 5th step allows faculty and departments to communicate how they will utilize assessment results to make planning changes.

Within the program review process, all departments analyze and assess their data and progress in achieving departmental and institutional outcomes. Each department utilize SWOT analysis to evaluate its strengths and weaknesses, and develops goals and planning priorities based on those assessments. These planning priorities are the fundamental foundation under which departments request resource allocation funding, in order to meet programs goals and objectives.

Analysis and Evaluation:

The College aligns to this standard. The College utilizes KPI Scorecard which contains all mandated and institutional valued metrics as a mean to monitor progress in meeting institutional goals and objectives. ORPIE presents data and facilitates discussions on institutional progress at different committee meetings including Planning and Budget, Recruitment to Completion, and Institutional Effectiveness. The data are also available on the ORPIE website, which allows for broader communication to the campus internal and external communities. The Dean of IE also presents the data to the governing board on an annual basis. While the College makes multiple efforts to broadly communicate results of assessment and evaluation activities, it recognizes that additional work is needed to increase campus-wide awareness of college goals and progress. Discussions have taken place in the Institutional Effectiveness Committee to identify strategies to increase communication of College goals and progress.

IB.9 – The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard:

The College engages in continual, broad based, systematic evaluation and planning through development of the College Strategic Plan, the three-year program review process, and integration with the Coast Community College District planning process. As described in Standards IB2, IB5, IB8, the College’s planning process integrates student learning outcomes assessment, program review, planning, and resource allocation in order to achieve the mission of the college. Each program and service conducts an in-depth self-examination of its effectiveness every three years through the program review process.

The College has an integrated planning process in which the program review process leads to development of goals and objectives at the departmental level that support and help move the needles on college-wide initiatives.

Figure 1. GWC Integrated Planning Model



As part of a multi-college district, the College’s Strategic Plan ([GWC Strategic Plan](#)) is integrated and informed by the District Strategic Plan. Golden West College’s Strategic Plan has six goals focusing on: Student Success, Equitable Achievement, Learning Environments,

Communication, Engagement, and Resource Optimization. The resource allocation process is tied to planning, and resource requests are prioritized based on programmatic needs and the degree to which resources requested will support the department in moving the needles on student success. The College utilizes a [resource allocation rubric](#) to prioritize requests ([Planning and Decision-Making Guide](#)).

The College recently approved its new strategic plan ([PB minutes on approval of Strategic Plan](#)). The plan runs from 2017 to 2022 and is intended as a roadmap for the college to accomplish its goals while managing resources and initiatives. The plan was developed with input from core planning committees including Institutional Effectiveness Committee, Planning and Budget, Academic Senate, and Recruitment to Completion. The College plans to collect data and assess the plan in Fall 2019 and make additional revisions as necessary.

Three-Year Program Review Cycle



The College utilizes both short- and long-range plans to address the needs of educational programs and services, as well as human, physical, technology, and financial resources. To ensure the College has appropriate resources to achieve its mission, the College has developed the following plans:

- [Staffing Master Plan](#)
- [Facilities Master Plan](#)
- [Technology Master Plan](#)
- [Long Range Financial Plan](#)
- [Enrollment Management Plan](#)

These long-range plans provide a framework for the college for short-range decisions which relate to resource prioritization and allocation. For example, when departments complete a resource request form for technology or facilities funding, those requests must go through a technical review by either the Facilities Committee or the College Technology Committee ([Resource Allocation Protocol](#)) to determine whether the requests are compatible with current facilities or technology plans. Similarly, the recently approved Staffing Master Plan will provide guidance for the College in making staffing decisions, as part of program review and planning process.

In an effort to improve the College’s planning process, the College has engaged the help of an external consultant, who is well known within the state to help the College with its integrated planning process. The College kicked off the planning process by inviting the campus community ([Open forum – Shaping our future](#)) to assess the current planning process ([planning process assessment template](#)). Through the assessment process, the College was able to gather useful information as to areas for improvement. The College is still in the process of analyzing the feedback and is working with the consultant to develop an integrated planning handbook, which will be developed with input from college constituent at the all college retreat in spring 2019.

The College recognizes that it lacks a comprehensive College Master Plan or long-term plan, which will provide as a guidance to prioritize and develop other college plans. The College is working with the consultant to develop the Master Plan which will help with both long-term and short-term planning. In the meantime, the College continues to engage in its program review process for planning and programmatic improvement.

The College’s three-year program review process allows for each department to undergo a review twice within an accreditation cycle.

Analysis and Evaluation:

The College aligns to this standard and is in compliance with eligibility requirements. The College’s Program Review and Planning process is continual and broad based. Program review is integrated with planning and resource allocation. The results from program review analysis lead to the development of departmental goals and ways in which departments support the College in meeting its goals and objectives. Additionally, the resource allocation and prioritization process allows the College to identify areas of needs and allocate resources accordingly. Through the assessment of its planning processes, the College recognizes several areas of improvement including the development of a College Master Plan. The College is working with a consultant to develop the integrated planning manual as well as the College Master Plan with broad input from the entire campus. The College anticipates completing the

project at the end of spring 2019.

Improvement Plan:

The College recognizes that more work is needed to standardize the process of setting standards and goals, communicating those set-standards and goals to a wider campus audience, and utilizing the data to drive campus priorities. Additionally the College continues to make multiple efforts to broadly communicate results of assessment and evaluation activities. The College recognizes that additional work is needed to increase campus-wide awareness of college goals and progress. Working through the Institutional Effectiveness Committee, the College will develop strategies to increase communication of College goals and progress.

Finally, through the assessment of its planning processes, the College recognizes several areas of improvement including the development of a College Master Plan. The College is working with a consultant to develop the integrated planning manual as well as the College Master Plan with broad input from the entire campus. The College will host its campus retreat during spring 2019 and will finalize the new planning processes in spring 2019 with implementation for fall 2019.

Standard IB Evidence List:

- [All College Meetings Summaries Fall 2014](#)
- [All College Meetings Summaries Fall 2015](#)
- [All College Meetings Summaries Fall 2016](#)
- [All College Meetings Summaries Spring 2017](#)
- [Campus Conversations Flyers](#)
- [GWC SLOs Page](#)
- [Old pSLO alignment example](#)
- [pSLO alignment inventory](#)
- [New pSLO alignment example](#)
- [SLO Dialogue Survey](#)
- [Program Review Template Instructional](#)
- [Program Review Template Non-Instructional](#)
- [Program Review Survey Results](#)
- [Resource Allocation Process Evaluation](#)
- [GWC Core Planning Committees Chart](#)
- [Committee Information Template](#)
- [Committee Information Template for IEC](#)
- [Committee Information Template for CCI](#)
- [Committee Information Template for CCD](#)
- [Committee Information Template for RCC](#)
- [ORPIE Dashboard Page](#)
- [ORPIE Program Review Page](#)
- [GWC CurricUNET link](#)
- [Nuventive Improve Page](#)
- [cSLOs 5SM form](#)
- [SLO Coordinator letter fall 18](#)

- [SLO Coordinator letter spring 2018](#)
- [SLO Coordinator letter fall 2017](#)
- [SLO Coordinator letter spring 2017](#)
- [Golden West College iSLOs](#)
- [GWC Graduate iSLO Survey](#)
- [GWC Graduate pSLO survey – English](#)
- [GWC Graduate pSLO survey - Nursing](#)
- [Disaggregated iSLO results](#)
- [Rustler Research Fall 2014 Newsletter](#)
- [Rustler Research Spring 2016 Newsletter](#)
- [Rustler Research Spring 2017 Newsletter](#)
- [Rustler Research Fall 2018 Newsletter](#)
- [CCSSE – iSLOs alignment](#)
- [Sample SAO assessment](#)
- [KPI scorecard](#)
- [ACCJC annual report](#)
- [P&B agenda on KPI \(09/2017\)](#)
- [IEC agenda- discussions on KPI \(09/2017\)](#)
- [IEC agenda – discussions on KPI \(03/2018\)](#)
- [RCC agenda -KPI discussion 09/26/2017 KPI](#)
- [Academic Senate minutes on KPI Discussion 11/28/2017](#)
- [Resource Request Form](#)
- [Resource Request Rubric](#)
- [Planning Decision-Making Guide](#)
- [Data Packet Sample - Biology](#)
- [Curriculum Inventory Sample - Psychology](#)
- [Sample PR tech review – Comm Studies](#)
- [Sample signature page Physical Sciences](#)
- [Program Vitality Review Process](#)
- [Math PVR](#)
- [GWC Program Review Data Disaggregation](#)
- [Equity Evidence Team Agenda Sample](#)
- [Equity Request for Proposal Template](#)
- [Equity 5CM form](#)
- [GWC Integrated Plan](#)
- [Equity Projects Feedback Format](#)
- [Equity Projects Presentation to RCC](#)
- [Board Policy 2410: Board Policies and Administrative Procedures](#)
- [Administrative Procedure 2410: Board Policies and Administrative Procedures](#)
- [Old Committee Effectiveness Survey](#)
- [Current Committee Effectiveness Survey](#)
- [P&B Agenda -Discussion on Resource Allocation Process](#)
- [P&B Minutes -Discussion on Resource Allocation Process](#)
- [IEC discussion on Resource Allocation Process](#)

- [2013 Program Review Template](#)
- [IE Report to BoT 2018](#)
- [IE Report to BoT 2017](#)
- [GWC Strategic Plan](#)
- [P&B Approval of Strategic Plan](#)
- [Staffing Master Plan](#)
- [Facilities Master Plan](#)
- [Technology Master Plan](#)
- [Long Range Financial Plan](#)
- [Enrollment Management Plan](#)
- [Resource Allocation Protocol](#)
- [Assessment Template of College Planning Process](#)
- [Open Forum Agenda – Assessment of College Planning Processes](#)

Standard IC – Institutional Integrity

IC.1 – The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard:

Golden West College utilizes multiple mediums to inform students, prospective students, college employees, and the public about the its mission, learning outcomes, educational programs, and student support services. Information provided by the College is published through the College catalog, College website, and other printed marketing collateral. The College conducts regular reviews of its catalog, website, and other printed materials to assure the clarity, accuracy, and integrity of its published information. The College publishes its mission statement, vision statement, values, and strategic goals on the College's About page ([College Website ABOUT page](#)). The College regularly reviews its mission statement; it was updated during the 2015-16 academic year and reviewed in the 2017-18 academic year ([P&B minutes 11/18/2015](#) & [P&B minutes 3/14/2018](#)).

All Course Outline of Records ([sample Accounting COR](#)) are published on the College's [CurricUNET website](#) and contain information about individual course learning outcomes. These CORs are also available as a link from every course description and publicly posted on the discipline academic page and in the online catalog ([sample academic page-accounting](#)). In the searchable class schedule, students and the community may also review course SLOs which are listed under each course record number ([sample crn – searchable schedule](#)). Program level SLOs are included in the program descriptions online on every program's website and in the catalog. The Academic Programs webpage also displays different types of educational programs, degrees, and certificates that are offered at Golden West College. For each academic program, a "semester at a glance" provides guidance with possible semester schedules for students ([GWC Academic Programs page](#); [Acct Semester at a glance](#)).

Information about Student Services is published on the College website under [student services](#) and each Student Services department is responsible for working with the College's webmaster to update its information as needed.

The Curriculum Specialist coordinates with various departments that are responsible for their respective areas in the catalog, such as Admissions and Registration, Student Resources and Activities, and Policies and Standards, to ensure information and polices remain accurate. This process takes place every Spring semester ([catalog update process](#)). All catalog files are securely accessible on the campus SharePoint page where departments create tracked changes. The Council for Curriculum and Instruction (CCI) committee convenes to review curriculum and program information. The recommendations of this body are sent through the Academic Senate to the Board of Trustees and the State Chancellor's Office for implementation. The college catalog is available in limited quantities in print and as a downloadable PDF on the website ([GWC Catalog Page](#)). Policies are updated in the online catalog on the college website ([GWC Online Catalog – Policies Section](#)) upon completion of the college catalog or as needed if a

policy changes mid-year. CCI conducts a catalog “clean-up” during a regular cycle of curriculum updates and when necessary.

Information on student achievement is provided to the public on the College website in multiple places. A link to GWC’s Student Success Scorecard data is provided on the College homepage under “Campus Resources” ([GWC Homepage](#)) and on the About page ([About Page](#)). These link directly to the Student Success Scorecard on the California Community College chancellor’s Office website ([Student Success Scorecard](#)).

The Office of Research, Planning and Institutional Effectiveness (ORPIE) maintains a website housing student success data, a data dashboard, student learning outcomes, and accreditation reports ([ORPIE Website](#)). The ORPIE site is accessed through the GWC website on the About page and from the footer of every college page. ORPIE also provides student success data on its website and provides posters for offices and classrooms. Gainful employment information ([GWC Federal Gainful Employment](#)) is available on the home page of every CTE program, as well as on the landing page of all CTE programs listed, linked to their reports and from the ORPIE website.

The College’s accreditation status and all its relevant documents and information can be found on the College’s website on the Accreditation page ([GWC Accreditation Page](#)). Per ACCJC’s “One-Click” policy, a link to Accreditation information is directly accessible from the College’s homepage ([GWC Homepage](#)). Accreditation details, status, and related documents are posted on GWC’s Office of Research, Planning, and Institutional Effectiveness (ORPIE) website ([ORPIE Accreditation](#)).

Analysis and Evaluation:

The College aligns to this standard. The College assures the clarity, accuracy, and integrity of information by undergoing a comprehensive review of the catalog on an annual basis. The offices of Instruction, Public Relations and Marketing, and Research, Planning, and Institutional Effectiveness work collaboratively to ensure campus information is up to date. Additionally, all offices are responsible for creating and maintaining information about their respective programs and services. All information about the College’s accreditation status and that of accredited programs is correctly noted on the web and in the catalog.

IC.2 – The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

The College provides a comprehensive catalog that is published annually by the Office of Instruction ([GWC Catalog Update Process](#)). It is available in print form (limited quantities) and on the college website in a searchable format ([GWC Catalog Page](#)). The catalog can be downloaded as a PDF and is also available in a mobile format and can be accessed through the Golden West College mobile app ([GWC 2017-18 Catalog](#)). The catalog provides students and prospective students with current information on all facts, requirements, policies, and procedures pertaining to the College and its programs and services. The table below provides an alignment of the Eligibility Requirement and information and pages within the College Catalog.

Table IC2.1 College Catalog alignment with Eligibility Requirement #20

Eligibility Requirement 20	2018-2019 Golden West College Catalog
Official college name, location, telephone, website	Pg. 2
Educational mission	Pg. 9
Accreditation status: ACCJC	Pg. 12
Accreditation Status: Program-Specific	Pg. 12
Course, program, and degree offerings	Pgs. 38-142 (Programs), 144 – 225 (Courses)
SLOs for programs and degrees	Pgs. 42-44, 59-142
Academic Calendar	Pg. 7
Academic Freedom Statement	Pg. 270
Available Student Financial Aid	Pgs. 28-30
Available Learning Resources	Pgs. 33-36
Names and Degrees of Administrators and Faculty	Pgs. 274-281
Names of Governing Board Members	Pg. 274
Requirements	
Admissions	Pg. 14-17
Student Fees and Other Financial Obligations	Pg. 18-19
Degrees, Certificates, Graduation and Transfer	Pg. 38-56
Major Policies Affecting Students	
Academic Regulations, including Academic Honesty	Pg. 259
Nondiscrimination	Pg. 262
Acceptance and Transfer of Credits	Pg. 52
Transcripts	Pgs. 231-241
Grievance and Complaint Procedures	Pg. 260
Sexual Harassment	Pg. 262
Refund of Fees	Pg. 21-22
Locations or Publications where Other Policies may be found	Pg. 228-271

As mentioned in IC1, the College undergoes an annual review of the catalog to ensure that the information is precise, accurate, and current. The catalog meets the requirements listed in ER 20 under Catalog Requirements and serves as the most complete and organized source of information about the College and its programs.

Analysis and Evaluation:

The College aligns to this standard. The catalog meets the requirements listed in ER 20 under Catalog Requirements and serves as the most complete and organized source of information about the College and its programs.

IC.3 – The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard:

Golden West College evaluates the quality of its programs through a regular assessment process. The process focuses on three levels of outcome-based data assessment. At the course level are the Student Learning Outcomes (cSLOs). These course SLOs are developed at the time a new course is submitted for approval through the Council for Curriculum and Instruction (CCI) and are reviewed or updated on a regular basis. Faculty assess student learning outcomes (cSLOs) at the course level every semester that the course is taught.

Course SLOs are mapped by the Department to the Program Level Outcomes (pSLOs). The pSLOs are developed by each department and are listed in the catalog for each program, degree, and certificate granted by Golden West College. Because the course SLOs are mapped to the program SLOs, program SLOs are also assessed every semester that the course is taught ([SLOs Assessment Page](#)).

As mentioned in Standard IB, all College programs and services are required to participate in the program review process, which occurs every three years. Instructional programs, student services, and administrative services provide assessments of their programs and services, and submit their program review reports to the Office of Research, Planning, and Institutional Effectiveness ([ORPIE Program Review Page](#)). These program review documents are publicly available through ORPIE's website under Program Review.

As mentioned previously in IA and IB, the College's Key Performance Indicators are available to the public via ORPIE's website. On an annual basis, the Dean of Institutional Effectiveness provides a presentation to the Board of Trustees on student learning and achievement data, as well as efforts made by the College to support student learning and achievement ([IE Report to BoT 2018](#)). ORPIE also provides a data dashboard to inform current and prospective students as well as the public on the quality of academic programs at the College ([ORPIE Data Dashboards](#)).

ORPIE is also responsible for providing compliance data to the public. This includes California Licensing Exam Reporting pass rates for the Nursing and Cosmetology and Barbering programs. The College is also part of the Institutional Effectiveness Partnership Initiative (IEPI). The goal of the initiative is to advance institutional effectiveness of the California community colleges, in order to enhance the system's ability to serve students and support their success. On the ORPIE website, data results include rates for completion, remedial, career education, successful course completion, and completion of degrees and certificates ([ORPIE Compliance Page](#)).

The ORPIE website also includes Federal Gainful Employment data for Career and Technical Education programs ([GWC Federal Gainful Employment](#)), Completion and Graduation Rates for students to review ([Student Right to Know](#)), and a Golden West College Quick Facts poster published annually since 2015 ([2017 Quick Facts Poster](#)). Survey and research projects and results, such as the All College Evaluation Survey, Career Technical Education (CTE) Employment Outcome Survey, College Health Survey, Community College Survey of Student Engagement (CCSSE), Personal Assessment of College Environment (PACE), and others, are all provided on the ORPIE webpage ([ORPIE - Research, Projects, Surveys Page](#)). All program reviews are made public and are available to students, the community, and to other stakeholders.

Analysis and Evaluation:

The College aligns to this standard and complies with Eligibility Requirement. Student Learning and Achievement data and program review information are published on the Office of Research, Planning, and Institutional Effectiveness webpage as a means for the College to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

IC.4 – The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard:

Golden West College clearly describes its certificates and degrees in its print and PDF catalog ([College Catalog](#)), the online catalog ([Degrees and Certificates Page](#)), and on the academic pages of the College website ([Academic Programs Page](#)). The specific requirements for graduation and transfer are available in the graduation requirements and transfer information section of the catalog ([Graduation and Transfer Requirements - Catalog](#)). For each degree and certificate, there is a brief description of the program, a list of Program Student Learning Outcomes (pSLOs), a list of required courses, and suggested semester plans for students to complete the degrees and certificates in an appropriate time period ([sample academic programs page](#)).

Analysis and Evaluation:

The College aligns to this standard. The College catalog, which is available in print and online formats, provides descriptions of all certificates and degrees conferred by the College in terms of their purpose, content, course requirements, and expected learning outcomes.

IC.5 – The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard:

Golden West College regularly reviews policies, procedures, and publications to assure that information provided to the public and college employees is current and accurate. Board policies and procedures are reviewed at the District level and are overseen by the Vice Chancellor of Educational Services and Technology. A calendar of when policies and procedures get updated is

published on the Coast Community College District internal website ([BPs and APs calendar](#)). The Office of Instruction reviews and updates the College catalog on an annual basis to ensure that information is up-to-date and correct ([Catalog Update Process](#)). The curriculum specialist works with various groups on campus to ensure that information regarding the College's mission, programs, and services are up-to-date for each publication of the catalog. When new information occurs outside of the catalog revision timeline, an addendum to the College catalog is included. The institution reviews and evaluates its policies, procedures, and publications on a regular basis. Similarly, the Office of Instruction has a process to ensure that published class schedules provide accurate information regarding the College's mission and instructional programs.

Analysis and Evaluation:

The College aligns to the standard. Through the District office, board policies and procedures are regularly reviewed and updated if necessary. The Office of Instruction conducts reviews of the College catalog to ensure that information provided represents the College's mission, programs, and services.

IC.6 – The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard:

Golden West College accurately informs current and prospective students what the total costs of education, including tuition, fees and other required expenses such as instructional materials and textbook costs, through a variety of mediums. The College provides students with in-depth enrollment related information on the College Enrollment Center website ([Enrollment Center website](#)). A list and explanation of enrollment fees are covered in the "Fees and Expenses" section of the College Catalog ([GWC catalog, page 18](#)). The Student Searchable Schedule of Classes provides additional information regarding material fees specific to a particular course within each course reference number ([material fees example](#)).

The Financial Aid Office provides information for various financial aid funding resources and detailed definitions to assist students in navigating their financial aid process ([GWC Financial Aid website](#)). An updated FAQs list with relevant financial aid opportunities can also be found on the website ([CCCD Financial Aid Office FAQ page](#)). The District Financial Aid webpage is another resource for GWC students and prospective students ([CCCD Financial Aid Webpage](#)). The webpage provides information on Cost for Attendance within each academic year ([CCCD Cost of Attendance webpage](#)) and provide access to a Net Price Calculator that links to a GWC specific Net Cost Calculator website ([GWC Net Price Calculator website](#)).

Analysis and Evaluation:

The College aligns to the standard. The College provides current and prospective students with accurate information on total costs of education in its publication and on the College and District websites.

IC.7 – In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard:

Golden West College is committed to academic freedom. The District’s acknowledgement of academic freedom is included in Administrative and Board Policy 4030 – Academic Freedom ([Board Policy 4030](#)).

The College’s faculty academic freedom policy, in accordance with CCCD Board Policy 4030 – Academic Freedom, is clearly stated in the College catalog ([Academic Freedom Catalog p. 270-271](#)). Policies and Standards, also located in the College catalog, encourage students to exercise academic freedom as it relates to protecting academic freedom as students and faculty rights to engage in protected union and concerted activity ([Policies & Standards Catalog](#)).

In addition, faculty members are professionally and contractually obliged to maintain a reasonable semblance of objectivity when presenting material germane to their primary field of inquiry ([Academic Senate Statement on Professional Ethics](#)). They have an obligation, both contractual and ethical, to present the field-specific content as designated by the GWC approved course outline of record (COR). 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.

In distance education (DE) courses, academic freedom is upheld by the same mechanisms as in traditional classrooms. The same academic policies and board policies apply to DE courses as to traditional face-to-face courses ([DE Handbook p.5](#)).

Analysis and Evaluation:

The College aligns to this standard. Board Policy 4030 Academic Freedom is published on the Coast Community College District website, the College catalog, and the Collective Bargaining Agreement between Coast Community College District and Faculty Union.

IC.8 – The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard:

The District and the College have established and approved policies and procedures that promote honesty, responsibility, and academic integrity. Board Policy 3050 Codes of Professional Ethics

clearly states that all Coast Community College District employees shall "demonstrate personal and professional integrity in supporting the mission of the District and the colleges." [BP 3050 Code of Professional Ethics](#). The Administrative Procedures 3050 addresses the process if there is a violation of this Board policy. ([AP 3050 Code of Professional Ethics](#))

The college and the District have also established policies and procedures on student conduct and academic honesty ([BP 5500 Student Code of Conduct](#)). BP and AP 5500 detail student rights and responsibilities, the student discipline process, the appeals process, and grounds for appeals. It also includes the notification process, anti-discrimination statement, parallel student conduct proceedings, and parallel Title IX investigation proceedings. The appendixes of the document also define in detail the code of conduct violations and possible sanctions.

BP and AP 5500 are also published for all students to review in the College catalog under Policies and Standards ([Catalog Policies and Standard](#)). Enrollment Services also has a Rights and Policies webpage that lists the Student Code of Conduct, Honesty Policy, Student Grievance Policy, and Academic Disqualification and Renewal Policy among other college policies and procedures ([Rights and Policies - page](#)). The Financial Aid Office also provides a list of violations and possible sanctions on their website ([Student Code of Conduct](#)). For the faculty, the Academic Senate has established a webpage which includes the Student Code of Conduct, Academic Honesty Policy, DSPS Information for Faculty, and other policies and procedures enforced at Golden West College. This webpage is used by faculty as links to be included in the syllabi for students and to review during the first week of instruction ([Academic Senate webpage - Policies](#)).

The College also adheres to a Student Grievance Policy. The purpose of the student grievance procedure is to provide an impartial review process and to ensure that the rights of students are properly recognized and protected. The student grievance procedures consist of Informal Problem Resolution, Administrative Review of the Complaint, Request for Review by the Grievance Hearing Committee, Grievance Hearing Committee Process, and Final Action is provided under the College's Rights and Policies page ([Rights and Policies - page](#)). Sexual harassment complaints are handled under a separate grievance process. Employee grievances are handled through the appropriate employee contracts and procedures.

To make the reporting of concerns move smoothly and quickly, the college has established an Incident Reporting Form. This form can be used to report student conduct violations, academic dishonesty, a Behavioral Assessment Team (BAT) Referral or sexual misconduct. The form is completed, details are provided, and supporting documentation is attached. The form is then submitted and sent to the appropriate personnel to deal with the concern and/or solve the problem ([Golden West College Incident Reporting Form](#)).

Analysis and Evaluation:

The College aligns to this standard. All policies and procedures are published on the Coast Community College District website. The College adheres to BP/AP 3050 Code of Professional Ethics. Additionally, the College adheres to BP and AP5500 which prescribes a student code of conduct that relates to student behavior, academic honesty, and consequences for dishonesty. The college also adheres to a Student Grievance Policy. The purpose of the student grievance procedure is to provide an impartial review process and to ensure that the rights of students are properly recognized and protected.

IC.9 – Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard:

Golden West College faculty distinguish between personal conviction and professionally accepted views in a discipline and present information fairly and objectively. GWC faculty adheres to Board Policy 4030 Academic Freedom which recognizes that “academic freedom is essentially the right of faculty to [...] achieve the objectives of the course outline of record” ([BP 4030 Academic Freedom](#)).

Coast Community College District employees also follow the standards set forth in BP 3050 Code of Professional Ethics for all Employees of the Coast Community College District. As stated in the Board policy, "All District employees shall exhibit openness and reliability in what is said and done as educational leaders, and shall address issues and people without prejudice." Furthermore, "With respect to students, all employees of the Coast Community College District have the responsibility to keep foremost in mind at all times that the colleges and District exist to serve students; [...]respect student dignity and individual freedom, and promote respect for students as individuals, as learners, and as independent decision-makers; [...]and maintain high standards of professional, non-exploitative conduct, and act with integrity when working with students" ([BP 3050 Code of Professional Ethics](#)).

Additionally, GWC faculty are guided by the Statement on Professional Ethics developed by GWC Academic Senate which states, “as educators, faculty members encourage the free pursuit of learning in their students. [...] Faculty members make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student’s true merit. [...] They protect students’ academic freedom. As colleagues, faculty members have obligations that derive from common membership in the community of scholars. [...] Faculty members acknowledge academic contributions of others and strive to be objective in their professional judgment of colleagues.[...]” ([GWC Academic Senate Statement on Professional Ethics](#)).

Through the faculty evaluation process, peer reviewers ([faculty observation report](#)) and students ([survey of student opinion of teaching](#)) assess whether or not instructors are distinguishing between personal conviction and professionally accepted views. Within the faculty evaluation process, the faculty observation report evaluates whether the instructor uses instructional techniques and aids that stimulate thinking and interest and meet student needs, utilizes instructional content that follows course outline of records, and encourages student participation. Additionally, among other feedback, the survey of student opinion of teaching evaluates whether the instructor makes course requirements clear and provides criteria for assignments and the final grade.

Analysis and Evaluation:

The College aligns to this standard. BP 4030 Academic Freedom, BP 3050 Code of Professional Ethics for all Employees of the Coast Community College District, and the Academic Senate Statement on Professional Ethics provide faculty with guidance on the responsibility of faculty to uphold academic freedom, achieve the objective of course outlines of record, foster learning, and hold before their students the best scholarly and ethical standards of their disciplines.

IC.10 – Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard:

Not applicable. The College is a publicly-funded open access institution. The College does not require conformity to specific codes of conduct of staff, faculty, administrators or students, nor seek to instill specific beliefs or world views.

Analysis and Evaluation:

None required.

IC.11 – Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard:

Not applicable. The College is a single site campus and does not operate in foreign locations.

Analysis and Evaluation:

None required.

IC.12 – The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting Standard:

The College agrees to comply with eligibility requirements, accreditation standards, Commission policies, guidelines, and requirements for public disclosures, institutional reporting, team visits, and prior approval of substantive changes. Information regarding educational quality and institutional effectiveness are published on the College website, and maintained by the Office of Research, Planning, and Institutional Effectiveness ([ORPIE Accreditation](#)). The College's accreditation information is readily available to the public and follows the Commission's guideline of "one click away" from the main page. Within the accreditation information page, the College provides current accreditation status, the date of the next team visit, and any college reports submitted to the Commission since the last comprehensive visit. The College publishes communication letters from the Commission to the College on the Accreditation home page.

In addition to the annual reports and annual fiscal reports that the College submits to ACCJC

annually and on time, the College has submitted and received approval for the following required documents:

- Institutional Self Evaluation Report
- Follow-Up Report 2014
- Follow-Up Report 2015
- Midterm Report

When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. In 2013, when the College received a set of recommendations to comply with accreditation standards, the College set out quickly to address all recommendations. The College worked diligently to address all accreditation standards, submitted follow-up reports ([2014 follow-up report](#); [2015 follow-up report](#)) on time, and prepared for follow-up visits. All information was disclosed to the public on the College's accreditation website ([GWC Accreditation Page](#)).

Analysis and Evaluation:

The College aligns to the standard and is in compliance with eligibility requirements. The College has a history of being responsive to any directives set by ACCJC. The College complies with all Commission policies, eligibility requirements, standards, guidelines, and requirements for public disclosure. Annual and midterm reports are submitted in a timely manner. The Accreditation home page provides the public information on the College's accreditation status and timeline of next accreditation visit, and assures the public that the College is in compliance and good standing.

IC.13 – The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting Standard:

The College maintains honest relationships with external agencies and complies with all regulations and statutes. As indicated in the Programmatic Accreditation section of this self-evaluation report, the College provides the names, addresses, and website links of all accrediting agencies that the College is accredited or licensed to operate by. These agencies include:

- Accrediting Commission for Community and Junior Colleges
- Accrediting Commission for Education in Nursing
- California Board of Registered Nursing
- California Board of Barbering and Cosmetology
- Commission on Peace Officer Standards and Training
- National Institute for Automotive Services Excellence

The College is consistent in how it represents itself to all external agencies, including the Commission and other accrediting agencies. The College responds to all requests and meets timelines in order to comply with regulations and statutes. The College notifies students and the

general public of its accreditation status through the College's website ([GWC Accreditation Page](#)) and GWC Catalog ([Catalog Accreditation](#)).

Analysis and Evaluation:

The College aligns to this standard and is in compliance with eligibility requirement. The College employs multiple methods to describe itself to external agencies, including the catalog, website, annual and midterm reports, program-specific self-studies, and planning documents. Information regarding this compliance is communicated consistently to all external agencies.

IC.14 – The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting Standard:

The College is a non-profit and public institution. The College is state funded and ensures that its commitments to high quality education, student achievement, and student learning are paramount to other objectives. As indicated by financial documents and returns, the College does not generate financial returns for investors, contribute to a related or parent organization, nor support external interests ([CCCD Audits](#); [CCCD Budget page](#)). The College is guided by its mission statement which is dedicated to producing high quality education that supports student achievement and student learning.

Analysis and Evaluation:

The College aligns to the standard. As a non-profit institution funded by the state of California, the College's focus is on student achievement and student learning. The financial statements show that the College does not generate financial returns for investors, contribute to a parent organization, nor support external interests.

Standard IC Evidence List:

- [College Website ABOUT page](#)
- [PB Minutes 11/18/2015](#)
- [PB Minutes 03/14/2018](#)
- [CurricUNET link](#)
- [sample COR-Accounting](#)
- [Accounting Academic Page](#)
- [Sample crn – searchable schedule](#)
- [GWC Academic Programs page](#)
- [Acct Semester at a glance](#)
- [Student Services Homepage](#)
- [GWC Catalog update process](#)
- [GWC Catalog Page](#)

- [GWC Online Catalog – Policies Section](#)
- [GWC Homepage](#)
- [Student Success Scorecard](#)
- [ORPIE Website](#)
- [GWC Federal Gainful Employment](#)
- [GWC Accreditation Page](#)
- [ORPIE Accreditation](#)
- [SLOs Assessment Page](#)
- [ORPIE Program Review Page](#)
- [IE Report to BoT 2018](#)
- [ORPIE Data Dashboards](#)
- [ORPIE Compliance Page](#)
- [Student Right to Know](#)
- [2017 Quick Facts Poster](#)
- [ORPIE - Research, Projects, Surveys Page](#)
- [Degrees and Certificates Page](#)
- [Graduation and Transfer Requirements - Catalog](#)
- [BPs and APs calendar](#)
- [Enrollment Center website](#)
- [Material fees example](#)
- [GWC Financial Aid website](#)
- [CCCD Financial Aid Office FAQ page](#)
- [CCCD Financial Aid Webpage](#)
- [Cost of Attendance webpage](#)
- [GWC Net Price Calculator website](#)
- [Board Policy 4030 Academic Freedom](#)
- [Academic Freedom Catalog p. 270-271](#)
- [Policies & Standards Catalog](#)
- [Academic Senate Statement on Professional Ethics](#)
- [DE Handbook p.5](#)
- [BP 3050 Code of Professional Ethics](#)
- [AP 3050 Code of Professional Ethics](#)
- [Rights and Policies - page](#)
- [Student Code of Conduct](#)
- [Academic Senate webpage - Policies](#)
- [Golden West College Incident Reporting Form](#)
- [Faculty observation report](#)
- [Survey of student opinion of teaching](#)
- [2014 Follow-Up Report](#)
- [2015 Follow-Up Report](#)
- [Catalog Accreditation](#)
- [CCCD Audits page](#)
- [CCCD Budget page](#)

Standard IIA – Instructional Programs

IIA.1 – All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

Evidence of Meeting the Standard:

Golden West College offers instructional programs that are consistent with the College’s mission in providing courses and programs that help students transfer, earn associate degrees, complete certificates in career and technical education, advance in their careers, and demonstrate college readiness. As noted in previous sections, the College offers 23 associate degrees for transfer (ADTs), 48 associate degrees (AA/AS), and 44 certificates ([GWC 2017-18 Catalog Program List](#)).

Courses and programs offered at the College are appropriate to higher education and are vetted through rigorous discussion and curriculum development process at the department level and in the College’s curriculum committee, which is the Council for Curriculum and Instruction ([CCI Webpage](#)). Whenever possible, courses have been and continue to be revised to meet the standards provided by the UC and CSU campuses to meet articulation standards via the Course Identification Numbering System (C-ID). Currently, the College has a total of 173 courses that have been given a C-ID designation ([C-ID Course Count](#)). This allows many of the College’s courses to articulate via the course descriptors, as the content meets common higher education standards. Course descriptions are available to students and the public on the catalog page of GWC’s website: www.goldenwestcollege.edu/catalog.

All instructional programs, regardless of location or means of delivery, culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs. As demonstrated in the presentation of student data and evidence provided in standard IB2, GWC students who successfully completed courses, degrees, and certificates are prepared for employment, further academic studies, or transfer to baccalaureate programs.

Again, as noted in the presentation of data, the college offers a variety of courses through distance education, in either an online or hybrid delivery format. Roughly 15% of classes scheduled are in online/hybrid format. To support the success of students and faculty in online courses, the College has a dedicated Online Instruction Office that supports faculty and students with technical support. Additionally, the College has a Distance Education Advisory Committee which is tasked with providing training and support to faculty in teaching and developing online courses. The Committee developed a [Distance Education Handbook](#) which provides faculty teaching online courses with resources and best practices to meet federal, state, and accreditation requirements on distance education ([Distance Education Handbook](#)). The College has multiple efforts devoted to online instruction. In addition to providing faculty with training and certifications to Canvas, the College’s Learning Management System, the College initiated a number of new practices in the 2017-18 school year to improve distance learner outcomes. For example, the College purchased various intervention technology via Civitas Learning. [Civitas Inspire](#) for Faculty provides faculty with tools to create personalized interventions based on

student performance and Inspire for Advisors gives counselors insights into students who are at risk of failing. The College also purchased [Cranium Café](#) which provides faculty with a tool to create online office hours and virtual appointments. These tools support the College's efforts to increase the success of online students.

The College maintains articulation agreements with other colleges and universities, a list of which can be found on the ASSIST.org website ([ASSIST.org](#)). During the 2017/18 school year, the College worked with [EduNav](#) to create a link between Assist and GWC degrees. Starting in 2018/19, students are able to select their certificate, degree, and many transfer options to create a unified, integrated plan. These dynamic plans contain all of the information needed to graduate, allow students to select the desired electives, and make updates with new options when courses fill or otherwise become unavailable. [EduNav](#) also has “meta-majors” for broad degrees intended for transfer, and the College has “breadth” certificates in lieu of the local general education plans outlined in the AA, AS, AA-T, and AS-T offerings for students planning to transfer to the University of California ([IGETC Breadth](#)) or CSU ([CSU Breadth](#)).

Analysis and Evaluation:

The College aligns to the standard. GWC offers degrees appropriate for the fields of study. Whether student goals culminate in attaining degrees, certificates, transfer, or vocational skills, the courses are vetted for their appropriateness. The curriculum development and approval process ensure that the courses and programs are in alignment with the college mission and are appropriate to higher education.

IIA.2 – Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard:

Faculty, including full-time and part-time or adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards. Faculty ensure the quality of courses through the development of the course outline of record (COR). Each COR is approved through the Committee for Curriculum and Instruction (CCI) and is available on [CurricUNET](#). The COR contains course objectives, methods of instruction and assessment, and learning outcomes ([Sample Course Outline of Record – PSYC G116](#)). The COR also offers suggestions for reading and writing assignments and textbooks. Courses that are taught via distance education, also have a DE addendum to accompany the COR. Faculty create the official course outline of record (COR) that must accompany all courses offered at GWC. The COR is submitted to the faculty curriculum committee (CCI), a committee that consists of faculty from the various departments, the SLO Coordinator, the vice president of instruction, the Articulation Office, and the classified curriculum specialist ([CCI Committee information](#)). The COR is reviewed with rigor, and if approved, is then sent to the chancellor's office for approval. When reviewing proposed courses, CCI members consider whether the proposed course is: appropriate to the mission, compliant with current curriculum and college practices, taught with appropriate

rigor, meet demonstrable need, and fit with other classes. ([CCI course approval process](#), [CCI sample agenda](#))

Faculty have academic freedom and are expected to teach within the boundaries of the COR (BP 4030 Academic Freedom). When faculty are evaluated by the department chairs, a component of the faculty evaluation ensures that “instructional content follows course outline of record.” ([CCCD faculty evaluation – faculty observation report](#)).

Individual course SLO assessment, program SLO assessment, and program review are the primary mechanisms by which faculty utilize to evaluate and identify strategies to improve student learning. These processes are also the foundation for decision-making to prioritize resources needed to fulfill our educational mission. Faculty assess their courses every semester, and all programs (instructional and non-instructional) are expected to complete a program review on the same three-year cycle ([Program Review Template](#), [Program Review Instructional - Accounting](#)). All SLOs and assessment methods are uniform regardless of mode of instruction, and results are analyzed and discussed to assess effectiveness and change established teaching methodologies. Program reviews include multi-layered approaches to determine the relevance, appropriateness, and currency of each program, regardless of program type. All documents from the most recent review in 2016 are published on the Office of Research, Planning, and Institutional Effectiveness webpage ([ORPIE Program Review Page](#)). A sample report for Fine Arts is available here ([PR Data Package Fine Art; Fine Art Program Review](#)). Programs are reviewed by their enrollment, retention, success, modality (i.e., whether course are more successful when taught through day, evening, hybrid, online, or other format), and disproportionate impact. The latter is reviewed by examining ethnicity, age, gender, economic disadvantage, foster youth status, veteran status, and disability status.

Analysis and Evaluation:

The College aligns to the standard. The College ensures that the curriculum meets academic and professional standards through the curriculum review and approval process. The faculty regularly assess learning outcomes for courses and programs as a means of promoting student success.

IIA.3 – The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

Evidence of Meeting the Standard:

Golden West College identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees. Course SLOs align to program SLOs so that when faculty assess the course SLOs, they are also assessing the program. Similarly, course-level SLOs are aligned to institutional learning outcomes to ensure that GWC’s [iSLOs](#) are incorporated into all classes. As noted in standard IB2, all faculty, including full-time and part-time, are responsible for assessing SLOs at the course level and are required to assess a minimum of one SLO per course per

semester. SLO assessment results are stored in [Nuventive Improve](#).

As mentioned in IIA2, the learning outcomes are built into the College's Course Outline of Records, which is available on [CurricUNET](#).

As per ACCJC, the inclusion of SLOs in class syllabi is mandatory. In every class section students receive a course syllabus that includes learning outcomes. Faculty are required to include the approved course SLOs on the syllabi. SLOs are printed on the course outline of record (COR; e.g., [PSYC G116 COR](#); [BIOL G100 COR](#)) and on the syllabus for each course (e.g., [PSYC G280 Syllabus](#); [CHEM G110 Syllabus](#)). Course SLOs are also available to students via the online schedule of classes (e.g. accounting example via student searchable schedule) The GWC Academic Senate created a syllabus checklist that expresses that cSLOs are required to be on the syllabus ([Syllabi checklist](#)) and instructions for how to post course syllabus online ([Instruction on Posting Syllabi](#)). Program SLOs and [Institutional SLOs](#) are published in the Catalog and on the [GWC's Academic webpage](#).

The college consistently encourages its faculty to include students in assessing how well they (the students) are achieving the learning outcomes of the course. For example, students may assess themselves via a survey at the end of the course. Faculty are encouraged to allow students to add a personal SLO onto course syllabi and to regularly discuss how assignments teach the skills of the learning outcome.

In the faculty self-evaluation ([Faculty self-evaluation](#)), faculty are asked, "Are SLOs on your course syllabus?" and "How have you used SLO assessments to improve student learning?" However, as this question is no longer required by ACCJC, the college is moving away from using SLO assessment as part of faculty evaluations, primarily as the question caused concern and fear that faculty could possibly lose employment from a poor assessment. The College values SLO assessment as an important mechanism to evaluate student learning, and the college continues to encourage discussions of assessment at the various faculty meetings, curriculum review, and via program review ([update letter from SLO Coordinator](#), [Program review template](#), [PR curriculum packet Accounting](#) and [PR Curriculum Packet English](#)).

Analysis and Evaluation:

The College aligns to the standard. The College identifies SLOs for all courses and programs. The college regularly assesses learning outcomes for courses and programs as faculty are required to assess a minimum of one SLO per course per semester that the course is offered. Assessment results are discussed by department faculty and entered into [Nuventive Improve](#) for data retrieval and discussion. As evidenced by the College's CORs in [CurricUNET](#), the college has officially approved and current course outlines that include student learning outcomes. Faculty are provided with resources through the Academic Senate such as the syllabus checklist to ensure that in every class section students receive a course syllabus that includes learning outcomes from the college's approved course outline.

IIA.4 – If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard:

Golden West College offers pre-collegiate level courses in ESL, English, and mathematics and distinguishes those courses from college-level curriculum through its course numbering system. The college designates all courses numbered from G001 to G099 as pre-collegiate or non-transferable. Courses numbered as G100 or above are transferable. The only exception to this rule are [Math G030](#) and [MATH G040](#), which meet the locally-approved requirement for an associate degree ([AA Requirement](#)), but does not meet the requirement for transfer or Associate Degree for Transfer ([ADT Requirement](#)).

The College directly supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum by providing various learning support services. One of these learning support services is supplemental instruction. The College adapted the University of Missouri Supplemental Instruction model to increase success in basic math skills. The program is called [PASS – Peer Assisted Study Sessions](#). Nearly all basic skill areas in math and English have a student who acts as a PASS leader and provides additional instruction to students in study sessions outside of the classroom.

In an effort to increase the percentage of students placing into college-level English and math, the College has adopted multiple measures placement as well as accepting student [ERWC](#) (expository reading and writing course) grades. The College has seen an increase in placement into college-level English from 49% in Fall 2012 to 61% in Fall 2017 and increase of 38% in college-level Math in Fall 2012 and 46% in Fall 2017 ([MMAP Results](#)).

The college has also developed new courses aimed at reducing the number of semesters students must complete in order to meet the basic skills requirements. In spring 2017, GWC's Council for Curriculum and Instruction (CCI) approved a new course called [English G090](#), which combines English G098 and English G099 (two levels and one level below transfer English), in effect eliminating one semester of basic skills English. Additionally, CCI also approved [Math G040](#), which combines Math G010 and Math G030 (two levels and one level below transfer math), thereby eliminating one semester of basic skills math. Additionally, the Developmental Mathematics department has created [Math G080](#), Pre-statistics, a course available for non-STEM majors that prepares students for the transfer-level statistic courses. The latest course approved by CCI ([ENGL G095](#)) is a co-requisite model for the transfer-level English100: Freshman Composition course. Students take both Freshman Composition and an extra two hours per week that provides additional grammar, reading, and writing instruction for students, thus eliminating one semester of basic skills instruction prior to the transfer-level class.

The College is preparing for [AB 705](#) also known as the Seymour-Campbell Success Act which would effectively place all students into transfer-level English and math by Fall 2019, thereby potentially eliminating all English and math pre-collegiate level curriculum.

Analysis and Evaluation:

Golden West College aligns with this standard. The College offers pre-collegiate level curriculum that is distinct from college level curriculum. Additionally, the College directly

supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum. The evidence indicates that there is a clear educational path from basic skills to college-level and transfer-level coursework. The College has also made efforts to reduce the number of semesters students need to be in remediation by redesigning the math and English curricula. With the upcoming implementation of [AB 705](#), the College is working on processes to place students into college-level English and Math and ensuring their success in those courses.

IIA.5 – The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER12)

Evidence of Meeting the Standard:

Golden West College requires that students demonstrate skills, abilities, and knowledge in a particular area of aptitude or study. Students must take a minimum of 18 units of study with all coursework for the Major or Area of Emphasis, completed with a grade of “C” or better. Students must complete a minimum of 60 required semester units of CSU-transferable coursework with a minimum GPA of 2.0 ([Catalog Graduation Requirements](#)). This complies with Title V, Section 55063 of the California Code of Regulations. The Office of Admissions and Records verifies all candidates’ completion of criteria for degrees and certificates. Evaluation of the College’s programs are completed by the Council for Curriculum and Instruction (CCI), which has an established curriculum and program review process. CCI determines if all degrees and programs demonstrate appropriate length, breadth, depth, rigor, sequencing, and time to completion ([CCI Course Approval Process](#)). The same evaluative criteria apply to both traditional and online education programs. CCI ensures that Associate Degrees for Transfer must meet the needs of the California State University and UC transfer institutions by adhering to the Transfer Model Curriculum, and the courses within those degrees must meet C-ID standards ([Course Requirements for Transfer: page 52 of Golden West College Catalog](#)). CCI also makes sure that the programs are approved by Academic Senate, and the senate forwards the course to the Office of Instruction for submission to the vice chancellor of educational services ([CCI Course Approval Process](#)).

Course Outlines of Record (CORs) are monitored by the Curriculum Committee and approved by the State Chancellor’s Office. Course sequencing, prerequisites, and student learning outcomes are established by discipline faculty and overseen by the Curriculum Committee ([GWC Course Approval Handbook](#)). All CORs with posted SLOs are found on the College’s [CurricUNET](#) site and faculty and administrators have access to all courses and programs. The College also ensures that GWC courses are articulated with transfer institutions, using ASSIST (GWC Articulation Agreement). An articulation agreement is an official agreement between Golden West College and the transfer institution. It identifies courses at Golden West that are equivalent to courses at the transfer school. This allows Golden West students to fulfill transfer requirements by taking articulated courses at Golden West. Articulation agreements are developed and updated based on student need. The college has articulation agreements with all CSUs, UCs, and independent colleges and universities ([GWC Transfer Planning Guide Pg 16](#)). The College Catalog ([Catalog Graduation Requirements](#)) further specifies policies regarding

program academic standards in these sections:

- Requirements for the Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T)
- Graduation requirements
- General Education Requirements
- Course Requirements Transfer

To facilitate students' timely completion of certificates and degrees, many departments make suggested sample course sequences available to students. Furthermore, all courses within a program are scheduled in accordance with the Strategic Enrollment Plan and heed a two-year scheduling practice ([Sample of English Semester at a Glance](#)).

Another way that the college ensures that its programs and degrees follow practices common to American higher education is that every semester all departments assess student learning in each of the courses offered. Each department determines the SLOs they would like to assess, and, after compiling and analyzing results, the department determines if any changes need to be made to increase success rates for the SLO. Results of these SLO assessments are accessible via [Nuventive Improve](#) and compiled for each department for overall analysis during the program review cycle ([Biology Program Review and Outcomes Assessment example](#)).

All of Golden West College CTE programs adhere to industry, state, and/or national standards. Courses are taught by highly qualified faculty who are dedicated to the students they serve and provide them with the best education possible. In addition, courses have been designed with the assistance and counseling from advisory committee members who volunteer their time to keep the programs current with industry trends and technology advancements ([Program Review Instructional - Accounting](#)).

Departments assess the status of their goals on the Program Review Report, which occurs every three years. Program Review Reports include a summary of analysis of the three-year cycle and include analysis of trend data ([Sample English Program Review Report](#)).

Analysis and Evaluation:

The College aligns to the standard. In the development and implementation of its programs and certifications, the institution follows practices common to American higher education. Students must take a minimum of 18 units of study with all coursework within their Major requirements and complete a minimum of 60 required semester units. The Curriculum Committee's faculty expertise ensures academic quality and rigor. CTE programs go through thorough review.

IIA.6 – The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education (ER 9).

Evidence of Meeting the Standard:

The College schedules courses based on student need and program design to allow students to complete programs of study within the established program length. The College uses enrollment data and program of study information to make scheduling decisions. All courses and programs of study are approved by the Council for Curriculum and Instruction (CCI). Course and program information is published in the College catalog. Program information including requirements, program length, and suggested course sequence are published on the College's website. The suggested course sequence or "Semester at a Glance" provides a scheduling framework that guides schedule development and assists students in making informed scheduling choices.

The Council of Chairs and Deans (CCD), a committee comprised of academic deans and faculty chairs, regularly reviews and discusses scheduling practices to ensure that the college schedules courses based on student need and program design. Practices include:

- [Block scheduling](#): The College utilizes block scheduling to minimize class overlap and increase student access to program required courses.
- [Year-ahead scheduling](#): As the primary driver for course scheduling, academic deans work with faculty chairs and counselors to develop the course schedule the year before classes begin. Early in the fall semester, academic deans develop a preliminary schedule for the following summer and fall semesters, and early spring semester, develop following winter and spring. Staffing and faculty assignments are finalized the semester before start of classes. This process allows students to work with counselors to plan classes and schedule in advance.
- [CSU-in-2](#): CSU-in-2 is a sequence set of course offerings aligned with the 11 most popular Associate Degree for Transfer programs and outlines a two-year enrollment schedule that would allow students to complete [ADT requirements](#) within two years. The College had also established CSU in 3 that offers a similar but alternative pathway for students taking evening classes or requiring a lighter class load (CSU-in-3).
- Evaluation of practice: CCD regularly reviews and discusses scheduling priorities to ensure that student needs and program requirements are being met when deciding to offer or cut sections.
- Responsive and responsible scheduling: The College recognizes that there is an inverse relationship between the economy and student enrollment. During times of low enrollment, academic deans and faculty chairs make an effort to offer courses that will allow students to complete their program of study while being good stewards of College resources. Dialogue regarding responsive and responsible scheduling in CCD help established guidelines as to when deans should cancel or not cancel classes due to low enrollment ([CCD minutes on Evaluation of Scheduling Practices](#)).

Evidence of Aligning to the Standard:

The College aligns to the standard. The College schedules courses in a manner that allows students to complete programs of study within a period of time consistent with established

expectations in higher education. The College engages in continual dialogue on enrollment management and program completion, as well as engaging in regular auditing practices to ensure that College's course schedule allows for student on-time completion.

IIA.7 – The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting Standard:

In order to best meet the needs of a diverse student population, the College uses a variety of teaching methodologies and delivery modes, including face-to-face, online, and hybrid. These various modes of delivery are designed to address the various learning styles and delivery needs of the student population. As noted in the presentation of student data, roughly 85% of college courses are offered via traditional face-to-face format and 15% of courses are offered via hybrid or fully-online format.

The College's diverse teaching methodologies are also reflected in the numerous ways in which SLOs are assessed. Some of these methodologies include the use of field research, written evaluations, group presentations, exams, and performances ([SLOs assessment form](#)). Enrollment numbers and program reviews serve as evidence that the College meets the needs and learning styles of its students. The evaluation of the effectiveness of delivery modes is an important component of the program review ([Program Review Template](#)).

In addition, the College's online courses offer an array of instructional methods to address the multiple learning styles of online students. Online courses can include a variety of methods for student-to-student interaction, including collaborative activities, discussion boards, and synchronous instruction. These courses also offer various methods of content delivery, such as video, audio, and written lectures. The College also works to ensure that all of its students are served equitably by the student support programs on campus. Populations that are disproportionately impacted are identified using various methods, such as the [Student Equity Plan](#), now known as the [Integrated Plan](#).

Commonly used teaching methods are lecture/discussion, demonstration, collaborative group learning, etc. SLOs and other assessments are additional tools used to identify whether the teaching modes and methodologies utilized are most appropriate to student success. As a required element of a department's program review, SLOs indicate whether students are achieving the outcomes identified by faculty.

The College's Distance Education Advisory Committee developed a Handbook ([Distance Education Handbook](#)) that offers multiple strategies and teaching methodologies to provide varied delivery methods. A Canvas 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.

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 Canvas, course management 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

The College has multiple student learning and support services available to support student success (please see Standard IIB and IIC). The College Learning Resource Center (LRC) includes the College Library, Tutorial Center, and the Writing and Reading Center, all of which provide face-to-face and online tutoring as well as supplemental instruction ([PASS Presentation](#)) to increase student success. The [DSPS Program](#) provides support services, specialized instruction, and authorized educational accommodations for students with disabilities so that they can participate fully in, and benefit equitably from, their college experience ([DSPS Home page](#)).

The College also provides numerous professional development opportunities to assist the faculty and staff in addressing the diverse needs of students. These professional development opportunities include best practices for online instruction, accessibility training, and basic skills workshops, among others. For example, many faculty have completed in-depth [Canvas training](#) that was optional for faculty who wanted to include online resources for their face-to-face classes. The College has had several [On Course Workshops](#) that provide faculty with training to engage students in active learning. The College also provides faculty and staff with various Ally trainings to increase the campus awareness of the unique needs of the College’s diverse student population. The College also has Flex days and All College Meetings, which provide training for faculty to make their syllabi more welcoming and to handle various student situations. For the past two years, the college has been working closely with the Center for Urban Education (CUE), and many faculty have seized the opportunity to create more equitable teaching practices and an equity-focused classroom environment ([Canvas Training details](#), [On-Course Flyers](#), [List of Ally Training](#), [Flex Day agenda](#), and [All College Meeting agenda](#)).

Analysis and Evaluation:

The College aligns to the standard by offering a variety of course delivery modes, teaching delivery modes, and multiple student support services. Courses are offered primarily face-to-face, but we also provided hybrid and online courses for students who prefer to learn off campus. Student support includes services for students who identify as having disabilities, and the college provides various tutoring services for first-generation college students (EOPS) and student athletes. All students have access to the Tutoring Center and the Writing and Reading Center. Peer tutors are available in lower levels of English and math classes (PASS). Because faculty have embraced opportunities to train for equity and to be supportive allies of various groups of students who identify as veterans, LGBTQ, and autistic, as we feel confident that we are meeting

the needs of more students than ever before.

IIA.8 – The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard:

The College does not use department-wide course or program examinations or assessment of prior learning.

Analysis and Evaluation:

None required.

IIA.9 – The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard:

Golden West awards degrees and credits based on commonly accepted standards for higher education and attainments of student learning outcomes. [Board Policy 4020 \(BP 4020\) Program, Curriculum, and Course Development](#) and [Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education \(BP 4025\)](#) define standards for awarding credit and degrees.

The College adheres to BP 4100 Graduation Requirements for Degrees and Certificates ([BP 4100](#)) which set forth the criteria for granting student degrees of Associate in Arts and Associate in Science. The requirements include completion of the subject requirements for graduation and maintaining a 2.0 grade point average in subjects attempted. Additionally, students must complete the general education residency and competency requirements set forth in Title 5 regulations. The requirements for Certificate of Achievement include successful completion of 18 or more semester units of degree-applicable coursework in a pattern of learning experiences designed to develop certain capabilities that may be oriented to career or general education. Finally, the College also publishes information on graduation requirement within the College catalog ([2017-18 Catalog](#)).

The College recognizes the distinction between student learning and student achievement. Faculty utilize outcomes assessment to improve teaching in the classroom that would lead to increase in student success. The college requires an aspect of each course to be assessed each semester and results are stored in [Nuventive Improve \(GWC SLO page\)](#). Each program completes a program review every three years to evaluate program effectiveness ([ORPIE Program Review Page](#)). The report is reviewed by the vice president of instruction. Departments that have not completed programmatic learning outcomes assessments are not eligible for resource allocation for new equipment and personnel.

Golden West uses the state attendance accounting methods that are based on Title 5, California Code of Regulations sections 55002(a)(2)(B), 55002(b)(2)(B), and 55002.5 outlined in the PCAH ([CCCCO PCAH](#)). Accordingly, GWC grants “one unit of credit as a minimum of 48 hours and maximum of 54 total hours of student work, inclusive of all contact hours plus outside class or homework hours.” The Council for Curriculum and Instruction (CCI) provides resources to faculty when developing new courses, including a worksheet for units and hours conversion on their webpage ([CCI link - Resources](#)). Distance learning courses require the same curriculum approval process and academic requirements as on-campus courses. In order for a class to be approved for distance learning, an online addendum must be approved by the CCI ([sample DE addendum](#)).

Analysis and Evaluation:

The College aligns to this standard and is in compliance with the eligibility requirement. The College awards course credit, degrees, and certificates based on student attainment of learning outcomes. Criteria for granting credit are stated in the College catalog and are consistent with Board policy and federal and state regulations. The College conforms to state attendance accounting method and Title 5 in awarding units based on student hours of work.

IIA.10 – 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. (ER 10)

Evidence of Meeting the Standard:

The College recognizes work completed at regionally accredited institutions of higher education. Information regarding the transfer of credits is available to students in the GWC catalog, counseling services, transfer center, and web site. Requests for transfer credit involving general education courses in the areas of written and oral communication, critical thinking and composition, and mathematics and quantitative reasoning are scrutinized to assure acceptability to California state college campuses.

Transfer credit may be awarded for units earned at private colleges and universities. Course work acceptable for GWC credit must have been completed at a regionally accredited institution ([2017-18 Catalog](#), [Catalog - Awarding of Credit Policies Pg 231-234](#)). The College also grants credit for courses taken at regionally accredited institutions outside of the United States. In order to receive credit for coursework taken at institutions outside of the United States, students must use one of the evaluation services listed on the NACES site, www.naces.org. Students may be required to submit course descriptions from the evaluating agency for certain courses to be approved in the general education areas. Full transcript evaluations are completed in conjunction with scheduled counseling appointments.

Finally, Golden West College maintains articulation agreements with all California State Universities (CSUs), Universities of California (UCs), many local private colleges, and various

out of state colleges to facilitate the awarding of transfer credit earned ([GWC Transfer Planning Guide Pg 16, Articulation for Out of State Colleges page](#)). The College also participates in the statewide Course Identification Numbering System (C-ID) which is useful for students who attend colleges in addition to Golden West College to meet transfer requirements.

Analysis and Evaluation:

The College aligns to the standard and is in compliance with the eligibility requirement. Golden West College students are able to apply for transfer credit of lower-division coursework completed at regionally accredited institutions of higher learning. Admissions and Records evaluators review student transcripts to identify degree applicable courses and to establish equivalency, consulting the articulation office and academic departments as necessary. Golden West College maintains articulation agreements with regional colleges to facilitate the awarding of transfer credit earned.

IIA.11 –The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard:

Golden West College is committed to student learning. This commitment is evidenced by the College’s culture of continually assessing Student Learning Outcomes (ORPIE – SLOs Page). The College’s Institutional Learning Outcomes are general outcomes and cover all core competencies that are in alignment to outcomes required for higher education. The table below demonstrates the mapping between [GWC’s 8 Institutional SLOs](#) and the core competencies for higher education.

TABLE IIA.11.1 GWC Institutional Student Learning Outcomes Alignment to Core Competencies

GWC Institutional Student Learning Outcome	Core Competencies
Specialized Subject Knowledge (Majors) – Demonstrate a depth of knowledge, skills, and abilities in a particular major.	Program-specific learning outcomes
Broad Knowledge - Demonstrate an understanding of the diverse perspectives, core concepts, and methods in the sciences, humanities, and arts.	Ability to engage diverse perspectives
Analytic Skills – Identify, evaluate, and apply logical and ethical reasoning to solve problems.	Analytic inquiry-skills; ethical reasoning
Information Competency Skills – Determine the scope of information needs; locate and retrieve relevant information; organize, analyze, and evaluate information; and understand the ethical and legal issues surrounding information and information technology.	Information competency

Quantitative Skills – Convert information into relevant symbolic and mathematical forms (e.g. equations, graphs, diagrams, tables), provide accurate explanations of information presented in mathematical forms, and successfully perform calculations and symbolic operations.	Quantitative competency
Oral and Written Communication Skills – Produce clear and well-organized communication appropriate to the intended audience, context, and goal of the communication.	Communication competency
Applied Learning – Demonstrate how theories and practices learned in academic settings can be ethically applied and integrated into personal and professional pursuits.	Ethical reasoning
Lifelong Learning – Demonstrate life-long learning strategies that are based on on-going self-assessment, education, appreciation of diverse perspectives, and acceptance of personal responsibility.	Ability to engage diverse perspectives

Analysis and Evaluation:

The College aligns to the standard. The college’s institutional learning outcomes are appropriate to the program level, and include communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

IIA.12 – The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standards:

The College’s requirements for an associate degree include specific courses in the major or area of emphasis and courses comprising the general education or breadth requirement. These requirements can be met in one of three ways, the [GWC General Education Plan](#), [the CSU Breadth Requirements](#), or the [IGETC](#) (Intersegmental General Education Transfer Curriculum) Requirements as listed in the catalog. In order to fulfill these requirements students must complete units from across five breadth areas: Communication in the English Language and Critical Thinking; Physical Universe and Its Life Forms; Arts, Literature, Philosophy, and Languages other than English; Social, Political, and Economic Institutions; and Lifelong Understanding and Self-Development. These areas are combined to facilitate students’

participation in civil society, and establish skills for life-long learning and application of learning ([GWC 2017-18 Catalog](#)). The GE requirements are designed to provide students with a broad knowledge base consistent with the college's [Institutional Student Learning Outcomes \(iSLOs\)](#).

Per [AP 2510 Participation in Local Decision-Making](#) and [BP 4020](#) Program Curriculum and Course Development, the Board of Trustees of the Coast District and the College rely primarily on the Academic Senate for recommendations regarding the curriculum, including establishing prerequisites and placing courses within disciplines. This work is conducted by faculty from departments across campus who serve on the Council for Curriculum and Instruction (CCI). Any faculty at Golden West College may bring a course proposal to CCI. CCI will then review these proposals for new courses or programs to determine their appropriateness in the overall college curriculum, including placement in GE categories.

Analysis and Evaluation:

The College aligns to the standard. The College Catalog clearly articulates the GE requirements for graduation. The College relies on the expertise of faculty to create, review, and approve course work and create programs that fulfill the general education requirements. The learning outcomes demonstrate that students who successfully completed a degree/certificate at GWC are equipped with life-long learning skills that prepare them as responsible participants in civil society.

IIA.13 – All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard:

All degrees offered at the College include one major area of study. The College requires students to complete 18 units of core courses within their declared major in order to earn an Associate in Arts or Associate in Arts for Transfer degree ([AA Requirement](#), [GWC 2017-18 Catalog Pg 59-142](#)). The College Catalog describes the learning outcomes for each program and the degree-required core courses. Curriculum is developed by faculty and vetted through the Council for Curriculum and Instruction (CCI). Course objectives and SLOs are embedded within each course and course of study to ensure that the key concepts, practices, and theories required for mastery within each field of study are consistent, measurable and comply with UC and CSU standards. Courses and curriculum are regularly reviewed to ensure that the objective and SLOs are in alignment with the standards of the discipline.

Evidence that students have achieved competency in critical practices and demonstrate an understanding of key theories is demonstrated through the successful completion of all of the required courses.

Analysis and Evaluation:

Golden West College aligns to the standard. All degrees offered at GWC include one major area of study. Curriculum is developed by faculty and vetted through the Council for Curriculum and

Instruction. Objectives and SLOs are embedded within each course and course of study to ensure that the key concepts, practices, and theories required for mastery within each field of study are consistent, measurable, and comply with UC and CSU standards.

IIA.14 – Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard:

The Career & Technical Education department offers 16 programs, which lead to an associate degree or provide pathways in fields that require specialized training, certification, or state licensing.

Students who complete certain CTE programs must pass state or national examinations before they can practice in the field. Programs that have external licensure and certification requirements include Automotive Technology, Cosmetology, Nursing, and Police Academy. These examinations reflect what the industry deems the most important information that students must know upon completing a program of study. Many of these programs are required to undergo further external review by their accrediting or regulatory agencies to ensure industry-recognized accreditation status is maintained ([External Accreditation List](#)). For example, the Automotive Technology program, accredited by NATEF, requires students in the program to participate in hands-on experiences, performing 1200 hours of classroom, lab, and instructional activities to achieve mastery. The College regularly monitors graduates' [licensure passing rate](#) to ensure that graduates completing CTE degrees and certificates demonstrate technical and professional competencies that meet employment standards and are prepared for external licensure and certification. GWC graduates have high licensure passing rate including 88-92% passing rate for Cosmetology, 85-91% passing rate for Nursing, and average of 80% pass rate for Police Academy ([GWC Licensure Passing Rate Page](#)).

In addition to using standardized exams and board licensure pass rates as a measure of students' preparedness for professional practice, many of the accredited programs use input from their advisory committees. The advisory committees ([CTE Advisory Committee Handbook](#)) are composed of employees in the field of study, employers who regularly employ GWC graduates, industry partners, students, retired professionals in the particular field, and colleagues from similar programs in the region. The information gathered from the advisory meetings is then used to update, revise, and improve curriculum, skills certificates, and certificates of achievement components, ultimately ensuring that the GWC curriculum addresses the current employment standards ([Example Floral CTE Advisory Meeting](#)).

The Los Angeles Orange County Regional Consortia (LAOCRC) curriculum recommendation process reviews all GWC CTE credit courses, which further helps GWC ensure that graduates demonstrate technical and professional competencies that meet employment standards and are receiving training that has labor market demand. LAOCRC, whose role is to "lead and support the alignment of educational institutions, non-profits, and government agencies with the needs of business and industry," reviews Labor Market information and regional curriculum alignment in accordance with the Doing What Matters for Jobs and the Economy Initiative.

Analysis and Evaluation:

The College aligns to this standard. As mentioned previously, the College continuously monitor students' licensure passing rates to ensure achievement of the College's mission in supporting students completing certificates in career and technical education and advancing their careers. Additionally, the College participates in the statewide CTE Employment Outcomes Survey to monitor students' progress after leaving and or completing the CTE programs. Results from CTEOS surveys show that students earn 45% increase in salary after completing the CTE program ([GWC CTEOS 2017](#)).

IIA.15 – When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard:

At Golden West College, the purpose of the [Program Vitality Review \(PVR\) Process](#) is 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 (II.A.15-4). This extended review process provides an opportunity to gather more data or information in response to these concerns. Evaluation may lead to program improvement, or possible elimination or suspension of the program. The [PVR process](#) spans over a six-month time period, and includes a thorough committee review and recommendation with the VP of Instruction in charge of making the final decision. The evaluation indicators include:

- Significant declines in enrollment and/or FTES over multiple years
- Precipitous decline in enrollment and/or FTES
- Significant change in facility and/or availability and cost of required or necessary equipment
- Scarcity of qualified faculty
- Incongruence of program with college mission and goals, state mandates, etc.
- Significant decline in labor market
- Continued inability to make load for full-time faculty in the program
- An over-saturation of similar programs in the district and/or region

The College follows the California Academic Senate's recommended process when considering programs for elimination. The GWC Academic Senate, through the [PVR process](#), considers the effects on students and student success if the program is discontinued and recommends provisions that can and should be made for students in progress to complete their training. The College's effort to maintain program currency through the Program Vitality Review Process facilitates the change of programs without requiring program discontinuance.

The Committee on Curriculum Instruction's (CCI) process to revise or delete a course includes the involvement of the discipline faculty, dean, and members of the CCI ([GWC Course Approval](#)

[Handbook](#)). Additionally, in the event a course or program is discontinued or changed significantly, a student may file the Course Substitution Form to substitute available and appropriate courses for the program (GWC Course Substitution Form). The department chair provides written justification to the dean for substitution and works closely with the student to ensure minimal disruption to their program progression. Furthermore, Golden West College issues a new catalog every year, and the information published is in effect for the academic year from Fall to Summer. The College catalog houses the policies and standards that include Catalog Rights, a policy that states, for the purposes of meeting graduation or certificate requirements at the time the graduation petition is submitted, a student may elect to meet the requirements of either ([GWC Catalog](#)):

1. The catalog that was in effect at the time they began taking courses at Golden West College.
2. Any catalog that was in effect during the student's continuous enrollment.
3. The catalog that is in effect at the time they file an application for a degree or certificate.

As of 2016-17, there are no CTE programs under Program Vitality Review. The Program and Course Approval Handbook by the California Community Colleges chancellor's Office ([CCCCO PCAH](#)) outlines the process for institutions that wish to substantially change CTE programs, requiring thorough labor market analysis and recommendations from the Advisory Committee and Regional Consortia.

Analysis and Evaluation:

The College aligns to this standard. In accordance with [Board Policy 4020](#) on Program, Curriculum, and Course Development-6, the Chancellor relies on the expertise of Academic Senate when considering program or course discontinuance ([BP 4020](#)). The GWC Academic Senate, through the PVR process, considers the effects on students and student success if the program is discontinued and recommends provisions that can and should be made for students in progress to complete their training. The College's effort to maintain program currency through the Program Vitality Review Process facilitates the change of programs without requiring program discontinuance.

IIA.16 – The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard:

All College programs (instructional and non-instructional) participate in the three-year program review cycle. Program Review is an effective vehicle for accountability and an integral part of the total process of planning and budgeting. As such, 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. As mentioned in Standard IB1, during the program review year,

the Office of Research, Planning, and Institutional Effectiveness provides each instructional program with aggregated data on student enrollment, student learning and student achievement. Student achievement data are also disaggregated by demographics and various special characteristics to allow for discussions on equity to take place ([PR Data Package Fine Art](#)). Components within the Program Review Report ([Program review template](#)) include:

- Program Information
- Review of Last Program Review Cycle
- SWOT Analysis
- Curriculum Review
- Program Data Analysis
- Program Planning
- Resource Allocation

The last Program Review Cycle was done in 2015-16 with submission of Program Review Report in Spring 2016. The College is in the process of starting the new Program Review Cycle which starts in 2018-19.

All resource requests must align with one of the Colleges strategic priorities and are prioritized as part of the budget prioritization process through the Planning and Budget Committee (PBC) ([Resource Allocation Process](#)).

In addition to engaging in the College's three-year program review process, CTE programs also conduct bi-annual program review to analyze trends in their enrollment, retention, and success rates. The bi-annual program review is a state-wide requirement for all CTE programs. For both credit and noncredit Career Technical Education (CTE) programs, or those that respond to economic development interests, need for the program must be documented by supplying current labor market information (LMI) within the local service area of the individual college and/or a recent employer survey as per Education Code 78015 ([CTE Bi-Annual Program Review – Criminal Justice](#)). In addition, a current job market analysis, or other comparable information, must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum. In addition to demonstrating labor market demand, CTE programs are required to provide evidence of advisory council participation as well as facilitate a trends analysis on the state Vocational and Technical Education Act (VTEA) core indicators. The VTEA core indicators are:

- Technical skill attainment
- Completions- credential, certificate, degree, or transfer ready
- Persistence and transfer
- Employment
- Non-traditional participation and Non-traditional completions

Analysis and Evaluation:

The College aligns to the standard. The College regularly evaluates and improves the quality and currency of instructional programs through a robust Program Review process. CTE programs are also engaged in the state-wide requirement of bi-annual program review to ensure relevancy of program in meeting labor market demands.

Standard IIA Evidence List:

- [GWC 2017-18 Catalog Program List](#)
- [CCI Webpage](#)
- [C-ID Course Count](#)
- [Distance Education Handbook](#)
- [Civitas Inspire](#)
- [Cranium Café](#)
- [EduNav](#)
- [ASSIST.org page](#)
- [IGETC Requirement](#)
- [CSU Breadth Requirement](#)
- [CCI Course Approval Process](#)
- [CCI Course Approval Handbook](#)
- [CCI Agenda](#)
- [CurricUNET Link](#)
- [CCI Committee information](#)
- [Sample Course Outline of Record – PSYC G116](#)
- [Sample Course Outline of Record – BIOL G100](#)
- [CCCD faculty evaluation – faculty observation report](#)
- [Program Review Template](#)
- [Program Review Instructional - Accounting](#)
- [ORPIE Program Review Page](#)
- [PR Data Package Fine Art](#)
- [Fine Art Program Review](#)
- [Golden West College Institutional Learning Outcomes](#)
- [Nuventive Improve](#)
- [PSYC G280 Syllabus](#)
- [CHEM G110 Syllabus](#)
- [Syllabi checklist](#)
- [Instruction on Posting Syllabi](#)
- [GWC's Academic webpage](#)
- [Faculty self-evaluation](#)
- [update letter from SLO Coordinator](#)
- [PR curriculum packet Accounting](#)
- [PR Curriculum Packet English](#)
- [MATH G030 COR](#)
- [MATH G040 COR](#)
- [AA Requirement](#)
- [ADT Requirement](#)
- [PASS – Peer Assisted Study Sessions](#)
- [ERWC Summary](#)
- [MMAP Results](#)
- [ENGL G090 COR](#)

- [ENGL G095 COR](#)
- [AB 705 Implementation memo](#)
- [MATH G080 COR](#)
- [Catalog Graduation Requirements](#)
- [Course Requirements for Transfer: page 52 of Golden West College Catalog](#)
- [GWC Transfer Planning Guide Pg 16](#)
- [Biology Program Review and Outcomes Assessment example](#)
- [English Program Review Report](#)
- [Block scheduling](#)
- [Year-ahead scheduling](#)
- [CSU-in-2](#)
- [SLOs assessment form](#)
- [GWC Integrated Plan](#)
- [Distance Education Handbook](#)
- [DSPS Home page](#)
- [Canvas Training details](#)
- [On-Course Flyers](#)
- [List of Ally Training](#)
- [Flex Day agenda](#)
- [All College Meeting agenda](#)
- [BP 4020 Program, Curriculum, and Course Development](#)
- [BP 4025 Philosophy and Criteria for Associate Degree and General Education](#)
- [BP 4100 Graduation Requirements for Degrees and Certificates](#)
- [2017-18 Catalog](#)
- [GWC SLO page](#)
- [CCI link - Resources](#)
- [Sample DE addendum](#)
- [Catalog - Awarding of Credit Policies Pg 231-234](#)
- [Articulation for Out of State Colleges page](#)
- [AP 2510 Participation in Local Decision-Making](#)
- [GWC 2017-18 Catalog Pg 59-142](#)
- [External Accreditation List](#)
- [GWC Licensure Passing Rate Page](#)
- [CTE Advisory Committee Handbook](#)
- [Example Floral CTE Advisory Meeting](#)
- [GWC CTEOS 2017](#)
- [Program Vitality Review \(PVR\) Process](#)
- [CCCCO PCAH](#)
- [Resource Allocation Process](#)
- [CTE Bi-Annual Program Review – Criminal Justice](#)

Standard IIB – Library and Learning Support Services

IIB.1 – The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services (ER 17).

Evidence of Meeting the Standard:

Golden West College supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. Library and other learning support services are provided through the Learning Resources Center (LRC). These services include, but are not limited to, library collections and services, tutoring, Writing and Reading Center, Student Computer Lab, and the ESL Conversation Lab. The LRC was completed in 2011 and has three floors of library and learning services that are available to students and college employees.

Library:

The Golden West College Library provides instructional and support services to all Golden West College students, faculty, and staff. The library provides access to computers with internet access and software programs, copy machines, printers, group study rooms, study carrels, and Chromebooks. The Library is open 5 days a week during the Fall and Spring semesters, and four days a week during the Winter and the Summer intersessions ([Library Homepage- Hours](#)). The Library is staffed with four full-time librarians, four full-time classified staff, eight part-time librarians, and several student assistants. The full-time librarians coordinate the service areas, including technical services, acquisitions, cataloging, systems, online distance education, public services/circulation, instruction, outreach, and reference. The part-time librarians concentrate on providing instruction to students at the Reference Desk.

The Library has an annual budget of \$27,000. The budget is for the Library to purchase print and electronic books; library databases of online newspapers, magazines, academic journals, government reports, print newspapers, and magazines; and online and physical media ([Library Instructional Program Review](#)). The Library also supplements its instructional resource budget through the College's Associated Student Government (ASGWC) and lottery for database funding, Student Equity for books, the GWC Foundation for STAR text book reserve collection. While the Library has been successful in receiving additional funding to supplement the annual budget, the College and library recognize that these additional source of funding are not guaranteed.

Library Collections

The Library provides on campus and online access to a significant number of resources and information to support the learning needs of the students, faculty, and others. The Library maintains an on-site collection of more than 45,000 books, a print magazine and newspaper

collection, and the Student Textbook Access Reserve ([STAR Collection](#)) that includes textbook titles and course materials from many subjects taught on campus, and Chromebooks. Students are able to check out books for up to three weeks with one additional renewal. Reference books are available for students use in library only. Additionally, the STAR Collection, which is a textbook loan program, allows students who cannot afford college textbooks to access a critical course requirement. Lastly, the Chromebook Loan Program allows students to check out seventy-two (72) Chromebooks and chargers for up to one week. The Library has increased the depth of resources by augmenting the e-book collections and databases offered to students, faculty, and others ([Circulation Statistics](#)). The College on-line resources include access to databases with relevant variety and depth to support student academic success and faculty instructional goals ([List of Library Databases](#)). The College online holdings include 43 databases that provide access to an extensive selection of full-text articles and publication types to meet the information needs of students and faculty members' instructional support. Online resources are available 24/7 via the Library site through OCLC EzProxy ([Remote Access Instructions](#)).

Currency, relevance, and depth of material-are ensured, as librarians are guided by the frequently updated and revised Library Collection Development Policy developed by the full-time faculty ([Library Collection Development Policy, LCDP](#)). The LCDP establishes guidelines for selecting relevant and current instructional sources; the process for deselecting (“weeding”) outdated material; and the process, manner and appropriateness of discarding irrelevant sources. Furthermore, full-time and some part-time librarians are annually assigned a library resource budget and collection development subject area to evaluate and purchase library material for students, faculty, and others to use. Also, as needed, librarians collaborate with faculty members, program directors, and campus student support personnel to examine and refresh library resources according to subject area (e.g., Nursing, STEM fields, Art). Lastly, a full-time librarian serves on the College's Council on Curriculum and Instruction (CCI). Such membership allows librarians to ensure that library materials meet the needs of the courses approved by CCI. ([Library Committee Assignment](#)).

Library Instruction

Instruction is a core service that the librarians provide to students. Library instructions include library courses, reference services, and library orientations. The College offers two Library courses LIBR G110, Information Competency and Library Research; and LIBR G120, Libraries and The Internet. These courses are for credit and are transferable ([Library Course syllabi](#), [Library cSLO Assessments](#)).

Library orientations, individualized workshops) are scheduled in collaboration with disciplines specific instructors and oriented to the individual course's SLO needs. Various topics are covered by the librarians, including navigation through the Library's webpage, print and online resources, the research process, identifying and interpreting bibliographic citations, understanding plagiarism, and particularly identified resources and search strategies the students may use to successfully complete the course. The Library has experienced a significant increase in the number of Library Orientations scheduled and students served ([Statistics on Library Orientations](#)).

Another form of information literacy instruction is through the individualized consultation services provided by the Librarians at the Reference Desk ([Reference Desk Schedule](#)) via walk-in person visits, phone, synchronous online chat, and text reference. Individualized reference

instruction with Library faculty allows students to learn the use of the Library resources, find quality information resources, complete research, organize material, and discern and evaluate resources. The Library also communicates with students via social media.

Library Website

The GWC Library's website is the gateway for students and faculty to search for, identify, and locate Library resources and information regarding their course requirements and Library services. Also among the website features are the ability to, book a group study room, chatting with a librarian, and more.

The library purchased a subscription to Springshare's suite of tools, including LibGuides which is a content management system. The LibGuides tool has allowed the library staff, led by the newly hired Online Distance Education Librarian, to manage and produce information literacy instruction pieces to the library's website. Starting with the introduction of a new A to Z Database page and an MLA Citation Guide. The ability to track statistics easily from the use of these pages has enabled library faculty to track use and easily maintain links to databases. ([Screen shot of LibGuides A-Z](#); [MLA Guide](#)).

Another Springshare tool, LibCal, is being used for online reservation of the library's ten group study rooms. Students are able to easily reserve these popular, functional spaces from the library's website. ([Statistics from LibCal](#)).

Tutorial and Learning Center:

The Tutorial and Learning Center (TLC) provides a variety of tutorial format options for students. Tutoring options available for students include individual or group sessions, drop-in appointments with tutors, and on-line assistance ([Tutoring Page](#)). The aim in the variety of types of tutoring services is to offer flexibility and to approach students with their varying individual needs in mind. Additionally, the TLC houses a Conversation Lab to assist international students with oral communication skills. Furthermore, the TLC oversees the Supplemental Instruction Aide (SIA) Program that provides facilitators/tutors/teaching assistants for large-enrolled and accelerated classes ([Tutoring Schedule](#); [List of SIAs](#)).

Peer Assisted Study Sessions (PASS):

The College also provides Supplemental Instruction (SI) to support student learning. The SI model at GWC is adapted from the University of Missouri – Kansas City model and focuses on basic skills courses. The SI model is known as Peer Assisted Study Sessions (PASS). As part of the Basic Skills Initiative Grants and the Title III Grant, PASS is offered in developmental mathematics and English courses ([PASS Summary](#)).

Student Computer Center:

The Student Computer Center (SCC) is located on the first floor of the LRC. The SCC is open during the Fall and Spring semesters, Monday through Thursday from 9:00 AM to 8:00 PM, and Friday from 9:00 AM to 1:00 PM. In the Summer semester, the SCC is open Monday through Thursday from 10:00 AM to 4:00 PM ([Student Computer Center Schedule](#)). Features of the SCL include:

- 55 PC computers

- 12 McIntosh computers
- High-speed internet access
- Color printing and copying
- Scanners
- Fax machines
- CD-RW-DVD Burners
- DVD writers
- Microsoft Office 2016
- 70 Chromebooks as part of the Chromebook Loan Program (Library)

SCL focuses on providing software to students applicable to specific courses. Available software includes: Adobe Creative Cloud 2015, Applications, Quickbooks 2015, Office 2016, ALEKS (Mathematics), and other specific instructional software.

The SCC uses the Go-Print system for student printing. This system has brought about cost efficiency and reduced the waste of paper. District IT provides the SCC with updated programs; maintains the computers, printers, and copiers; and assists with students' request ([Student Computer Lab flyer- Spring 2018](#)).

Writing and Reading Center:

The Writing and Reading Center's (WRC) mission is to provide learning opportunities for students of every developmental and academic level. The WRC has grammar courses at the basic skills, intermediate, and advanced levels. All WRC courses are evaluated through the program review process ([WRC Program Review](#)). Course materials are revised and kept up-to-date ([WRC flyer](#)). Each course includes student log sheets, course handbook, and a syllabus to facilitate students' independent study and instructor contacts.

Currently, the WRC has 22 computers with internet access specifically designated for students enrolled in the Writing and Reading Center courses. With the courses moving to web-based course materials, students have access to computers located throughout the Student Success Center. Students use these computers to compose essays and complete research and course requisites.

The WRC has three group-study rooms, each equipped with a computer and presentation screen. All students enrolled in ENGW G020 – Writing Workshop participate in group tutoring sessions. Instructors engage students in workshop activities and use creative teaching strategies with a computer and wall-mounted screen so presentations are viewed easily.

Grad tutors specifically assigned to the WRC, provide one-to-one writing instruction to all students enrolled in the WRC classes. The main area of the WRC has a large screen and ceiling-mounted projector for group presentations. Instructors use this equipment in their presentations for PowerPoint, engaging music, video, and lecture content.

Analysis and Evaluation:

Golden West College aligns to the standard. The Library provides a robust collection of resources either on-ground or electronically, textbook and Chromebook loan programs, and instruction regarding library information literacy and reference. Furthermore, the Library has dedicated librarians responsible for maintaining library collection, and the website provides on-

line resources to students.

The Tutorial and Learning Center provides tutoring in multiple methodologies—i.e., individual, group, drop-in, and on-line. Additionally, the Conversation Lab assists international students with communication skills. Furthermore, the Tutoring Center houses and supports Supplemental Instructional programs – Supplemental Instruction and the Peer Assisted Study Sessions ensure support for faculty and students alike. A well-equipped and attended Student Computer Lab supports the College with ample available hours, a significant quantity of computers and software, library material, and a Chromebook Loan Program to ensure student success. The Writing and Reading Center provides student academic support sensitive to all levels of academic proficiency.

While the College has been able to provide library and learning support services that are sufficient in quantity, currency, depth, and variety to support educational programs, the College recognizes that not all funding are provided through general fund and continue to look for ways to maintain adequate and sufficient services and resources via the Program Review Process.

IIB.2 - 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.

Evidence of Meeting the Standard:

Golden West College relies upon the expertise of the faculty, including the full-time Librarians and support services staff to select and maintain educational equipment and material that supports student learning and enhance the achievement of the College’s mission.

Library:

Librarians work with instructors, program directors, and student support areas to provide appropriate library resources that support the campus and the academic programs’ curricula. For example, each full-time librarian is responsible for the development of a collection for a specific curricular offering (e.g., English, Biology, Nursing, College Success). Also, in the resources selection process, the Librarians consider material currency and appropriateness for the two-year college level. For example, librarians may consider materials that represent different points of view to offer the campus a balanced perspective ([GWC Library Collection Development Policy](#); [GWC Librarian Collection Development Assignments 2016-17](#)).

The Library employs multiple strategies that were mentioned in IIB1 to select and maintain resources and keep library material current and relevant. The Librarian who serves on the Council on Curriculum and Instruction (CCI) works to review proposed courses, course revisions, programs, certificates and degrees and to provide recommendations and information of available library and information literacy resources to faculty. Concurrently, this process ensures the library’s collections and services reflect, as the budget allows, campus curriculum needs in supporting new and established courses and programs. ([CCI Faculty Membership List](#)).

The Library also engages in an on-going “weeding and replacement” of material and equipment. In the summer of 2017, the Library’s classified staff completed an inventory of library materials.

[\(Results of Library Inventory\)](#). The inventory allowed the librarians to assess the collection and make appropriate ordering decisions. Librarians and Library staff are proactive in the identification and procurement of campus support for Library materials and equipment.

The Library Systems Librarian and a designated classified employee ensures the technology of the library is functioning at a high level. The Online Distance Education Librarian provides outreach to faculty for incorporating library resources in the online instruction environment. ([Job Descriptions Systems Librarian, and Online Librarian](#)).

Tutorial and Learning Center:

The equipment in the TLC is updated based on the District's Technology Plan ([District's Technology Plan](#)) and computers are serviced by TSS to ensure that computers are up to date. More discussions on technology updates are discussed in IIC.

Student Computer Lab:

The SCC hardware and software upgrades and/or replacements follow the cycle reflected in the [GWC Computer Lab Replacement Plan](#). However, local to the College is the use of lottery, department and division funds, and other sources to refresh or replace some software and hardware.

Writing and Reading Center:

The WRC's 22 computers specifically designated for students enrolled in the Writing and Reading Center courses are maintained by the TSS Department. Software is purchased and maintained by the Writing Center Director. Maintenance of that software is a responsibility shared by TSS and a Classified staff member specifically designated for the Writing Center.

Analysis and Evaluation:

Golden West College aligns with this standard. Relying on the appropriate expertise of faculty members, including Librarians, student support faculty, and Classified staff, the institution selects and maintains equipment and material to support student learning and enhance the achievement of the institutional and department missions. Specifically, student learning and success are central for instructional support material and the availability of technology. Furthermore, classroom faculty and academic support services collaborate, and priorities are set based on faculty expertise and support services staff members' experiences.

IIB.3 – The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard:

The College evaluates the Library and other learning support services to assure their adequacy in meeting identified student needs. The Library, Tutorial and Learning Center, Student Computer Center, and Writing and Reading Center consistently engage in self-evaluations processes including program review, outcomes assessment, and student surveys. Results from these evaluations are used as the basis for improvement.

Library:

The services provided by the Library are regularly evaluated to ensure the needs of students are sufficiently met. The evaluation processes can be holistically grouped under three categories:

1. Program Review – Similar to all other instructional and non-instructional programs, the Library undergoes the college-wide three-year program review process. The most recent program review was completed in 2016 and the Library is in the process of preparing for the 2019 Program Review ([Library Program Review](#)). In the previous Program Review cycle, the library advocated for a new distance education librarian to enhance library services for online students. The request in Program Review resulted in the hiring of a full-time tenure-track distance education librarian
2. Usage Statistics – The library collects data on library entrances, item circulations, computer logins, database sessions, study room reservations, and student participation in library instruction ([LibCal Statistics](#); [Circulation Statistics](#); [Library Orientation Statistics](#)).
3. Department specific assessment –SLO assessments are used on a continual basis to evaluate instructional areas, including library courses and library instructional sessions ([SLOs Assessment](#))

The Library additionally relies extensively on usage statistics to make improvements to its services for students. For example:

- In 2017, the Library purchased LibCal, a cloud based online appointment system, to improve the reservation process and increase student use. Students are now able to reserve study rooms from off-campus 24-7 and make appointments up to a week in advance ([LibCal Study Room Reservation](#)).
- In 2017, the loan period for the Chromebooks was expanded from two hours to seven days to increase access and twenty-one battery chargers were purchased to ensure usability with the longer loan period ([Circulation Statistics- 2016 – 2017](#)).
- In 2017, the Library purchased a high-quality scanner for the STAR Textbook Reserve collection. Students can now scan pages from the textbooks quickly and efficiently at no cost ([Library Scanner Invoice](#)).
- In fall 2015, a new streaming database was added to the database collection. Students, faculty, and staff now have access to close captioned streaming videos that can be viewed and embedded in Canvas ([Films on Demand](#)).
- In 2014, the Library introduced electronic ebooks for its reference collection via Gale Virtual Reference Library ([Gale Virtual Library Reference Books](#)).

The Library also reviews its Student Learning Outcomes each semester for the library courses and instruction sessions ([Library 110 SLO Results](#), [Library 120 SLO Results](#), [SLO Results Literacy Instruction Sessions – SLO results](#)) These measured outcomes, in turn, allow library faculty to assess, evaluate, and improve the teaching of information literacy skills to students through its instructional component. For example, an improvement was made to the library exercise handout as a result of analyzing the data from SLO's for instructional sessions ([SLO library exercise](#)). The updated library exercise form has improved the assessment of student learning in information instructional sessions. This is one example of how SLO's are used to enhance information literacy skills for students under the library instructional program.

Tutorial and Learning Center:

As with the Library, the TLC systematically assesses student learning and user's data to modify services or practices to better meet the educational needs of students. Therefore, efforts are coordinated among faculty, staff, and administrators, across departments ([Tutoring Program Review](#)). Additional evidence is collected via tutoring appointment logs, online tutoring access numbers, and tutoring evaluations ([Student Check-In Form](#), [SmartThinking-Online Tutoring Access Report](#); [Tutoring Evaluation](#)).

Peer Assisted Study Sessions (PASS):

The PASS program utilizes both qualitative and quantitative data for program improvement. Quantitative data include student enrollment and success data to determine the impact of PASS on specific courses. Qualitative data include student assessment of both the program and specific PASS leaders. The PASS coordinator utilize the information to improve the program, including increasing student and faculty awareness to benefits of PASS ([PASS evaluation report](#)).

Analysis and Evaluation:

The College aligns to this standard. Every department and service within the LRC is evaluated by following College-wide processes or processes instituted by each department or program including program review, outcomes assessment, and student surveys.

IIB.4 – 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting Standard:

The College is fully responsible for the direction and the operation of the Library, the Tutorial and Learning Center, the Student Computer Lab, the Writing and Reading Center, and all of the programs. The College does rely on the use of an external vendor, [SmartThinking](#) for online tutoring. The processes, and programs that support distance education are discussed in another section of this document.

The Library is currently part of the CalWest Consortium of libraries and the Community College League of California (CCLC) ([CalWest Consortium](#); [CalWest Contract](#)). The CalWest Mutual Borrowing Agreement allows students, faculty, and staff from each of the following colleges to borrow materials from the libraries of any of the member colleges. Cypress College, Fullerton College, Orange Coast College, Coastline Community College, California State University, Long Beach (CSULB) Library and Golden West College Library have agreed to extend mutual borrowing privileges of non-reserve library materials to students, faculty, and staff of both colleges beginning in Fall 2002.

Additionally, in the near future, there are plans to adopt a new Library Management System (LMS) that will be implemented state-wide. Also, the College's students have access to all of the libraries of the Coast Community College District, including Orange Coast College and Coastline Community College.

Analysis and Evaluation:

Golden West College meets this standard. College assumes full responsibility for service maintenance, security, relevance and reliability of programs such as SmartThinking, and reviews its efficacy with regularity.

Standard IIB Evidence List

- [Library Homepage- Hours](#)
- [Library Program Review](#)
- [Library STAR Collection](#)
- [Circulation Statistics 2016-2017](#)
- [List of Library Databases](#)
- [Remote Access Instructions](#)
- [Library Collection Development Policy](#)
- [Library Committee Assignment](#)
- [Library Course Syllabi](#)
- [Library cSLO Assessment](#)
- [Statistics on Library Orientations](#)
- [Reference Desk Schedule](#)
- [Screen shot of LibGuides A-Z](#)
- [MLA Guide](#)
- [Statistics from LibCal](#)
- [Tutorial Center Page](#)
- [Fall 18 Tutoring Schedule](#)
- [List of SIAs](#)
- [PASS Summary](#)
- [Student Computer Center Schedule](#)
- [Student Computer Lab flyer- Spring 2018](#)
- [WRC Program Review](#)
- [WRC Flyer](#)
- [GWC Librarian Collection Development Assignments 2016-17](#)
- [CCI Faculty Membership List](#)
- [Results of Library Inventory](#)
- [Job Descriptions Systems Librarian](#)
- [Online Librarian Job Description](#)
- [District's Technology Plan](#)
- [GWC Computer Lab Replacement Plan](#)
- [GWC SmartThinking Contract](#)

- [Technology Support Description](#)
- [LibCal Study Room Reservation](#)
- [Library Scanner Invoice](#)
- [Films on Demand](#)
- [Gale Virtual Library Reference Books](#)
- [Library 110 SLO Results](#)
- [Library 120 SLO Results](#)
- [SLO Results Literacy Instruction Sessions](#)
- [SLO library exercise 2015](#)
- [Tutoring Program Review](#)
- [Student Check-In Form](#)
- [SmartThinking Online Tutoring Access](#)
- [Tutoring Evaluation](#)
- [Spring 2018 PASS evaluation report](#)
- [SmartThinking Contract](#)
- [CalWest Consortium List](#)
- [CalWest Contract](#)

Standard IIC – Student Support Services

IIC.1 – The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard:

The College conducts consistent evaluation of the quality of student services, demonstrates that these services support student learning, and ensures completion of their educational goals. Evaluations are conducted at program levels with surveys and focus groups, at the department level via Service Area Outcomes (SAOs) each semester ([SLO Page](#)), and at the division level via the program review process ([GWC Program Review Page](#)). The evaluation process is supported by the Office of Research, Planning and Institutional Effectiveness (ORPIE) with SAOs and supporting data uploaded to [Nuventive Improve](#). ORPIE supports the SAO efforts by developing surveys and other evaluation measures to gauge the effectiveness of programs and services offered at Golden West College ([Counseling SAO Survey](#); [DSPS end of semester survey](#)). Evaluations are conducted in a variety of methods including surveys to collect quantitative data, interviews for qualitative data, and larger campus discussions to include multiple responses. Once evaluations are completed, the teams review results in department meetings and campus committees. Recommendations are then made for improving and adjusting services and programs to meet student needs ([End of semester students survey](#); [Student support services survey](#)).

All student support services programs participate in the college-wide program review process ([Program Review webpage](#); [PR example – Financial Aid](#)), which occurs in a three-year cycle. This program review process includes an overview of the program and services provided, contributions to the campus and students, external conditions that impact the program/department (such as state and federal regulations), and changes in structure and function since the last completed review. SWOT analysis is conducted to fully evaluate strengths and weaknesses and opportunities for growth and improvement in services. Program evaluations are supported by data and tied to department and campus goals and mission, and to the state Student Equity Program (SEP) and Student Success and Support Program (SSSP) when applicable. The reviews also include budgeting, resources, and staffing to support the outcomes of the program. Once completed, program review documents are submitted to the campus for review by senior administration and ORPIE. Requests for resources and recommendations made by the program review process are submitted to the Student Services Team and the Council for Chairs and Deans for evaluation, and prioritization for funding and staffing ([Program review request forms](#); [Resource Request Protocol](#)).

Analysis and Evaluation:

Golden West College aligns to this standard. The College conducts consistent evaluation of the quality of student services and demonstrates that these services support student learning and ensure completion of their educational goals. In Spring 2017, the College sent all online students an [online student support services satisfaction survey](#). The results of the survey were used to inform the hours of the new Student Services Center, which included extended evening hours for

all departments and programs. A team from GWC participated in the RP Group's Leading from the Middle Academy. Their project focused on how to provide better services to students. As part of the project, they conducted focus groups with students to better understand how to streamline the services in the new Student Services Center. The full report can be viewed here ([LFM Report](#)).

IIC.2 – The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard:

Meeting the needs of students is of paramount importance to the College. The College regularly assesses learning support outcomes and provides appropriate support services and programs to achieve those outcomes. Evaluation of student support programs are done through program review and outcomes assessment (SAOs) ([PR example – Financial Aid](#); [SAOs example - ASGWC](#)). The institution utilizes nationally recognized surveys to assess student engagement via the Community College Survey of Student Engagement (CCSSE), campus-wide surveys including the results from the Leading from the Middle Academy, the project focused on how to provide better support services to students ([CCSSE presentation](#); [LFM Summary Presentation](#)). As part of the project, the Leading from the Middle Academy team conducted focus groups with students to better understand how to streamline the services in the new Student Services Center. Based on the results of this survey, the Student Services staff went through Disney Customer Services training, hours and offerings in counseling areas were aligned by adding “Express/Drop-In” hours to all areas providing counseling, and alignment of appointment scheduling dates occurred.

Each program within the Student Services division conducts regular evaluations to determine the effectiveness of services delivered, finds methods for improving efficiency and delivery of services, and assesses changing needs of the student body. Departments assess Service Area Outcomes (SAOs) each semester, and maintain those assessments via [Nuventive Improve](#). Student Services areas utilize various assessment methods, including surveys, focus groups (EAB focus group), self-evaluations ([Transfer Center State Report](#), EOP/S, CARE, and NextUp state reports), and workshop surveys ([Counseling SAO Survey](#); [DSPS end of semester survey](#)). Once assessment results are completed, departments meet with faculty, staff, and managers/deans to review results and discuss any changes that may need to be implemented to ensure that the needs of students are being met.

Department chairs and area managers meet prior to conducting evaluations and work with the Office of Research, Planning, and Institutional Effectiveness (ORPIE) to determine appropriate methods of evaluation, clarify data questions, and analyze assessment results. Student Services faculty and staff meet at the end of each evaluation to discuss results, determine if expectations and standards of service were met, and develop areas for improving student success or satisfaction when needed. For example, the Career Center hosted a Career Fair, with employers available to provide on-site interviews for open positions in their organization. While the participant survey resulted in positive feedback overall, students expressed a desire to have the

event organized by fields ([Career Fair Survey](#); [Career Fair survey results](#)) . To meet this request, the following year the event coordinators assigned locations to employers based on industry type, rather than allowing for self-selection of booth location.

To meet the needs of evening students, an assessment of student needs was conducted and results indicated students often needed classroom supplies that were not available after bookstore hours ([CCD Evening students discussion](#)). As a result, vending machines with scantrons, blue books, notecards, writing instruments, and other similar materials were placed in centrally accessible locations to students arriving after 7:00 pm. Now that the campus has moved into a new one-stop Student Services Center, an additional survey of needs will be sent to determine if the new structure, hours of operation, location, and integration of Cranium Café in departments are meeting the needs of students. This survey will be conducted in Fall 2018, with any changes based on the results to be implemented in Spring 2019.

The Recruitment to Completion Committee was established to streamline instructional and student support programs, reduce redundancy, and streamline delivery of services. It combines specialized funding areas such as Title III, SSSP, and Equity to ensure program access to support student success.

Some key achievements that resulted from the work conducted by the student services division include strengthened high school outreach, the establishment of an Answer Center to assist walk-in students, and the Call Center, which assists students by answering questions from callers and routing questions to the appropriate department. High School Senior Day has been reimaged to highlight academic programs and student services. The high school orientation process was restructured to a Freshman Priority Registration process where students receive additional orientation, abbreviated Student Educational Plans (SEPs), and priority registration in one day ([FPR Presentation](#); [FPR screenshot](#)). As well, [Rustler Welcome Day](#) was established to connect students to the campus prior to the start of the semester and encourage student use of services to ensure their first-semester success with contests and prizes tied to social media engagement.

Analysis and Evaluation:

The College aligns to the standard. Student Services identifies learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Data-driven methods have been used to assess quality and effectiveness of programs. Regular review cycles ensure continual assessment to improve student support programs and services. The program review process is central to identification and assessment of learning support outcomes and determine areas where improvement is needed. Once results are finalized, department staff and faculty in each area come together to discuss results and make adjustments to programming as necessary. The programs outlined above are a small sample of the types of responses to evaluation(s) that have been developed to meet changing student needs.

IIC.3 – The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Evidence of Meeting the Standard:

The College provides appropriate, comprehensive, and reliable services to all of its students, and ensures that students have access to information and services through varied methods. The College partnered with the Educational Advisory Board to assist with streamlining the student onboarding process. The information from a needs assessment suggested that to improve services the College reduce the number of locations that a student needed to visit in order to complete the matriculation process. The results informed the development of [Student Services Center](#), which opened in April 2018. The Student Services Center houses all student service functions. Streamlined and integrated services for in-person delivery include Admission and Records, Financial Aid, Assessment, and Counseling (including specialized counseling services in DSPS, EOP/S, CalWORKs, International Students, and Veterans Services). Additionally, Campus Life, the Center for Global and Cultural Programs, and the Bursar's Office were added to the Student Services Center to offer holistic services to students. Dedicated evening hours are available for students twice per week throughout the semester.

Students have the ability to apply to the college online, and once their application is complete, all students are provided with access to resources via their [MyGWC portal](#), which includes a student email, online orientation, registration services, educational planning tools, and class schedules. Students can view the schedule of classes, register, pay fees, and purchase their parking permits and textbooks all from one site. Once in coursework, students can view their active class schedule, access Canvas for online courses and on-site class supplements. The College has also implemented the GWC app, which allows students direct access to Canvas and the Student Portal ([GWC Mobile App description](#); [GWC App download](#)). Once classes are completed, students can view their grades, file for graduation, view unofficial transcripts, and order official transcripts, including e-transcripts to be sent to other institutions. Up-to-date information is provided to students via a student bulletin and campus announcements section of their portal. The College has recently completed an upgrade of its website to make it easier to navigate and assist students in finding information and services to meet their needs. Each academic program is clearly outlined with certificate and degree options, course descriptions, and access to course outlines. Faculty profiles and department contacts are listed on each instructional division site ([GWC Academics Page](#)).

Each student services program has a webpage that provides essential information regarding its services, telephone and email contact information, and campus location. Counseling is accessible via telephone or [e-counseling](#). Career assessments and access to online job readiness tools are available via the Career Center, and on the [Career Center website](#). To continue to meet the needs of students' complex schedules, student services departments have started integrating the use of [Cranium Café](#) in Spring 2018 to offer live services via video/chat conferencing. Departments using this technology include Admission and Records, Financial Aid, Transfer Center, and Assessment. Full implementation of Cranium Café in general counseling will occur over the 2018-19 academic year, starting with moving e-counseling services to the site, and eventually offering full academic, career, and transfer counseling via the site.

The Distance Education Advisory Committee (DEAC) regularly evaluates access to services and accessibility of the campus online services. Improvements in online student services, including online tutoring, instructions for online coursework, and Canvas resources, comprise a guided tutorial of the system, methods for successful completion of the online course, and links to critical resources including the library, counseling, and technical support. The Equity Squad (formerly, The GWC Equity Evidence Team) recently completed an evaluation protocol for the guided tutorial in the Canvas system. The team reviewed the language and navigation through a student lens and recommended changes to increase equitable access for all students. These recommendations will be presented to the Director of Online Instruction for implementation in collaboration with the DEAC. In Spring 2018, The Distance Education Advisory Committee also completed a [handbook](#) for distance learning that includes [resources for student success](#), suggested language for syllabi, and guidelines for faculty [Regular and Substantive Interaction and Regular and Effective Contact](#). The committee consisted of the online technology support staff and a counselor who also teaches online.

The College has a contract with [SmartThinking](#) to provide online access to tutoring services in critical “gatekeeper” courses for distance learning students.

The launch of a new financial aid system in 2017 provides students the ability to see outstanding requirements for completing their financial aid application, awards, disbursements, and other information.

DSPS offers students assisted technology in the Learning Resource Center via the [High Tech Center \(HTC\)](#). The HTC is a specialized computer lab that is specifically for students registered through Golden West College DSPS and includes adaptive technology including screen-readers, voice recognition software, Closed Circuit Televisions, and designated iPads and Chromebooks for student use.

Analysis and Evaluation:

The College aligns to this standard. From the application to graduation, all services needed for a student to apply, enroll in coursework, be successful in those courses, and graduate in a timely manner have been adopted in an online environment. By aligning all student services in one central location, the College has ensured that students will not get lost in the onboarding process. Additionally, the College values the service provided to students, and as such, provides professional training to all staff members housed within the new Student Services Center. Accommodations for students with disabilities are available in person, and the online Canvas training provided to staff assists with development of ADA compliant educational content.

IIC.4 – Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Aligning to Standard:

Golden West College offers co-curricular programs and athletic programs that both meet the

mission of the College and contribute to the social and cultural dimensions of the educational experience of its students. Part of the mission of the institution is to provide “an intellectually and culturally stimulating learning environment for its diverse student population.” Therefore, learning is at the center of all the co-curricular programs of the college. Each program provides opportunities for student learning, development, and engagement outside of the classroom. Programs meet a wide variety of interests including social, cultural, academic, service, and leadership.

The Office of [Campus Life](#) offers an array of co-curricular programs and over 35 clubs to engage students in learning outside of the classroom. This includes the [Associated Students of Golden West College \(ASGWC\)](#). ASGWC is led by the Executive Student Council, which is comprised of nine student leaders elected by their peers to represent the student body through participation in the College’s participatory governance process.

GWC co-curricular programs are developed not only by the college, but also by the students themselves. [Student Clubs and Organizations](#) of the college are primarily started by and sustained by students. This includes student organizations that are affiliated with academic programs such as the California Nursing Student Association (CNSA), Alpha Gamma Sigma (AGS) Honor Society, Psi Beta Community College National Honor Society in Psychology, Cosmetology Club, History Club, Writer’s Bloc, and Future Teachers Club. Many other student organizations are tied to student support programs, such as EOPS/CARE/Guardian Scholars Club and Puente Club. Social justice related clubs include themes such as the environment, peace and leadership, cultural awareness, and Circle K International service organization. Finally, other clubs are faith or hobby based, such as Christian Club, Vietnamese Catholic Student Association, Cosplay Club, and Satyr Club. [Student Clubs and Organizations](#) truly reflect the needs and interests of the student body since these organizations are started, led, and organized by students.

Co-curricular programs at GWC can be tied to specific courses. Athletics is one of the largest examples of this type of co-curricular program. GWC fields 16 [sports teams](#). Participation in a sports team requires students to enroll in corresponding courses. In addition to the opportunity to participate in a sports team, student athletes may participate in the [Student Athlete Advisory Council](#) (SAAC). SAAC is composed of two student athletes from each team who serve as the conduit between student athletes, coaches, and athletic administrators on issues related to improving the student athlete experience at Golden West College. Additionally, Athletics offers the [Student Athlete Success Center](#) (SASC), which provides student athletes with tutoring, academic coach mentors, specialized academic counseling, and access to technology through a dedicated computer lab and the Chromebook Loan Program. The program has been highly successful through providing 40-60 hours of individual and direct support to student athletes per week. In the two years since its inception, it has grown from 62 participants to 350 and has resulted in a 14% increase in student athletes earning a 3.0 GPS or higher.

The [Center for Global and Cultural Programs \(GCP\)](#) supports Golden West College’s institutional goals of Equitable Achievement and Learning Environments in that it provides numerous opportunities for students to engage in issues related to culture and identity. Each semester the program provides a robust calendar of activities such as guest speakers and lecturers, fieldtrips to art and cultural museums and events, film screenings, cultural celebrations, ally trainings, and many others. These programs create a welcoming environment for the diversity of our student population and are a testament to one of GWC’s core values of

Inclusiveness and Diversity. In addition to participating in the GCP events and activities, students can assist in the development of these programs through serving on the GCP Advisory Group. GCP also offers a film library on a variety of cultural topics and themes that students and faculty may access free of charge.

[Puzzle Piece](#) is an Autism Spectrum group that was developed by DSPS counselors and students in 2014. The primary focus of the group is to provide peer support and promote college success. Students learn social skills as they participate in workshops, presentations, campus activities, and games.

[The Puente Program](#) is a two-semester learning community that includes an accelerated writing course, intensive counseling, and mentoring from members of the community. Students in the Puente Program enroll as a cohort in required coursework each semester and participate in the program as a learning community that supports the personal, academic, and cultural development of students. The cohort-based model provides a strong support network for students and has resulted in a Puente club that sponsors an annual Safe Zone (LBTGQ ally) training for the entire campus.

Student orientation programs are a growing area for Golden West College. Currently, GWC offers specialized orientations for veterans, disabled students, athletes, international students, and Puente. In Fall 2016, the College offered its first annual [GWC Welcome Day](#). New students were invited to come to campus the week before the fall term to get acquainted with the campus through campus tours, attend workshops, purchase their textbooks and parking permits, get a school ID card, and participate in other related activities. The program was continued for Fall 2017.

Additionally, the College has offered a program called Cultural Connections for the past two years. [Cultural Connections](#) is a program that connects GWC students with peer mentors. Peer mentors are trained to coach their peers around issues of social identity and to lead their mentees to develop and implement a cultural event for the Spring semester.

The College also aligns to the standard by ensuring that co-curricular and athletic programs are conducted with sound educational policy and standards of integrity through adherence to state and local policy, as well as to governing documents for student government and clubs. For example, GWC Athletics ensures compliance with Title IX through the annual submission of state and federal mandated surveys and reports. Each October, GWC Athletics completes the Equity in Athletics Disclosure Act ([EADA](#)) survey as required by the U.S. [Department of Education](#). Athletics also submits the Statement of Compliance of Title IX Gender Equity Form R-4 as required by the state for California Community Colleges. Relevant [board policies](#) include the following:

- [BP 5400](#) - Associated Student Organizations
- [BP 5420](#) - Associated Student Finance
- [BP 5700](#) – Intercollegiate Athletics
- [BP 5905](#) - Student Clubs and Organizations

In addition to board policies, the Associated Students of Golden West College has established governing documents that provide guidance, rules, and structures for the student government and student clubs and organizations. These include the Associated Students of Golden West College

[Constitution](#) and [Standing Rules](#) and the [GWC Club Handbook](#).

The College regularly evaluates the quality and effectiveness of its co-curricular programs through program review, the assessment of Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs), and student feedback and satisfaction surveys ([Program Review – Student Life](#); [SAO – Counseling](#); [DPS survey](#)). All programs at GWC are required to complete a program review every three years ([Program Review Page](#)). Additionally, all programs must complete a SAO or SLO each semester ([SLO Page](#)). This regular assessment cycle provides data for evaluating the quality and effectiveness of co-curricular programs.

The College maintains responsibility for the control of co-curricular and athletic programs and their finances. The Executive Student Council allocates and manages an annual budget of over \$800,000 and a Designated Fund Balance of over \$600,000. The ASGWC annual budget is developed through a participatory governance committee called the Finance Commission. The college also follows the Fiscal Crises and Management Assistance Team’s [Accounting Manual, Fraud Prevention Guide and Desk Reference for California K-12 Public Schools and Community College](#) to ensure proper use of student funds.

Analysis and Evaluation:

The College aligns to this standard by offering co-curricular programs and athletic programs that both meet the mission of the college and contribute to the social and cultural dimensions of the educational experience of its students. These offerings include student leadership opportunities in student government and clubs, participation in co-curricular programs such as Puente and Athletics. The College also aligns to the standard by ensuring that co-curricular and athletic programs are conducted with sound educational policy and standards of integrity through adherence to state and local policy as well as to governing documents for student government and clubs. At the local level there are board policies for student government, clubs, and athletics. Additionally, the College adheres to athletic compliance standards for Title IX. Finally, the College aligns to the standard by maintaining responsibility for the control of co-curricular and athletic programs and their finances. The College has established policies and procedures for the approval of student funds, including the annual Associated Students budget process.

IIC.5 – The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard:

The College provides a variety of [counseling options](#) to students, including in-person appointments, same-day express counseling, and e-counseling sessions via [Cranium Café](#), to address their needs. In all of these formats, students can obtain Student Educational Plans, career counseling and transfer planning.

The counseling faculty participate in activities throughout the academic year to ensure that information provided to students is relevant and up to date. Bi-monthly department meetings and monthly in-service/professional development trainings take place to ensure that department counselors are up to date on local campus programming, transfer issues, and statewide initiatives ([Counseling meeting agenda](#)). Specialized training or certifications happen as needed, and the overwhelming majority of counselors on campus participate in the CPP Myers-Briggs and Strong Interest Inventory certification to enhance the career counseling function.

Counselors and designated staff regularly attend UC, CSU, and independent university conferences, and are represented at regional articulation, transfer, and career services meetings monthly ([UC Davis Conference](#); [Health Conference](#)). When available, participation in specialized topic conferences (STEM, Health Professions Admissions, out-of-state college fairs) occurs. Finally, the department is represented on the campus Committee for Curriculum and Instruction to be abreast of all changes to campus curriculum.

The college ensures quality and training for all those advising through a new counseling orientation/training with seasoned faculty, bi-monthly counselor [meetings](#) to provide up-to-date information and address issues that arise immediately, and professional development/in-service training held monthly throughout the year. District and department training on new technologies related to counseling and advising services, such as DegreeWorks updates, [On-Course Training](#), and [Inspire for Advisors](#) programs.

As a result of the intensive training and resources available, counselors have positive working relationships with instructional faculty, other departments, and a voice in campus-wide programming.

Counselors work with students to explain their graduation requirements online in the DegreeWorks program. The audit lists course requirements, and includes a semester-by-semester sequencing created by counselors in conjunction with the student. Printed documents, including major guides, AA and transfer requirements, General Education worksheets for native AA, [CSU-GE Breadth](#), and [UC IGETC coursework](#), and the [Transfer Planning Guide](#) are updated and published annually. These documents are available on paper and electronically on the [GWC transfer page](#).

Counselors utilize DegreeWorks exclusively for educational planning, and SARS-Anywhere for MIS reporting and tracking of students. DegreeWorks is accessible to students via their MyGWC portal, and displays a degree audit listing their requirements, the counselor-developed Student Educational Plan, and notes of the counseling session.

Students are contacted in a variety of ways to ensure information is conveyed in a timely manner. Announcements are posted to their MyGWC portal so that students are aware of deadlines for transfer admission, campus graduation, and scholarship opportunities. Directed outreach to students with 30+ units is conducted via Civitas and emails with reminder texts for critical updates. Social Media accounts on various platforms reach the general public, and traditional mail for confidential information such as probation and disqualification status are sent each semester.

Analysis and Evaluation:

The College aligns to the standard. The College recognizes that counseling is an integral part of student success and provides a variety of counseling options such as in-person counseling, same-day express counseling, and online counseling sessions to support student development and success. Faculty and other personnel responsible for the advising function receive various trainings and professional development to ensure that information provided to students is relevant and up to date. GWC counselors work with students to explain their graduation requirements online in the DegreeWorks program and provide printed documents such as AA and transfer requirements. Information on graduation and transfer requirements is also available online and in the College catalog.

IIC.6 – The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard:

Golden West College is an open access institution and its admission policies are consistent with its mission and conform to standards outlined in the California Education Code and board policies and administrative procedures. The campus offers academic and career programs to anyone 18 years of age or older or who has graduated from high school, has passed the California High School Certificate of Proficiency Test, or possesses a General Education Development (GED) Certificate, or to any adult who may benefit from instruction offered ([Admission criteria](#)). Minors under the age of 18 may be permitted to enroll in college courses through the [High School Special Admission](#) or [Dual Enrollment process](#).

The College adheres to specific criteria outlined for state-board approved programs such as [Nursing](#) and [Criminal Justice](#) with admission criteria published in the college catalog and department websites. All students are required to complete the new Student Success and Support Plan (SSSP) requirements of a college orientation (available online and in-person for first time freshman), assessment for placement in math and English coursework, and a student educational plan (SEP) on file. Students are aware of their progress in meeting these requirements via the [“Check my Status”](#) link in their [MyGWC site](#).

The College catalog, updated annually, outlines the current admission process and comprehensive curriculum offerings. The [catalog](#) includes the campus mission statement and goals, campus policies, student support services and resources, curriculum offerings including certificate and degree programs, course descriptions, and a directory of current faculty and administrators. The certificate and degree programs contain program learning outcomes, and a clear pathway for completion of recommended coursework. Recommended semester coursework/[sequencing](#) is published in the catalog and on department websites, and is checked via the [Committee for Curriculum and Instruction](#) annually.

Degree pathways, such as CSUin2 and other course scheduling models are developed with a “year-ahead” planning model to ensure regular offerings for program completion. Course

schedules are published prior to course registration periods, and are available in print and online formats. [CSUin2](#) is a sequence set of course offerings aligned with the 11 most popular Associate Degree for Transfer programs and outlines a two-year enrollment schedule for completion for each.

Student support services are promoted each semester via a Student Services Fair which includes representation from all areas of student services, including staff, available services, key documents/handouts with services provided by department, and methods for contacting the department. The one-day information fair is held at the start of each semester.

The [Career](#) and [Transfer Center](#) hosts career fairs, college fairs, visits from university representatives, application workshops, and follow-up services including verification of the ADT process.

The College led the state in developing and implementing new Associate Degrees for Transfer, with a current total of 21 degrees approved by the state, and additional degrees in process or waiting for Transfer Model Curriculum approval. Over the last five years, the College (via the Committee for Curriculum and Instruction) has done a tremendous amount of work to simplify choices for students by [deleting outdated courses, degrees, and certificates](#). The College also utilizes DegreeWorks, an online student degree audit and educational planning (SEP) program that allows students to easily see which courses they need to complete various degrees. DegreeWorks is updated each summer to ensure programs match information listed in the current College catalog.

Analysis and Evaluation:

The College aligns to this standard and complies with the eligibility requirement. The institution designs programs in alignment with the college mission, and clearly defines admission and course completion requirements. Sufficient resources are available to students to assist with completion of personal, career, and educational goals.

IIC.7 – The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard:

The College regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. In addition to its participation in the state-wide Multiple Measures Assessment Project (MMAP), the College uses the Mathematics Diagnostic Testing Project (MDTP) for math assessment, Accuplacer for English and ESL, and a locally-validated pencil-and-paper test for English, called the Advanced Placement Services (APS) test. Students in distance education and correspondence education programs have the same assessment process as on-campus students. The Assessment Center provides placement recommendations into math, English, and ESL courses.

The College reviews data relating to placement and enrollment trends each semester. The Recruitment to Completion Committee (RCC) is comprised of administrators, faculty, staff, and student representatives and is charged with identifying gaps and challenges, removing barriers,

and recommending equity-minded solutions for student recruitment to completion. This committee is involved in reviewing and making recommendations regarding the assessment process to reduce barriers and analyze data with an equity lens.

The faculty, counseling department, ORPIE, and Assessment Office have collaborated to review GWC placement policy through research and analysis, resulting in the amending of policies to improve student access and success. In Spring 2016, three major changes were implemented: the re-test policy was reduced from one year to one week, successful completion of the Expository Reading Writing Course in grade 12 was utilized as direct placement into college-level English, and incoming freshman students were placed into English and math courses using high school coursework data from local feeder districts. These changes were presented to RCC, Academic Senate, and academic departments.

Golden West continues to prepare for assessment practices and policies to evolve. The College will be fully compliant with [AB 705](#) by Fall 2019.

Multiple Measures:

For the 2016-17 and 2017-18 academic years, Golden West College piloted the use of high school grade point average (GPA) and coursework to provide placement recommendations for English and math courses. This was an option available to incoming, first-time college freshmen.

For the 2018-19 year, Golden West scaled this pilot project to provide placement recommendations for English and math courses to all applicants. This shifted the assessment process from testing as the primary placement indicator to a holistic process that evaluates students on different academic measures.

As part of being a Multiple Measures Assessment Project pilot college, GWC submitted data to evaluate the impact that it had on student success rates. This was completed by GWC Research in August 2017 ([MMAAP Results](#)). In Fall 2019, all students will have access to transfer-level coursework, in accordance with AB 705 legislation.

Testing Instruments:

GWC uses the Mathematics Diagnostic Testing Project (MDTP) for math assessment, and Accuplacer for English and ESL. The college also uses a locally-validated pencil-and-paper test for English, called the Advanced Placement Services (APS) test.

These instruments are on the California Community College Chancellor's Office list of approved tests. Accuplacer submits yearly reliability and validity information to the chancellor's Office. Their information is compiled from across both California and non-California community colleges. Accuplacer is validated until December 2018. MDTP similarly submits validation information for its tests, and has been validated for use until 2019.

GWC has conducted research into how the tools are relevant to student success rates. In Fall 2016, ORPIE and the Assessment Office coordinated with faculty to review bias studies and information on validity and reliability in order to develop a new placement model for English and ESL testing. Sample testing was conducted with current ESL students to inform a new cut score model. It showed how their sample testing results may align with an existing ESL level. In Spring 2017, after reviewing the placement trends for ESL students under the new cut score model, the Assessment Department and faculty conducted additional evaluations. It was

determined that the cut score model needed adjustments because it was too restrictive. Faculty then met to decide on a more accurate model.

Analysis and Evaluation:

The College aligns to the standard. The College regularly evaluates assessment and placement instruments and practices to maximize student access to college-level courses while minimizing biases.

IIC.8 – 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.

Evidence of Meeting the Standard:

GWC maintains student records as required by the California Education Code and secures them in compliance with the Family Education Rights and Privacy Act of 1974 (FERPA) regulations as described in the College catalog ([FERPA Catalog](#)) and College website ([FERPA GWC website](#)). In addition, GWC complies with guidelines in Title 5 of the California Education Code on the retention and destruction of Class 1 records, all of which require that records be kept permanently and confidentially ([BP 3310](#) and [AP 3310 Records Retention and Destruction; Board Request for Records Destruction Log 080117](#)).

Provisions are made for secure backup of all electronic files, which include but are not limited to network backups and electronic document imaging in our Banner Document Management System ([Computer Systems backup CCCD; CCCD IT Disaster Recovery Plan](#)). In addition to our in-house set of microfilm files, we have a duplicate set stored at Coastline Community College. Hard-copy transcripts dated prior to 1989 have been electronically imaged and reside in BDMS. The hard copies are being stored securely off-site with a records management company, Iron Mountain ([Iron Mountain contract](#)). Student records and faculty grade information are stored electronically within the Student Information System (SIS), which is housed and maintained at our district office with automatic backups being performed each night.

GWC follows federal and state regulations, as well as Board policy regarding the maintenance and release of student records. “Directory information” may be released in accordance with the definition in [BP 5040](#) and [AP 5040, Student Records Directory Information and Privacy](#) and pursuant to the law. GWC publishes the established policies in the College catalog and website. At the time of application, students are given the option to “opt out” or deny permission to release information to third parties. Students may also make a similar request in person at the Admissions & Records Office.

GWC assigns each student a unique student identification number as well as a username and temporary password to log in to the Student Portal ([MyGWC](#)). In order to ensure maximum security, students are required to change their password at initial login. Functionality exists within the Portal for students to change their own password or reset a forgotten password. Passwords cannot be retrieved by Golden West College or District Information Technology (DIT) staff. However, if technical issues persist, students may have their password reset by the

Admissions & Records office after identity verification.

At the time of initial employment, access to the college network is requested by the manager of the department and coordinated through the campus Technology Support Services (TSS). All Student Information System (SIS) account requests are submitted by the employee's immediate supervisor and must be reviewed by the Director of Admissions and Records as well as the District vice chancellor of educational services and technology before access is granted.

Confidentiality of both student and personnel records has been addressed through the development of a confidentiality agreement, the Family Educational Rights and Privacy Act (FERPA) that must be signed by any employee with access to student or personnel information. When employees cease employment with the District or their job assignment changes, their access to the network and the SIS is modified or terminated.

Analysis and Evaluation:

The College aligns to this standard. GWC 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 College follows federal and state regulations, as well as Board policy (BP 5040) regarding the maintenance and release of student records.

Standard IIC Evidence List:

- [GWC SLO Page](#)
- [GWC Nuventive Improve page](#)
- [GWC Program Review Page](#)
- [Counseling SAO Survey](#)
- [DSPS end of semester survey](#)
- [GWC End of semester students survey](#)
- [Student support services survey](#)
- [Non-Instructional Program Review 2016 template](#)
- [PR example – Financial Aid](#)
- [Resource Request Protocol](#)
- [Program review request forms](#)
- [Online student support services satisfaction survey](#)
- [Leading from the Middle Summary Presentation](#)
- [SAOs example - ASGWC](#)
- [CCSSE presentation](#)
- [Transfer Center State Report](#)
- [Career Fair Survey](#)
- [Career Fair survey results](#)
- [CCD Evening students discussion](#)
- [FPR Presentation](#)
- [FPR screenshot](#)
- [Rustler Welcome Day](#)
- [Student Services Center](#)
- [MyGWC portal](#)
- [GWC Mobile App Description](#)

- [GWC App download](#)
- [GWC Academics Page](#)
- [GWC E-counseling](#)
- [Career Center webpage](#)
- [Distance Education Handbook](#)
- [Course Evaluation Check List](#)
- [Regular and Substantive Interaction and Regular and Effective Contact Guidelines](#)
- [SmartThinking Contract](#)
- [DSPS High Tech Center \(HTC\)](#)
- [GWC Campus Life Office](#)
- [Associated Students of Golden West College \(ASGWC\)](#)
- [Student Clubs and Organizations Handbook](#)
- [Cranium Café](#)
- [List of GWC sports teams](#)
- [Student Athlete Advisory Council](#)
- [Center for Global and Cultural Programs \(GCP\)](#)
- [Puzzle Piece](#)
- [The Puente Program](#)
- [Cultural Connections](#)
- [Equity in Athletics Disclosure Act survey](#)
- [BP 5400 - Associated Student Organizations](#)
- [BP 5420 - Associated Student Finance](#)
- [BP 5700 – Intercollegiate Athletics](#)
- [BP 5905 - Student Clubs and Organizations](#)
- [ASGWC Constitutions](#)
- [ASGWC Standing Rules](#)
- [Program Review – Student Life](#)
- [SAO Report – Counseling](#)
- [Accounting Manual, Fraud Prevention Guide and Desk Reference for California K-12 Public Schools and Community College](#)
- [List of counseling services](#)
- [Counseling meeting agenda](#)
- [UC Davis Conference](#)
- [Health Conference](#)
- [On-Course Training](#)
- [Inspire for Advisors](#)
- [CSU-GE Breadth](#)
- [UC IGETC coursework](#)
- [Transfer Planning Guide](#)
- [GWC transfer page](#)
- [Admission criteria](#)
- [High School Special Admission](#)
- [Dual Enrollment process](#)
- [Nursing Program](#)

- [Criminal Justice Program](#)
- [GWC Catalog](#)
- [Coursework sequencing](#)
- [CSUin2](#)
- [CCI Summary](#)
- [AB 705](#)
- [MMAP Results](#)
- [FERPA Catalog](#)
- [FERPA GWC website](#)
- [BP 3310 Records Retention and Destruction](#)
- [AP 3310 Records Retention and Destruction](#)
- [Board Request for Records Destruction Log 080117](#)
- [Computer Systems backup CCCD](#)
- [CCCD IT Disaster Recovery Plan](#)
- [Iron Mountain contract](#)
- [BP 5040 Student Records Directory Information and Privacy](#)
- [AP 5040 Student Records Directory Information and Privacy](#)

STANDARD III: Resources

Standard IIIA – Human Resources

IIIA.1 – The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to the institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard:

Through established board policies and administrative procedures, the College assures the integrity and quality of its programs and services by employing qualified administrators, faculty, and staff with appropriate education, training, and experience.

[BP 7120](#) and AP 7120A-F: Employee and Recruitment and Selection define the process for recruiting and selecting employees, including posting of minimum qualifications in job announcements and verifying qualification of documents at time of hire ([AP 7120A](#); [AP 7120B](#); [AP 7120C](#); [AP 7120D](#); [AP 7120E](#)). [BP 7902](#) define Faculty Service Areas, Minimum Qualifications and Equivalency.

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated in the job announcements (Evidence: [Sample Job Announcement](#)). 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. Job descriptions are directly related to the institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Position descriptions are reviewed by College administration and the Search Committee prior to recruitment. To promote diversity and access in recruitment, position announcements are circulated widely in a variety of print and electronic forms through the following communication channels:

- 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, Craigslist-Orange County, etc.)
- Various online recruitment websites promoting employment diversity

The 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. As vacancies occur, job descriptions are reviewed and modified to ensure they reflect appropriate minimum qualifications, job-related desired qualifications, and essential functions for the position; adhere to nondiscriminatory criteria; and are related to the mission of the institution. Detailed job specifications for each position classification include job duties and minimum qualifications as approved by the Board of Trustees. Faculty job descriptions provide examples of duties including development and review of curriculum and developing programs to measure student performance and Search committees review the job announcement for accuracy and relevance to the position prior to the posting.

[Minimum qualifications](#) for all personnel are evaluated by the Search and Selection Committees during each recruitment process. 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 ([BP](#) and [AP 7902](#)). [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.

For faculty positions, candidates making their application on the basis of equivalency have their applications forwarded to a separate Equivalency Committee, as prescribed by [Board Policy](#) and [Administrative Procedure 7902](#) 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.

The College, through Coast Community College District, has an Equivalency Oversight Committee that ensures the equivalency process is fair and consistent with established procedures. The Equivalency Committee is composed of two Academic Senate appointees from each college within the District, two college human resources representatives, and the vice chancellor of HR or designee.

Analysis and Evaluation:

The College aligns to the standard. The College adheres to board policies and administrative procedures regarding recruitment and selection.

IIIA.2 – Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

Evidence of Meeting the Standard:

The College recruits and hires qualified personnel by clearly and publicly stating minimum qualifications on each position announcement. These qualifications are carefully reviewed for each applicant by the Search and Selection Committees before an offer of employment is made. Appropriate qualifications and degrees are ultimately verified by the District Office of Human

Resources before employment begins. [Faculty job descriptions](#) provide examples of duties including development and review of curriculum and developing programs to measure student performance.

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 the 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.

Screening and selection procedures are standardized to ensure fairness to all applicants. The hiring process involves both application screening, oral interviews, and teaching/performance demonstrations. Search committees for faculty positions comprise discipline faculty, as defined in [AP 7120C Faculty Hiring Procedures](#) adopted by the Academic Senate and the Board of Trustees.

The Search Committees develop application screening criteria (using minimum and desirable qualifications and essential job functions from the job announcement), as well as interview questions that address job related requirements. Teaching demonstrations are required for all faculty 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 designated by [BP 7902](#) Faculty Service Areas, Minimum Qualifications, and Equivalency. The College EEO/Recruitment Coordinator monitors the search process to ensure compliance with hiring policies and procedures.

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.

Search committees will list in the job announcement the need for DE/CE expertise. In addition, search committees will ask supplemental questions and/or interview questions as part of the hiring process related to DE/CE.

District requirements for establishing and maintaining minimum qualifications are in accordance with the [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#). In accordance with Education Code Section 87359 and Section 53430 of the California Code of Regulations, Title 5, the District may grant equivalency for a discipline to those applicants who provide conclusive evidence of equivalency to the published minimum qualifications.

The Equivalency Oversight Committee (EqOC) ensures that the equivalency process followed is fair and consistent with established procedures. The EqOC also oversees and plans the training of the Discipline-Based Minimum Qualification/Equivalency Committees ([MQ/EQ Committees](#)).

Screening and selection procedures are standardized to ensure fairness to all applicants. The hiring process involves both application screening, oral interviews, and teaching/performance demonstrations. Search Committees for faculty positions are composed of discipline faculty, as defined in [AP 7120C Faculty Hiring Procedures](#) adopted by the Academic Senate and the Board of Trustees.

The Search Committees develop application screening criteria (using minimum and desirable qualifications and essential job functions from the job announcement), as well as interview questions that address job related requirements. Teaching demonstrations are required for all faculty 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 designated by [BP 7902 Faculty Service Areas, Minimum Qualifications, and Equivalency](#). The College EEO/Recruitment Coordinator monitors the search process to ensure compliance with hiring policies and procedures.

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.

The Equity and Equal Employment Opportunity Advisory Committee formed to diligently assess institutional policies and practices and the impact on hiring and retention, with a focus on equity and inclusion, as per the [Coast Community College EEO Plan](#). 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.

Analysis and Evaluation:

The College aligns to the standard. Faculty minimum qualifications are validated by Coast Community College District Human Resources to ensure state requirements. Faculty equivalencies are validated by the EqOC to ensure state requirements.

IIIA.3 – Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard:

Criteria qualifications and procedures for selection of administrative personnel are clearly and publicly stated. Job descriptions are directly related to the institutional mission and goals and accurately reflect position duties, responsibilities, and authority. [Degrees held by 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

Recruitment and selection of employees are in strict compliance with the principles embodied in California and federal legislation concerning employment practices. Minimum qualifications are

based on state law and as set forth in the State chancellor's Office Publication, [The Minimum Qualifications for Faculty and Administrators in California Community Colleges](#).

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. Position descriptions are reviewed by College administration and the Search Committee prior to recruitment.

As vacancies occur, job descriptions are reviewed and modified to ensure they reflect appropriate minimum qualifications, job-related desired qualifications, and essential functions for the position; adhere to nondiscriminatory criteria; and are related to the mission of the institution. Detailed job specifications for each position classification include job duties and minimum qualifications as approved by the Board of Trustees.

Screening and selection procedures are standardized to ensure fairness to all applicants. The hiring process involves application screening, oral interviews, and performance demonstrations. Search committees for management positions are representative of College-wide constituencies as described in [AP 7120B Recruitment and Selection for Management Employees](#).

Analysis and Evaluation:

The College aligns to the standard. The Equity and Equal Employment Opportunity Advisory Committee was formed to diligently assess institutional policies and practices and the impact on hiring and retention, with a focus on equity and inclusion, as per the [Coast Community College EEO Plan](#). 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.

IIIA.4 – Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard:

Minimum qualifications for all personnel are evaluated by Search and Selection Committees during each recruitment process. For faculty positions, candidates making their application on the basis of equivalency have their applications forwarded to a separate Equivalency Committee, as prescribed by [Board Policy](#) and [Administrative Procedure 7902](#) 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.

Candidates who are applying for faculty and/or academic administrator positions and are submitting foreign transcripts must attach a completed [Application for Equivalency](#) to their online application. Additionally, any foreign transcripts must be accompanied by a U.S. evaluation and translation from a NACES member organization.

Analysis and Evaluation:

The College aligns to the standard. District requirements for establishing and maintaining minimum qualifications are in accordance with the [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) (Disciplines List). In accordance with Education Code Section 87359 and Section 53430 of the California Code of Regulations, Title 5, the District may grant equivalency for a discipline to those applicants who provide conclusive evidence of equivalency to the published minimum qualifications.

The role of the Equivalency Oversight Committee (EqOC) will ensure the equivalency process followed is fair and consistent with established procedures. The EqOC will also oversee and plan the training of the Discipline-Based Minimum Qualification/Equivalency Committees ([MQ/EQ Committees](#)).

III.A.5 – 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.

Evidence of Meeting the Standard:

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. If there are performance issues with an employee, a Performance Improvement Plan is developed to address concerns and improve job performance.

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. The key to effective evaluation is frequent and dynamic communication between all parties.

At the College, faculty are extensively engaged in dialogue regarding the development and implementation of student learning outcomes. The District negotiated with CFE to add this element to the [faculty evaluation process](#).

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 constructive feedback and strengthen communication between the employee and the immediate supervisor. 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 year thereafter.

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 67%), contract (tenure-track), and regular (tenured). Each temporary faculty member is evaluated during the first semester of temporary employment, but no more than 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 members (50% through 67%) 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](#) or [self-evaluation](#), [administrative evaluation](#), an evaluation conference, and the submittal of a formal evaluation report to the vice president of instruction or student services, as appropriate. 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 shall be evaluated only in the performance of those duties on the regular schedule. The evaluation of the faculty member's performance of the special assignment shall be the same of the regular faculty, but limited to a self-evaluation.

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 instruction, counseling, and other educational services through the evaluation of faculty members. Unit members are evaluated in the first semester 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.

The process for evaluation of classified supervisors, managers, and educational administrators is contained in [Board Policy 7150](#). 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, the individual's job description, and the perceptual feedback from a selected pool of employees ([AP 7150](#)).

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 composed 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 ([Educational Administrator Review Process](#); [Classified Manager Review Timeline](#)).

Employee evaluation processes and instruments are defined at the District level and consistently applied in accordance with collective bargaining agreements at the College level ([HR Evaluation](#)

[Page](#)). 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.

The District has negotiated with CFE a [Distance Learning Faculty Evaluation Report](#) to be completed for faculty teaching DE/CE. The evaluation instrument addresses and evaluates the faculty member on items specific to DE/CE.

The self-evaluation process is a tool to aid in reflection by faculty on their learning, growth, teaching, and professional activities as instructors and to facilitate a dialogue with the evaluation committee. The self-evaluation form asks faculty to evaluate themselves on teaching styles/learning strategies and risk taking strategies/new ideas. These elements allow faculty to identify areas for improvement or need for development of duties related to DE/CE activities.

Analysis and Evaluation:

The College aligns to the standard. Employee evaluation processes and instruments are defined at the District level and consistently applied in accordance with Board policy and 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. While both the faculty and classified evaluation instruments have been recently revised, the management evaluation tool is in need of a revision to better measure performance.

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IIIA.6 – Were eliminated by the accrediting agency

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IIIA.7 – The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard:

The College maintains a sufficient number of qualified faculty and follows the California Code of Regulations (CCR). Title 5 Section 51025 requires community college districts to increase their base number of full-time faculty over the prior year in proportion to the amount of growth in credit of full-time equivalent students (FTES).

Faculty hiring begins with the annual [faculty request prioritization model](#). Requests for replacement or new positions are made through the program review process ([PDMG](#)). Academic Senate committee members review College-wide data and program review requests in order to set priorities. The Senate reviews data from ORPIE, holds Q&A sessions with requesting departments, rates the requests, and finalizes the faculty prioritization list. The Academic Senate sends faculty ratings to Planning and Budget and the president for review ([GWC faculty rating list](#)). The rating process includes ratings through the Academic Senate, but not academic deans.

The president makes the final decision in consultation with the vice president and reports back to Planning and Budget and Academic Senate of final decision and reasoning.

The purpose of program review is continuous program improvement. All instructional and non-instructional programs undergo program review every three years in order to assess their role in achieving the College's mission, understand their program's strengths, identify key areas for improvement, and develop goals and identify resources necessary to achieve those goals ([PDMG](#)).

Analysis and Evaluation:

The College aligns to the standard. The rating process includes ratings through Academic Senate, but not academic deans. To improve effectiveness, the College is evaluating the rating process to ensure broader perspectives are included for faculty prioritization.

IIIA.8 – An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard:

The institution plans for and provides employees with professional development opportunities consistent with the institutional mission and strategic goals based on evolving pedagogy, technology, and learning needs.

New hire orientation is offered at the beginning of Fall and Spring semesters. All new employees, including part-time faculty, are encouraged to attend to learn more about the institution while meeting their colleagues and peers. Topics include Posting Your Course Syllabus, CurricUNET, Course Outline of Record, Student Learning Outcomes, Attendance Tracking, and Incident Reporting. In addition, divisions offer specific onboarding and orientation programs ([New Faculty Orientation Flyer](#)).

Each part-time faculty member is evaluated the first semester of employment and thereafter at least once every six regular semesters ([CTA contract](#)). The evaluation is based on activities and observations since the last evaluation. Prescribed forms are used in accordance with the procedures set forth in the collective bargaining agreement. Evaluations include classroom observations and student surveys.

The institution has instituted two Flex Days ([Fall Flex](#) and [Spring Flex](#)) to provide time for faculty to participate in professional development activities in accordance with Title 5, Section 55720. Part-time faculty who would normally teach on Flex Day are obligated to attend and complete the same total hours of activities on Flex Day that they would normally be teaching. Part-time faculty with no teaching obligation on Flex Day who do attend are paid up to a maximum of 3 hours ([CFE contract part-time flex day compensation](#)).

The District has established a [Professional Development Fund for part-time faculty](#) in the amount of \$15,000 per semester. The fund is allocated to the institution based on the number of part-time faculty employed at census in the Fall semester. Part-time faculty may apply for a

stipend of up to \$100, at the usual non-instructional rate to attend a District/institution-sponsored workshop of two hours or more to develop and/or analyze student learning outcomes (SLOs). Funds may also be utilized for registration and reasonable approved expenses for travel and lodging for professional meetings and conferences related to the District's education program and the part-time faculty members' professional growth. Professional Development funds are limited to two applications per person/per semester not to exceed \$700 per application ([CTA Contract](#)).

The [Professional Development Advisory Committee \(PDAC\)](#) offers training to part-time faculty for Online Education Initiatives (OEI), Canvas LMS, [Creating Accessible Documents](#), [Copyright and CC Licensing](#), [TurnItIn](#), and Professional Learning Network ([Staff Development Training Activities](#)).

[The Institute of Professional Development \(IPD\)](#) is a committee of the Academic Senate and is run by faculty for faculty professional development activities based on the collective bargaining agreement ([CFE Contract - IPD](#)). Each fiscal year the District provides funds for IPD. Currently, GWC part-time faculty (those teaching 50-67% of full-time load) may apply for up to \$1400 for conference funds per fiscal year. Any leftover IPD funds at the end of the year will be rolled in to the next year's IPD fund. The fund will be utilized to pay for all or a portion of the cost of attending professional meetings, conferences, or classes, such as registration fees, meal and lodging expenses, and travel expenses. The fund will amount to a sum equivalent to \$217.36 times the number of full-time faculty member positions and \$108.68 times the number of part-time faculty member positions annually, based upon the adopted budget. For each subsequent year, the above funding will be increased by the percentage salary increase provided to the faculty each year. Four-fifths (4/5) of the fund will be allocated to each institution within the District. Part-time faculty carrying a load of 7.5 or more LHE are eligible for funding from IPD.

The CFE collective bargaining agreement allocates a total of \$150,000 per academic year that will be used to pay for part-time faculty office hours. This allocation covers part-time faculty in CFE and CTA.

The College encourages part-time faculty participation in college-wide and district-wide participatory governance committees including District Consultation Council, Search Committees, District Wellness Committee, College Institutional Effectiveness Committee, and Recruitment to Completion Committee.

Analysis and Evaluation:

The College aligns to the standard. The College provides flex activities, onboarding, and encourage participation in the campus community.

IIIA.9 – The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence to Meet Standard:

The College has a [sufficient number of classified and confidential staff](#) to support its

mission. The College employs 182 full-time classified and confidential staff.

To ensure the staff are qualified, the District has recently gone through a class and compensation study to align the minimum qualifications with the appropriate education and experience for all classified and management positions.

The College utilizes the classified prioritization process to inform hiring decisions. The most recent [staffing prioritization list from Fall 2016](#) were taken into consideration when the College made hiring decisions for classified staff positions. For example, the College hired two senior custodians and an athletic trainer in the last two years and those positions were top rated positions on the Fall 2016 staffing list. The [classified staffing request prioritization processes](#) are defined in the [Golden West College Decision-Making Guide](#).

Analysis and Evaluation:

The College aligns to the standard. To ensure that College has sufficient number of staff the college relies on the program review process to identify program resources needs including staffing.

IIIA.10 – The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

Evidence of Meeting the Standard:

The College maintains a [sufficient number of administrators](#) with appropriate preparation and expertise to provide continuity and effective administrative leadership that support its mission and purpose. The College employs 44 administrators, including educational administrators and classified managers ([GWC Org Chart](#)).

The College continues to monitor its needs and creates new administrative positions to meet those needs. Such as the Director, Public Relations and Marketing; Manager, Student Life and Leadership; AEBG Project Director; Manager, Financial Aid; Vice President, Student Services; Manager, Student Success & Support Programs and Equity; and Guided Pathways Project Director.

Analysis and Evaluation:

The College aligns to the standard. New administrator positions are requested through the program review process to ensure sufficient staffing levels are met.

IIIA.11 – The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard:

All personnel policies are developed and adopted by the Board of Trustees. Faculty and classified employment contracts are established through the collective bargaining process and are

adopted by the Board upon ratification through constituencies. Administrative procedures are developed or revised through a participatory governance process or through the collective bargaining process for faculty and classified staff in cases in which the procedures affect conditions of employment.

Board policies and administrative procedures for full-time faculty, part-time faculty, classified staff, confidential staff, and managers are available on the [District website](#). Policies and administrative procedures are widely distributed to college personnel and are consistently applied to ensure fairness and equitable treatment.

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 with both the Coast Federation of Classified Employees and the Coast Federation of Educators/American Federation of Teachers are provided to all bargaining unit employees and to managers and administrators. Additionally, the responsibilities of employees participating on Search Committees are included in Administrative Procedures [7120A](#), [B](#), [C](#), [D](#), [E](#).

Part-time faculty are also represented by an exclusive bargaining agent. The contract governing part-time faculty is the [Agreement](#) between the Coast Community College Association and the California Teachers Association/National Education Association. Personnel policies and procedures affecting confidential and management employees are included in Board policy.

In addition, information affecting all employee groups is shared through various new employee orientation processes. The District Office of Human Resources conducts meetings with new employees to address such issues as salary placement, workplace safety, workers' compensation, and sexual harassment training. The College Professional Development Faculty Coordinator provides new [faculty orientation](#) that covers specific instructional and student services policies and procedures.

[Board Policy 3420](#), the current [Equal Employment Opportunity Plan](#), and administrative procedures demonstrate the College's commitment to fairness and equal opportunity in employment at GWC. This policy is reinforced through collective bargaining agreements and board policies.

Analysis and Evaluation:

The College aligns to the standard by adhering to board policies and administrative procedures, collective bargaining agreements, and federal and state regulations.

IIIA.12 – Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard:

The District and institution are committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The institution recognizes that diversity in

the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The institution is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and that provide equal consideration for all qualified candidates. Trained EEO Recruiters facilitate all hiring committees. They provide hiring committees with [EEO training](#) and EEO data to help prevent adverse impact on underrepresented groups.

The College has representation on the district-wide [Equity and Equal Employment Opportunity Advisory Committee \(EEEEOAC\)](#). The EEEEOAC was formed to assess institutional policies and practices and the impact on hiring and retention, with a focus on equity and inclusion, per the District EEO Plan. The committee charge is to implement the [District's EEO Plan](#); ensure alignment of institutional practices, procedures, and policies with instructional programs and services; and attend to the diverse needs of the community and students served by the institution and District.

All employee relations issues including non-adherence to board policies and administrative procedures are reported to and reviewed by Campus Human Resources Director. Infractions requiring disciplinary action are approved at the District Office of Human Resources to maintain equitable treatment among all employees.

Analysis and Evaluation:

The College aligns to the standard. The College has implemented several recommendations from the Equity Evidence Team and EEEEOAC. For example: Syllabus Review Workshops, New Faculty Orientation Program, equity statement on job announcements, and equity focused trainings/workshops.

IIIA.13 – The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard:

The college adheres to the Coast Community College District code of professional ethics for all District employees ([BP 3050](#) and [AP 3050](#)). The Code of Professional Ethics is a public statement by the Board of Trustees and employees of the District that sets clear ethical expectations to guide and inspire professional excellence.

The Coast Federation of Classified Employees collective bargaining agreement lists several causes for discipline of its members including dishonesty, unlawful or immoral conduct, and misuse or abuse of employee privileges ([Appendix J](#)).

The Coast Federation of Educators collective bargaining agreement dictates that faculty members shall be evaluated on their respect for colleagues and the teaching profession characterized by the following conduct: acting in accordance with the ethics of the profession and with a sense of personal integrity ([Article VIII](#)). The collective bargaining agreement also states that disciplinary action can be taken for immoral or unprofessional conduct and dishonesty ([Article XV](#)).

[Board Policy 7365](#) – Discipline and Dismissal Classified Employees lists the following causes

for disciplinary action for confidential employees and classified managers: fraud in securing employment or making a false statement on an application for employment, dishonesty, the conviction of either a misdemeanor or a felony involving moral turpitude, discourteous treatment of the public or another employee, and any act of conduct, either during or outside of duty hours which is of such a nature that it causes discredit to the District, the employee's department or division.

Analysis and Evaluation:

The College aligns to the standard. Both Golden West College and Coast Community College District place an emphasis on promoting a climate that enhances the worth, dignity, potential, and uniqueness of each individual within the District community. Employee conduct which is in violation of the public trust or which creates a justifiable impression among the community that such trust is being violated has consequences as delineated in Board policy and collective bargaining agreements ([Academic Senate Code of Ethics](#)).

III.A.14 – The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard:

Professional development, inclusive of board members, CEO, leadership throughout the institution, full-time and adjunct faculty, and staff, is aligned with the priorities and strategies of the institutional focus on student success.

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 wellness programs, professional growth incentives, and recognition programs for all regular faculty, staff, and managers at the College.

The collective bargaining process provides comprehensive health and welfare benefits to all contract employees. Information and support related to these benefits are provided by the [District Benefits Office](#). 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.

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 ([CFCE Contract Professional Growth](#)). Professional growth incentives are built in to 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.

[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. The College honors a Classified Employee of the Month (for eight months), Classified Employee of the Year, Manager of the Year, and Faculty of the 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.

Service awards honor employees who have given five years of more of service to the District. These awards are presented by the Board of Trustees during one of their regular meetings each year.

The College's [Professional Development Advisory Committee \(PDAC\)](#) 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.

PDAC and IPD 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 PDAC. The membership includes four members each from the faculty and classified staff, three administrators, as well as one part-time faculty and student representative. The committee meets once each month. Professional development opportunities are communicated through campus email and the College Portal.

The committee recommends distribution of state staff development funding (when available), surveys employees regarding staff development needs, and plans and organizes annual staff development activities and events. Tabulated results of surveys taken after staff development activities are reviewed by the committee to assist in the evaluation of the individual workshops and the planning of future events.

Professional growth support is also available to staff through the [Classified Professional Development](#) program. This program offers salary stipends, released time, and/or expense reimbursement for the continuing educational goals of classified staff. 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.

Analysis and Evaluation:

The College aligns to the standard.

IIIA.15 – The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard:

The Coast Community College District Office of Human Resources (Employment Services) is

responsible for maintaining official personnel files for all District employees. The campus Human Resources Office is responsible for ensuring that campus personnel records are private and secure ([CCA Article VIII](#)).

Both the campus and the District Human Resources offices follow written procedures regarding access to personnel files to ensure their security and confidentiality. Criminal offender records are housed at the District Office of Human Resources. The collective bargaining agreements for [classified staff](#) and [faculty](#) include provisions for employees to view their personnel file.

The campus Human Resources 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.

Analysis and Evaluation:

The College aligns to the standard. The Coast Community College District Office of Human Resources has provisions for keeping personnel records secure and confidential. Employees are provided access to their records per the collective bargaining agreements.

Standard IIIA Evidence List:

- [Board Policy 7120 – Employee Recruitment and Selection](#)
- [AP 7120A – Recruitment and Selection for Executive Management Employees](#)
- [AP 7120B – Recruitment and Selection for Management Employees](#)
- [AP 7120C – Faculty Hiring](#)
- [AP 7120D – Recruitment and Selection for Confidential Employees](#)
- [AP 7120E – Recruitment and Selection for Classified Employees](#)
- [Sample Job Announcement](#)
- [Equal Employment Opportunity training](#)
- [2017 Handbook of Minimum Qualifications](#)
- [BP 7902 Faculty Service Areas, Minimum Qualifications, and Equivalency](#)
- [AP 7902 – Faculty Service Areas, Minimum Qualifications and Equivalency](#)
- [College Catalog – Faculty and Administrator Degree Listing](#)
- [MQ/EQ Committees](#)
- [Coast Community College EEO Plan](#)
- [Application for Equivalency](#)
- [CFE – Article VIII. Evaluation of Faculty Members](#)
- [CFCE – Article 10. Performance Evaluation](#)
- [Faculty Evaluation - Student Survey](#)
- [Faculty Evaluation - Panel Observation](#)
- [Faculty Evaluation - Self-Evaluation](#)
- [Faculty Evaluation - Administrative evaluation](#)
- [CTA/NEA – Article X. Evaluation Procedures](#)
- [Board Policy 7150 Evaluation](#)
- [Administrative Procedure 7150 Evaluation](#)

- [Management Evaluation Procedures](#)
- [Educational Administrator Review Process](#)
- [Classified Manager Review Timeline](#)
- [HR Evaluation Page](#)
- [Distance Learning Faculty Evaluation Report](#)
- [Faculty Request Prioritization Model](#)
- [GWC faculty rating list](#)
- [Planning & Decision Making Guide](#)
- [New Faculty Orientation Flyer](#)
- [Fall Flex](#)
- [Spring Flex](#)
- [CTA CBA – Article XIV. Professional Development](#)
- [TurnItIn Workshop Flyer](#)
- [Copyright and CC Licensing Workshop Flyer](#)
- [How to Create Accessible Documents flyer](#)
- [List of Professional Development Activities 2017-2018](#)
- [CFE CBA – Article XXI. Professional Development Institute](#)
- [Staffing Data from ORPIE](#)
- [Classified Prioritization Process](#)
- [Fall 2016 Classified Prioritization Staff Ratings](#)
- [GWC Org Charts](#)
- [Board Policies webpage](#)
- [California Teachers Association/National Education Association – Collective Bargaining Agreement](#)
- [Coast Federation of Educators – Collective Bargaining Agreement](#)
- [Coast Federation of Classified Employees – Collective Bargaining Agreement](#)
- [Equity and Equal Employment Opportunity Advisory Committee \(EEEEOC\)](#)
- [BP 3050 Code of Professional Ethics](#)
- [AP 3050 Code of Professional Ethics](#)
- [BP 3420 – Equal Employment Opportunity \(EEO\)](#)
- [AP 3420 – Equal Employment Opportunity \(EEO\)](#)
- [Board Policy 7365 – Discipline and Dismissal Classified Employees](#)
- [Coast Federation of Classified Employees – Appendix J. Causes for Discipline](#)
- [Article XV. Due Process](#)
- [Academic Senate Code of Ethics](#)
- [District Benefits page](#)
- [Coast Federation of Classified Employees – Article 18 Professional Growth](#)
- [Institute of Professional Development](#)
- [Charlie Sianez Award Nomination Form](#)
- [Professional Development Advisory Committee](#)
- [Classified Professional Development](#)
- [CFCE – Article 9. Employee Personnel Files](#)
- [CFE – Article VII. Personnel Files](#)
- [Coast Community College Association \(CCA\) – Article VIII. Personnel Files](#)

- [UndocuAlly Week Film Screening flyer](#)
- [UndocuAlly Training flyer](#)
- [Vet Net Ally Seminar flyer](#)
- [Autism Ally Training flyer](#)
- [Creating PivotTables and PivotCharts Using Excel 2016 flyer](#)

Standard IIIB – Physical Resources

IIIB.1 – The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting Standard:

Golden West College is a single site campus comprising 29 campus buildings, with two new buildings and one more under construction. The new Student Services building opened its door in April 2018. It houses all student related services which allows prospective and current students to have all of their needs met at one location. The new criminal justice training center opened its door in early spring 2018, replacing the existing facility with new training facilities allowing for the entire criminal justice program to operate at one location. A 112,000 square foot math science building will expand the existing facility by more than 100% in order to offer more sections of highly compacted and highly demanded classes. The new math science building will also house a new STEM center that will allow students to have more practical and hands-on experiences in the sciences and math. Lastly, the campus has 122 acres of grounds that encompass our athletic fields ([GWC Campus Map](#)).

In 2008, Golden West College developed its Facilities Master Plan, as part of Coast District Vision 2020, with a campus-wide committee and in partnership with Cambridge West. The plan details the needs for new and renovated facilities based on future growth projections and the current condition of existing facilities. The College's Vision 2030, is currently being developed and an updated Facilities Master Plan will be developed in the Fall of 2018 ([Capacity Load Report](#), [GWC Facilities Master Plan – Vision 2020](#)).

To assure the safety of all of GWC's new buildings, they 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 Approval CJTC](#); [Math Science](#); [Public Safety and Student Services Center](#)). For the current facilities, annual inspections from outside agencies—AQMD, Health Department, Cal OSHA and the local fire department—provide valuable feedback and corrective action plans, if necessary, that assist the College in maintaining safe and healthful facilities ([Fire Inspection Reports](#); [AQMD Report](#); [Health Inspection Report](#)). 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 ([Keenan Safety Inspection Report](#)). The College follows the procedures outlined in the Property Control Manual as prescribed in Board policy to protect the assets of the District ([Board Policy 6520 Security for District Property](#)).

In addition to ensuring structurally safe and sufficient physical resources, Golden West College is committed to assuring equal access to all physical resources, as well as a safe, secure, and healthful learning environment. All multi-story buildings have elevator access to allow equal opportunity to each classroom and office. ADA paths of travel are maintained to each building and updated as necessary to comply with current laws and codes but not all buildings on campus are ADA compliant. At the time of their construction and planned usage, ADA accessibility was

not required but as the College works to improve these facilities and change their usage, ADA access is being evaluated and subsequent changes will be made. ([25 Live](#), [Class Schedule](#), [ADA Transition Plan](#)). Campus facilities are also available for use to campus groups and the public, through the rental/usage software, 25 Live, which allows an individual to see scheduling, layouts, and resources (tables, chairs, podiums, microphones, etc...).

Having safe and controlled access to all facilities is of the utmost importance to the Golden West College. The campus has recently completed a large security project, which includes the installation of campus-wide physical security systems: access control, video surveillance, duress buttons and emergency phones with mass notification functions ([Security Project Part 1](#) and [Part 2](#)). Public accesses to classrooms are controlled by the campus class schedule and monitored from the Public Safety building while offices, academic support services, and administrative support services have predetermined hours. Public Safety is currently in the process of developing new initiatives related to Security and Emergency Preparedness. Listed below are these initiatives for 2018 (More regarding these initiatives can be found at [Public Safety's website](#)):

- Creation of a Security/Emergency Preparedness Working Group to discuss active shooter/emergency
- Preparedness training for faculty, staff and students.
- Revise the current GWC Emergency Response Plan.
- Ensure all Public Safety personnel and selected GWC staff receive training in Incident Command Systems (ICS)
- Conduct table top exercises (TTX) and drills with students and faculty
- Currently in the planning stages of an active shooter demonstration by Huntington Beach Police Department (April or May of 2018)
- Conducting outreach to students - Active shooter/emergency preparedness
- Establish quarterly drills for specific sections of the campus until the entire campus has experienced an actual drill (examples: Shelter in Place, Evacuation)

If an emergency evacuation is needed, like in the case of an earthquake, there are safety-designated meeting areas on campus ([Campus map](#)). To familiarize faculty and students with these areas, the College participates in the "California Great Shake-Out" every year. For all other emergency preparedness, students and faculty have access to the following emergency procedures via the Golden West website ([Emergency Procedures](#)):

- Bomb Threats or Suspicious Packages
- Earthquake
- Evacuation and Assembly Areas
- Evacuation of Persons with Disabilities
- Fire
- Hazardous Chemical Spill/Shelter-in-place
- Medical Emergency
- Utility or Technology Failure
- Violence or Crime in Progress
- Emergency Preparedness

Finally, to further assure a healthful working and learning environment, Golden West College has increased the number of, access to, and signage for AEDs on campus ([Campus Map](#)). If departments and offices on campus believe there is an immediate health and/or safety concern they can submit a maintenance request form online (Maintenance Request), or if the concern is not immediate, they can complete a program review form ([resource request form](#)) to request upgrades or modifications to their facilities. The Safety, Sustainability, and Facilities Subcommittee review these requests for assessment and consideration ([Safety, Sustainability, and Facilities Subcommittee Minutes sample](#); [resource request protocol](#)).

Analysis and Evaluation:

The College does a good job aligning to the standard. The newest facilities are designed and built to assure that we are providing safe and sufficient physical resources for students and employees and that these projects are aligning with the campus's Master Plan. Older facilities, or facilities that are being utilized in a new/different way that do not meet certain requirements, like ADA requirements, are in the process of being re-evaluated and updated as needed. Projects involving changes to the college's physical resources are reviewed and evaluated by the appropriate committees on campus. The current infrastructure is inspected per requirements of each industry standard to assure a safe, accessible, and healthful learning environment. In addition, all established procedures regarding safety, maintenance, and health are readily available to students and employees. Moving forward, the College will continue to work to align any plans for physical resources with Vision 2030.

IIIB.2 – The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting Standard:

As mentioned previously, Golden West College's current Facilities Master plan was developed in 2008 as part of Vision 2020 in partnership with Cambridge West ([Vision 2020](#)). The plan details the needs for new and renovated facilities based on future growth projections and current condition of existing facilities as well as proposed budgets and a staging format for how the buildings should be built or renovated. The one downside to the plan is that it started projections in 2008/2009 and moves forward into 2019/2020 and the Measure M bond was not approved and funded until 2014/2015 which placed the College in the situation of having to choose certain projects over others. The College chose to build the Public Safety/Weekend support facility, One Stop Student services building, Criminal Justice training facility, Math Science building and lastly, due to the changing environment related to campus safety, completed a campus wide security project detailed in section III.B.1 of this report.

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. The current plan has been utilized to help determine the current buildings under construction. Vision 2030 is currently being developed and the Facilities Master plan will follow in development in the Fall of 2018. ([Vision 2020](#)[Vision 2030-update](#)).

The College continues to work the consulting group, Cambridge West Partnership, to ensure that current facilities are being utilized in an efficient manner. The campus executive team reviews the Space Utilization reports, developed by Cambridge West, to ensure the College is maximizing the usage of lecture, lab, and office space. With each construction/renovation project that is completed, these ratios are taken into consideration to ensure that the campus does not put State funding at risk ([Space Utilization report](#)).

Outside agencies review facilities and equipment to ensure that they meet current codes and safety standards; these include the Fire Department, OSHA, AQMD, Health department, ADA inspection, and the District insurance carrier. The Fire Department tries to conduct a yearly inspection identifying any concerns or code violations; these include:

- Use of extension cords
- Missing exit signs
- Occupancy signs
- Blocked or obstructed pathways to electrical panels
- Hazardous materials storage cabinets and signage

OSHA typically conducts an inspection when they are called regarding a potential violation, as it relates to safety in the work place and ensuring working conditions are up to current standards. The Air Quality Management District looks for issues related to equipment (equipment boilers, chillers, air pressure vessels and generators) or work practices that contribute to poor air quality. The Health Department makes periodic visits related to the aquatic facilities to ensure proper chemical balance and that equipment is in proper working order. ([Fire inspection report](#), [AQMD Report](#), [Health Inspection Report](#)).

If departments and offices on campus have an immediate concern regarding the safety, maintenance, upgrades, and replacements to facilities, equipment, or land, they have access to emergency plans for repairs to critical infrastructure through the Golden West College website. These plans include ([Emergency Procedures](#)):

- Power Failure
- Gas Leak
- Strange Odor
- Elevator Failure
- Plumbing/Flooding
- 9-1-1 System Failure

In addition to these resources and those mentioned previously in III.B.1, depending on the level of concern, faculty and employees can submit a maintenance request form online ([Maintenance Request](#)) or complete a program review form to request upgrades or modifications to their facilities. The Safety, Sustainability, and Facilities Subcommittee review these requests ([Resource Request Protocol](#)).

As a District and campus, we are required to have an ADA transition plan that evaluates the entire facility as it relates to proper ADA compliance. The current plan was compiled in October 2016 and the College is in the process of correcting issues and evaluating which ones have been addressed with past and current construction projects. The District insurance carrier, Keenan and Associates conducts a campus wide inspection to evaluate potential liability concerns including

trip hazards, tree limbs, fire code violations, egress pathways, ADA compliance and related concerns. They submit a report of their findings to allow the campus to be proactive and address concerns and issues on a timely basis ([Keenan Safety Inspection Report](#)).

Analysis and Evaluation:

The College is doing a good job aligning to this standard. Despite delays in funding, the constant assessment of current and future facility plans has allowed the campus to continue to work towards fulfilling Vision 2020 and aligning any new goals with Vision 2030. The appropriate committees regularly review maintenance/facility requests, protocols, and safety standards in order to adjust future work as necessary and all facilities/equipment are regularly inspected by the necessary agencies. All of the above assures the effective utilization and the continuing quality necessary to support our campus programs and services that tie to our mission.

IIIB.3 – To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting Standard:

The College's most recent Facilities Master Plan is aligned with the campus's Vision 2020. This plan details new and renovated facilities based on future growth projections and current condition of existing facilities. These plans along with demographics, future enrollment projections, and condition of facilities already on campus were taken into consideration when identifying the needs of our campus. Currently, the campus is in the process of creating its next master plan, Vision 2030 and as a result the new Facilities Master plan will follow in development ([Campus Master Plan](#)).

The campus uses the facilities scheduling software, 25 Live, and the class schedule to determine usage of facilities. These two systems allow the campus to understand which areas are being utilized, which need greater attention from facilities, and where it may have a need for State funding or Capital outlay ([25 Live](#), [Class Schedule](#)).

In addition to using scheduling software, the college works with Cambridge West Partnership to further identify primary usage for each facility and ensure that the capacity load ratios are within the state guidelines. This allows administration to identify whether the facilities are being utilized to their appropriate capacity. Staying within these guidelines also allows for better opportunities for State funding ([Capacity Load Report](#)).

Every three years, the entire campus participates in a program review that allows departments and offices to request upgrades or modifications to their facilities if they feel that there is health and/or safety concern ([ORPIE Program Review](#); [resource request form](#)). The Safety, Sustainability, and Facilities Subcommittee review these requests for assessment and consideration and compile a master list ranking requests according to need with safety taking first priority ([Resource request protocol](#)). These proposals are then forwarded to the Planning and Budget Committee. As funding becomes available, either through ending balance, State scheduled maintenance, or Capital; projects are approved and then completed through the use of outside contractors or in-house staff. Equipment approvals are forwarded to the appropriate department for purchase with a review conducted by either Information Technology or Maintenance to ensure compliance with

campus standards and/or current codes as applicable.

If departments or offices have a concern that is urgent and can't wait for a program review cycle, they can submit a Maintenance Request work order for immediate action ([Maintenance Request](#)).

Analysis and Evaluation:

The College is doing a good job aligning to this standard as it continuously plans and evaluates its facilities and equipment to ensure that we are effectively using our physical resources. Data from Live 25, scheduling software, and data analysis by the Cambridge West Partnership ensure that the campus is effectively using current resources and is planning appropriately for future physical resources. Departments and offices are able to make immediate request and reports regarding any health and safety issues. These are then either addressed by our Maintenance staff or evaluated by the Safety, Sustainability, and Facilities Subcommittee. Once evaluated, the ranked requests are given to the Planning and Budget Committee where available funds are used to fulfill requests.

IIIB.4 – Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting Standard:

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 another for all 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 themselves ([Capital equipment lists](#)).

The College maintains a five-year scheduled maintenance plan that is filed with the State on a yearly basis; projects are listed by priority and need ([Scheduled Maintenance report](#)). Scheduled Maintenance allows for a wide range of improvements however, there are budget limits of \$656,000.00 per project. In the previous two cycles the campus has replaced outdated HVAC equipment, conducted roof repairs, upgraded the Energy management and fire alarm systems, and conducted ADA repairs along with replacing worn out door locks and hardware. Approval and funding is secured through the state and matched, as required, by the College.

The Coast Community College District adopted [AP 3251](#) in November 2017 to address the issue of Total Cost of Ownership; it states that the District will implement management tools to measure and track the performance of its facilities to ensure a high quality environment for all. Additionally, the District will develop standards for cleanliness and staffing levels along with managing life cycle costs.

Analysis of Meeting Standard:

Currently the College does not have a standard operational procedure to support long-term capital plans for campus facilities and equipment. Although the District Office has adopted AP 3251 to address total cost of ownership, the College continues to work on addressing its long-term capital plans need. In order to expand the capacity of the College to support its long-range

capital plans, the College has reduced its supply budget by 25% and is working on a permanent plan to address total cost of ownership.

Standard IIIB Evidence List:

- [Campus Map](#)
- [Capacity Load Report](#)
- [GWC Facilities Master Plan Vision 2020](#)
- [DSA stamped cover sheets CJTCs](#)
- [DSA Approved cover sheets MS V1-2](#)
- [DSA Approved cover sheets PS and SSC](#)
- [Fire Inspection Report](#)
- [AQMD Report](#)
- [Health Inspection Report](#)
- [Keenan Safety Inspection Report](#)
- [Board Policy 6520: Security for District Property](#)
- [25 Live](#)
- [Class Schedule](#)
- [ADA Transition Plan](#)
- [Security Project Part 1](#)
- [Security Project Part 2](#)
- [Public Safety's website](#)
- [Emergency Procedures](#)
- [Maintenance Request](#)
- [Resource request form](#)
- [Safety, Sustainability, and Facilities Subcommittee Minutes](#)
- [Resource request protocol](#)
- [Vision 2020 Vision 2030 Update](#)
- [Space Utilization report](#)
- [Capital equipment lists](#)
- [Scheduled Maintenance report](#)
- [AP 3251 Total Cost of Ownership](#)
- [Program Review Requests](#)
- [ORPIE Program Review Page](#)

Standard IIIC – Technology Resources

IIIC.1 –Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting Standard:

The District Information Services Department provides technology services to support the Golden West College mission, vision, and goals. Through customer requests and committee input, the department provides leadership, support, and assistance in the areas of instruction, administrative and student services, technology development, and data protection. The GWC College Technology Committee and District IT have a comprehensive partnership and a set of shared strategic guidelines, principles, and goals in place to provide students, faculty, and staff with a robust and secure technical infrastructure ([District-wide Strategic Technology Plan](#)).

In 2013, the District Board approved a reorganization that centralized all information technology resources to better streamline personnel and budgets ([Re-Org Summary](#)). The District Information Services department (District IT) currently consist of 70 employees organized into three divisions ([District Technology Org Chart](#)):

- IT Security User Support & Help Desk
- Applications and Development Services,
- Network Infrastructure and Systems

The department reports to the Vice Chancellor of Finance and Administrative Services and maintains an IT catalog of services that is considered the process framework for supporting the operational needs of the GWC campus and the entire District ([Service Catalog Evidence](#)).

College Technology Committee:

GWC has a participatory governance model that includes the College Technology Committee. The committee’s mission is to keep abreast of the latest advances in educational technology, to disseminate this information to the campus community, provide a place where information can be exchanged, and carry out special projects involving the development of educational technology upon request by an appropriate campus body. The membership includes constituency from campus executive leadership, full and adjunct faculty, classified staff, and student government ([Committee Template](#)).

User Support & Help Desk:

As the District continues to take advantage of present and future technology opportunities, the necessity for adequate support becomes an integral component in the success of technology utilization by students, staff, and administrative personnel.

The IT Security User Support and & Help Desk staff handle approximately 10,000 incidents and service requests on an annual basis. The department leverages an IT service management tool called Footprints. The application is designed and configured to follow the Information Technology Infrastructure Library (ITIL) service management framework and methodology. The system includes workflows for service requests, incident, and problem management. In addition, the department utilizes a Footprints customer survey feature as resource for measuring the day-to-day satisfaction of the services provided to the campus ([Footprints Survey](#); [Footprints](#)

[Tracking Tool](#)).

The staff are dedicated to the following functions.

- Act as the single point of contact for resolving hardware, software, and network connectivity incidents
- Coordinate the deployment, set up, and installation of all end user software and hardware
- Communicate to the end user community IT issues, changes or scheduled maintenance that could possibly affect college operations
- Ensure that technology assets are inventoried, controlled, and properly maintained throughout their lifecycle
- Serve as a technical resource to integrate technology in classrooms or departments to increase student learning
- Provide oversight to address specific security issues and develop initiatives to continuously improve information security

Applications and Development Services:

The Applications & Development Services team works closely with Golden West College and the entire District to ensure that technological needs for students, faculty, and staff success are being met and supported. The team is responsible for the maintenance, support, upgrades, and training required for the Banner Enterprise Resource Planning (ERP) system, Student Information System (SIS), instructional applications, and other administrative applications.

The District Portal, MyCoast Portal, is the gateway to registration, financial aid, educational planner, transcript, library database, Learning Management Systems, college-provided email, and other web-based applications. Both faculty and staff use MyCoast Portal to view their pay stubs, W-2 tax forms, vacation, and sick balances ([MyCoast Portal](#)).

The College's mobile application provides students the ability to register for classes, check their class schedules and grades and access the MyGWC Portal, Canvas, Bookstore, college map, and upcoming events ([GWC Mobile App](#); [GWC App download](#)).

Network Infrastructure and Systems:

The GWC college network is developed and maintained in a collaborative model between the Network Infrastructure and IT Security User Support Services divisions.

The network infrastructure leverages a 10GB AT&T WAN link to the core Data Center for internet services, Enterprise Resource Planning systems (Exchange, Banner, Canvas MyGWC, etc.), and storage. The Data Center has a current composition of physical servers and VMware hosts for virtual servers. This composition is currently changing as a migration proceeds with the goal of virtualizing as many of the physical servers as possible. GWC has migrated 90% of physical server resources off premises to the District Virtual Data Center. These services are shared with Orange Coast College, Coastline Community College, and the District office. GWC technology asset inventory consist of approximately 1500 computing devices, 250 network printers, 410 wireless access points, 125 projectors, 546 VoIP telephones, 25 digital signage displays, and a variety of other types of equipment specifically used for instructional programs ([WTC Consulting Asset Inventory Report](#) and [GWC Asset Tracking Database Report](#)).

The department backs up only the changing business data on all systems, in order to decrease the amount of data being backed up and therefore reduce backup times. Backup of the static data is not required as these items are created from build templates. A system restoration would therefore require the re-build of a system from templates, the restoration from backup of the business data, and, lastly, the linking of the two in order to recreate the system.

Workstations are not backed up as all business data is stored on servers, and workstations, like servers, can be recreated from build templates ([Enterprise Storage Back Up Project](#))

Analysis and Evaluation:

The College aligns to this standard. The College is actively participating in the district-wide planning and upgrade of the Banner ERP system as well as the MyCoast portal (Luminis 5). The upgrade to Banner version 9 will move the current Banner services to a cloud-hosted model. The College is also pursuing a migration of premise-based Microsoft Exchange servers, enterprise email, and calendaring to an Office 365 cloud-hosted model. These projects will improve student services, increase efficiency, and reduce operational expenditures. However, to improve effectiveness the College will need to:

- Develop a formal IT project prioritization model. This deficiency makes it difficult to plan and allocate IT resources to projects that are most important to the college.
- Develop standards for technology infrastructure. As the college modernizes facilities, this makes it more difficult to design a consistent infrastructure to maintain.
- Develop a formal plan or road map for selecting and integrating student support systems

IIIC.2 – The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard:

The College plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment, including computer refresh cycles and classroom multimedia upgrades and installations, to meet its needs. A replacement cycle extends the available funding in Measure M bond funds to refresh computers. In addition, the College, working with District IT, maintains a coordinated plan for the updating of all classrooms with multimedia equipment for instructional use ([GWC Computer Lab Replacement Cycle](#)).

Key Roles and Committees:

The Director of Maintenance and Operations and the IT Director of Academic User Support work with District IT to develop timelines for classroom renovations and multimedia upgrades, to schedule the updating of existing multimedia equipment, and to handle immediate issues that arise such as equipment failure. Computer labs on campus are coordinated in the same manner, and deans and faculty are consulted so that appropriate computer equipment is ordered and installed to meet the needs of the specific division, program area, students, and faculty.

Representatives from the College serve on the district-wide Technology Subcommittee, district-wide learning management workgroup called Canvas Implementation and Coordination

Workgroups, and district-wide Banner 9 Implementation Teams. Additionally, the IT Director of Academic User Support is the co-chair of the College Technology Committee, which works to increase transparency about campus technology planning, processes, purchases, and decisions. This is designed to increase coordination and decrease duplication of effort ([DCC Tech Subcommittee membership](#); [Canvas Implementation Workgroup membership](#); [Banner Implementation Team](#); [CTC committee info](#)).

Resource Prioritization at the District and College Levels:

District Level:

Resource prioritization for technology at the district-wide level is supported by the overall District budget development framework and driven by the goals and objectives outlined in the District Strategic Technology Plan 2016-19 ([BP 6200 Budget Preparation](#); [AP 6200](#); [BP 6300 Fiscal Management](#); [AP 6300](#); [AP 3251 Total Cost of Ownership](#)). In addition, the DCC Technology Subcommittee makes recommendations to DCC and the Chancellor's Cabinet regarding district-wide technology initiatives and projects. The discussions in the DCC Technology Subcommittee are informed by discussions at the College level as well as district-wide level recommendations coming from the biweekly meetings that the Vice Chancellor Educational Services and Technology has with the Vice Presidents of Instructions and Student Services and District IT and that the Vice Chancellor Finance and Administration has with the Vice Presidents of Administrative Services.

The utilization of sources of funding, such as the State Block Grant for Instructional Equipment and Scheduled Maintenance, is discussed in joint meetings of the Vice Chancellor Educational Services and Technology, Vice Chancellor Finance and Administration, Vice Presidents of Instructions and Student Services, Vice Presidents Administrative Services, and District IT.

Colleges commonly review their learning management systems (LMS) on a regular basis, especially if the LMS has been in use for over five years. Because the College had used BlackBoard since 2006, it was overdue for a LMS review. Furthermore, the selection of Canvas by the California Community College Online Education Initiative (OEI) as its LMS for use by colleges at no cost meant that the College had an affordable alternative that had not been available in the past. Based on the lengthy and extensive review by the OEI's Common Course Management System Committee, Canvas can be considered a high-quality alternative to the prior LMS. As a result of discussion in and recommendation by the district-wide Canvas Implementation and Coordination Workgroup, the Chancellor's Cabinet approved hiring a District IT programmer dedicated to supporting Canvas at all colleges with the technical aspects of Canvas. The position was filled in April 2016.

College Level:

At the campus level, the College's technology needs are identified through each department's program review and assessment of classroom standards ([ORPIE Program Reviews Page](#); [Minimum Classroom Standards](#)). The resource request prioritization rubric is used to evaluate resource requests, such as technology oriented requests, in program review ([Resource Request Prioritization Rubric](#)). This form provides a scoring rubric to evaluate whether the technology request demonstrates need, directly supports the college goals, serves other programs, and presents a cost savings to the College.

The College Technology Committee (CTC) is the main committee that oversees technology requests and validates how each item aligns with the Technology Master Plan, district-wide Strategic Technology Plan 2016, and College plans, and reviews the resource request prioritization rubric ([resource request protocol](#)). In addition, CTC maintains a Technology Plan that is updated every five years ([GWC Technology Plan](#)). The College Technology Plan is being revised in Spring 2018. An online technology survey was distributed to faculty and staff in February. The results of the survey will be used to update the technology plan.

Key Technology Investments:

- **CENIC Internet Service Provider (ISP) contract to increase the network bandwidth from 1GB to 10GB** - Provide redundant and fully mesh topology WAN links to the District core site, resulting in improvements to the disaster recovery (availability, reliability, and severability) with minimal cost.
- **Modernize the Wireless and Mobility Infrastructure** - Expand the wireless coverage and bandwidth to meet the current and future growth in ubiquity of wireless devices for instructional and administrative needs.
- **Infrastructure Buildout and Design of a Virtual Data Center** – Provide a pathway for the elimination of dedicated computer labs, a consistent user experience, the ability to quickly provision labs and classes on demand, a reduction in endpoint security risk, a 24-hour ubiquitous computer lab, “any time, on any device, and anywhere.”
- **Remote Desktop Connectivity & Learning** - Provide student access to IT services via any computer with Internet access, including nearly all computer labs and specialized software previously only available in specific computer labs, anywhere, anytime, and on any device. Users will have the ability to visit computer labs anywhere and anytime remotely via personal computer, tablet, iPad, Android, iPhone, as opposed to going in person to a particular lab just to use the computers.
- **Telephony Modernization** - Transition to VoIP and SIP technology. As a proof-of-concept, the IT team upgraded and modernized Golden West College’s aging analog telephone system with a new Voice over IP (VoIP) telephone system. This project eliminated the expensive requirement to migrate and splice 900+ copper analog telephone cables to the new Main Distribution Facility (MDF) and created the framework for a unified communication system.
- **Modernization of Security Control Systems** – Completely redesign and implement the College surveillance door access system.

Analysis and Evaluation:

The College aligns to the standard. The evidence indicates that ample processes, primarily by virtue of employee participation on the LIST committees, are in place to ensure ongoing maintenance and upgrading of an adequate technological infrastructure. Greater effort needs to be made to honor the approved process for prioritization of computer refreshes, multimedia upgrades, and installations, rather than allowing individual reports of equipment failure to take priority. In order to maximize the College’s ability to sustain technology purchases in the long-term, a more systematic approach to budgeting for IT projects, IT initiatives, and lab/computer replacement cycles is needed to improve the College’s ability to sustain technology for the long-

term, including an emphasis on total cost of ownership.

The College has done a sufficient job in making one-time purchases of technology equipment, but needs to identify a process for prioritizing IT purchases that had become projects/initiatives which should include a well-defined matrix and rating scale. This will improve the College's ability to streamline and deliver successful IT projects that meet the expectations of faculty, staff, and students. The GWC College Technology and District IT are currently developing an IT Governance model that includes a process workflow and rubric for scoring projects ([IT Prioritization Workflow](#)).

IIIC.3 – The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard:

The Coast Community College District has policies and procedures regarding appropriate use of technology ([BP 3720 Computer and Network Use](#); [AP 3901 Electronic Information Security](#)). The College and the District together provide the staffing, organization, funding, and participatory governance structures necessary to ensure the effective management, maintenance, and operation of technological infrastructure and equipment.

The District has an Information Technology Security Standards and Protocols (ITSSP) document and program. The ITSSP outlines the responsibilities and expectations for security of Golden West College information assets. The program is designed to reflect educational objectives; prevent the unauthorized use of or access to information systems; and maintain the confidentiality, integrity, and availability of information ([ITSSP Version 2](#)).

In protecting the confidentiality and integrity of information assets at Golden West College, the District IT Department employs a "Defense in Depth" strategy. Security is provided through a combination of devices including firewalls, network access control, email security appliances, Active Directory, and endpoint (antivirus) protection. Servers are maintained at current patch levels through System Center Configuration Manager. In FY2017-17, the College formalized the creation of an Information Technology Security Organization with an identified budget and a three-year roadmap ([ITSec Roadmap – Pert Chart](#)).

As addressed in standard IIIC1 and IIIC2, the College engages in multiple efforts to assure that technology resources are implemented and maintained to assure reliable access, safety, and security. The College has a mobile application which provides students with the ability to register for classes, have access to their student myGWC portal, access to Canvas, Bookstore, college map as well as upcoming events. The College also participated in the District wide modernization of wireless and mobility infrastructure. The campus wireless coverage and bandwidth were expanded to meet the current and future growth in wireless devices to meet the campus and students' needs.

Analysis and Evaluation:

The College aligns to the standard, however progress towards accomplishing the three-year roadmap is being slow paced by prerequisite system upgrades and the implementation of new IT

project prioritization procedures.

Examples of pending system upgrades include moving to Office 365, upgrading to Windows 10, deploying the SCCM patch for desktops, deploying a server patch, upgrading the server operating system from Windows Server 2003 to 2008R2, and upgrading to Banner 9.

IIIC.4 – The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard:

The College, in collaboration with the District office, provides instruction and support for all College employees and students in the effective use of technology. The need for information technology training for College personnel is identified and discussed at meetings of the DCC Technology Subcommittee, Distance Education Advisory Committee, Professional Development Committee, and College Technology Committee. Requests for technology information and support submitted to the District IT Help Desk are indicators of technology training needs. District-wide surveys are distributed to assess technology needs. The 2016 survey results indicated a number of training opportunities to offer students, faculty, and staff ([Spring 2016 Technology Survey – Students](#); [Spring 2016 Technology Survey – Employees](#)).

College Level:

At the College level, a variety of technology training opportunities for faculty and staff are provided through the Office of Staff and Professional Development, Online Instruction Department, Distance Education Advisory Committee, and the All College Day. GWC students have access to and receive training on current software and hardware technologies through the credit instructional course offerings and campus computing resources.

The Office of Staff and Professional Development provides a diverse array of training workshops on information technology to faculty, classified employees, and managers, based on need ([List of Staff Development Training Activities](#)). The College offers all faculty and staff access to Lynda.com videos. A district-wide license for Lynda.com was acquired in Spring 2015 for all District employees ([Letter to all employees regarding Lynda.com](#)). The College also has a dedicated faculty trainer through Staff Development who provides campus-wide training for new software implementations and is available for one-on-one or group training sessions for anyone looking to deepen their knowledge of a particular program.

The Online Instruction Department provides specialized technical training for faculty in the use of the College's online learning management system, Canvas. 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. Online instruction staff are also available to answer questions and assist faculty and students with their online classes. The Online Instruction Department is located in the 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.

Since the Fall 2017 semester, the Disabled Students Program and Services (DSPS), along with

the Distance Education Coordinator, have been conducting accessibility trainings to faculty and staff of Golden West College. The DSPS alternate media specialist provides one-on-one trainings, as well. The DSPS website also provides additional information on available resources to support students.

The Online Instruction Department evaluates its courses for online instruction training workshops on a consistent basis. After each training session, faculty can offer feedback and comments ([Online Instruction evaluation](#)). The training is continually evaluated for effectiveness and relevancy. The feedback gathered is used to determine if training needs are being met. The data collected are used to review and determine future training needs.

The Academic Senate delegates the Distance Education Advisory Committee (DEAC) the responsibility to facilitate campus-wide discussions of issues impacting distance education, including areas such as classes, student services, and technology.

The College provides students 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.

In order to assess training needs for information technology, the Office of Staff and Organizational Development conducts surveys of employees to determine the types of technological training desired by faculty, classified staff, and managers. The results will be used to inform future training opportunities.

Analysis and Evaluation:

The College aligns to the standard. The extensive array of training opportunities ensure appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations. All the trainings that have been offered by the College have been evaluated for effectiveness. The College takes a proactive role in evaluating training sessions and using feedback from participants to create relevant training opportunities.

IIIC.5 – The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard:

The institution has outlined an acceptable use guideline for computer and electronic resources. All users that interface with such technologies must abide by the Coast Community College board policies and procedures. Certain rights and restrictions are applied such as user privacy, user responsibilities, and exclusions. These exclusions include the following as outlined in [Board Policy 3720 Computer and Network Use](#): system abuse, harassment, commercial use, and copyright. These conditions must be accepted before a user can access these systems.

Another source of policies and procedures related to technology resources available to our students, and publicized by our District, is [Administrative Procedure 4105 Distance Education](#). In addition to defining distance education and its academic requirements and expectations, it lists the technologies commonly used in distributed teaching and learning. [AP 4105](#) also describes the

appropriate way of taking attendance and communicating with students through the use of the technologies available in the District's adopted learning management system. Lastly, this administrative procedure touches on the proper use of assistive technology to meet ADA accessibility standards to provide accommodations to students with documented disabilities.

Documentation on the policies and procedures regarding the use of computer and electronic resources can be found on the Coast Community College District website, Golden West College Catalog, captive portals for accessing the wireless internet, and other campus channels that interact with these technologies ([CCCD Board Policies-General Institution](#); [Captive Portal](#); [GWC Catalog – Computer Usage Policy](#)).

Analysis and Evaluation:

The College aligns to the standard. Policies and procedures are in place that guide the appropriate use of technology. This information is publicized to all people that utilize the computer and electronic resources on campus.

Improvement Plan:

To improve effectiveness, the College will:

- Develop a formal IT project prioritization model.
- Develop standards for technology infrastructure.
- Develop a formal plan or road map for selecting and integrating student support systems

Standard III C Evidence List:

- [District-wide Strategic Technology Plan](#)
- [Re-Org Summary](#)
- [District Technology Org Chart](#)
- [Service Catalog Evidence](#)
- [CTC Committee Info](#)
- [Footprints Tracking](#)
- [Footprints Survey](#)
- [MyCoastPortal](#)
- [GWC Mobile App](#)
- [GWC Mobile App download directions](#)
- [WTC Consulting Asset Inventory Report](#)
- [GWC Asset Tracking Database Report](#)
- [Enterprise Storage Back Up Project](#)
- [GWC Computer Lab Replacement Cycle](#)
- [DCC Tech Subcommittee membership](#)
- [Canvas Implementation Workgroup membership](#)
- [Banner Implementation Teams](#)
- [District Strategic Technology Plan 2016-19](#)
- [BP 6200 Budget Preparation](#)

- [AP 6200 Budget Preparation](#)
- [BP 6300 Fiscal Management](#)
- [AP 6300 Fiscal Management](#)
- [AP 3251 Total Cost of Ownership](#)
- [CTC Minutes 10-18-17-1.pdf](#)
- [ORPIE Program Review Page](#)
- [Minimum Classroom Standards](#)
- [Resource Request Prioritization Rubric](#)
- [Resource Request Protocol](#)
- [GWC Technology Plan](#)
- [IT Prioritization Workflow](#)
- [BP 3720 Computer and Network Use](#)
- [AP 3901 Electronic Information Security](#)
- [ITSSP Version 2](#)
- [ITSec Roadmap – Pert Chart](#)
- [Spring 2016 Technology Survey – Students](#)
- [Spring 2016 Technology Survey – Employees](#)
- [List of Staff Development Training Activities](#)
- [Letter to all employees regarding Lynda.com](#)
- [Online Instruction Evaluation](#)
- [Board Policy 3720](#)
- [AP 4105 Distance Education](#)
- [CCCD Board Policies – General Institution](#)
- [GWC Catalog – Computer Usage Policy](#)
- [Captive Portal](#)

Standard IIID – Financial Resources

IIID.1 – Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence of Meeting the Standard:

The College has sufficient financial resources to support and sustain student learning programs and services and improve institutional effectiveness. As part of a multi-college district, the College receives an annual allocation from the District based on a budget allocation model ([District Budget Allocation Model](#)). Under the current budget model, the District Office allocates revenue to the three colleges and then assesses a fee to each campus to cover projected costs of District services and district-wide expenses. The College receives 30.51% of available resources and is assessed the same percentage of the District services and district-wide expenditures. For the 2017-2018 fiscal year, this amount equated to \$13,956,864. The College is currently working with the District Office via the Vice Chancellor of Administrative Services to provide feedback on allocation model improvement to ensure that the District distribution of resources are equitable and supports the development, maintenance, and enhancement of college programs and services.

The College's adopted budget for the 2017-2018 fiscal year was \$49,848,696, which includes \$4,357,016 in dedicated revenue. College dedicated revenues are those funds generated at the campus level, and are left to the College to decide how to allocate. Examples of dedicated revenue include facilities rentals, international and out of state tuition, transcript fees, and parking fines ([District 2018-19 Adopted Budget](#); [GWC 2018-19 Adopted Budget section: Dedicated Revenue](#))

In addition to general fund and dedicated revenues, the College receives categorical programs and grants ([Categorical Program List](#)) that provides additional support to student learning programs and services. The College has a general obligation bond, Measure M that has allowed the College to make significant improvements to campus technology and facilities. ([Measure M Surf Report](#))

Each year, the College has a positive ending balance ([Ending Balance History](#)). This ending balance is used in part to fund resource requests coming from program review. The College has a resource prioritization process to ensure that the distribution of resources support the development, maintenance, allocation, and enhancement of programs and services. The process, as described in the College [Planning and Decision Making Guide](#), starts with department managers soliciting input from their department and submitting a resource request form with programmatic justifications. The requests are reviewed and rated by different groups and submitted to the College Executive Team comprised of the President and Vice Presidents for review. The Executive Team makes a recommendation to Planning and Budget which is then discussed by the committee; necessary adjustments are made, and the final list is forwarded to the President. The President makes final decision on resource requests and notifies Planning and Budget. ([Program Review Resource Allocation Rubric](#), [Program Review Resource Request](#))

[Form, Program Review Resource Prioritization Protocol](#))

The College has a list of unbudgeted items that have historically been funded on an annual basis from various savings and the previous year's ending balance. This list is reviewed on an annual basis by the College administration and the Planning and Budget Committee. During the 2018-2019 budget development process, the College was able to fund many of the unbudgeted items that were on the list in previous years. ([Unbudgeted List](#))

On an annual basis, the District hires an external auditor to review the College and District's financial records and ensure that the appropriate processes and checks and balances are in place to demonstrate financial integrity ([District Audit Page](#)). In addition, the District has a full-time management employee that serves as the Internal Auditor for the District ([Internal Audit Department Page](#)). This position is tasked with working with the campuses and District personnel to identify potential areas of concern and investigate and address those concerns. In addition to the external and internal audits, the Board has adopted Board Policy and Administrative Procedure 6400, which outlines the Board's expectations related to the external audit as well as the establishment and maintenance of an internal audit department ([BP 6400](#); [AP 6400](#)). This outlines the state law requirement related to hiring an external auditor and the expectation related to maintaining an internal audit department. In addition, Board Policy and Administrative Procedure 7700, which is the whistleblower protection for employees that report any type of, alleged fraud, waste, or abuse ([BP 7700](#); [AP 7700](#)).

Analysis and Evaluation:

The College aligns to the standard. The financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The program review and resource prioritization process demonstrate the College's commitment to program and service improvement. The process is reviewed regularly and adjusted as needed, which allows for improvement in the process.

The established board policies and administrative procedures related to budget preparation, budget management, and audit demonstrate a commitment to fiscal oversight. In addition, the annual audit of the budget and Measure M with no significant findings demonstrates the district-wide commitment to fiscal responsibility and integrity.

IIID.2 – The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard:

The College's mission and goals are the foundation for financial planning and it is integrated with and supports all institutional planning. The College's mission and goals are developed and reviewed with broad participation from campus constituent groups. On an annual basis, the Planning and Budget Committee reviews the College's mission and goals (see standard IA and IB). These updated mission and goals are integrated in to the program review and resource

allocation processes ([Program Review Template](#); [Resource request form](#)). Planning and Budget developed a resource allocation rubric to prioritize resource requests to determine the extent to which the requests will help the College achieve its goals ([Resource Allocation Rubric](#)). Each request must demonstrate its connectivity to the College goals. The College reviews the key performance indicators and the Student Success Scorecard annually to measure progress on the goals.

The College has and adheres to board policies and administrative procedures that relate to financial practices and financial stability

- [BP 6200](#) and [AP 6200 Budget Preparation](#)
- [BP 6250](#) and [AP 6250 Budget Management](#)
- [BP 6300](#) and [AP 6300 Fiscal Management](#)
- [AP 6305 Reserves](#)
- [AP 6902 Receipt and Cash Handling](#)
- [BP 6310](#) and [AP 6310 Accounting](#)
- [BP 6315](#) and [AP 6315 Warrants](#)
- [BP 6320](#) and [AP 6320 Investments](#)
- [BP 6400](#) and [AP 6400 Audits](#)

These board policies and administrative procedures outline the expectations around sound financial practices and financial stability District-wide.

In accordance with BP and AP 6200 Budget Preparation, BP and AP 6250 Budget Management, and BP and AP 6300 Fiscal Management, the Vice Chancellor, Finance and Administrative Services provides 5-year financial projections to the governing board and the College ([Vice Chancellor's Financial Presentation](#)). Additionally, the College Director, Business Services provides an annual budget update to College in Planning and Budget Committee as well as budget progress reports throughout the year.

Analysis and Evaluation:

The College aligns to the standard. The College's financial planning is integrated with the program review process which is directly tied to the College's mission and goals. The mission and goals are reviewed and modified as needed on an annual basis which ensures that the program review process stays meaningful and supports the direction of the College. The District board policies and administrative procedures as well as the internal and external audit processes ensure sound financial processes. Financial information is disseminated throughout the institution in a timely manner through annual updates from the Vice Chancellor of Administrative Services and the College Director, Business Services.

IIID.3 – 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.

Evidence of Meeting the Standard:

Golden West College clearly defines and follows guidelines and processes for financial planning and budget development as described in the Planning and Decision-Making Guide ([PDMG](#)-

[Budget Development Model Page](#)). The Director, Business Services serves as the lead on budget development. For both tentative budget development as well as adopted budget development, the Director, Business Services distributes budget development sheets to all campus managers to provide them the opportunity to modify their budget amongst their discretionary accounts. ([Budget Development Distribution Sample](#))

In May, the Planning and Budget Committee, which is constituent-based, receives an update on the Tentative Budget Model distributed by the District ([Minutes PB 05/09/18](#)). This model outlines the anticipated revenue, distribution of funds to the campus, projection of assessment of District and district-wide expenses, anticipated dedicated revenues at the campus level, and projected overall budget by campus ([Tentative Budget Model](#)). This presentation allows for constituent representatives to ask questions and report back to their respective groups. This same process is followed on adopted budgets to provide an update to the committee. This timeline and process are also laid out on page 68 of the District Strategic Fiscal Plan, which is available on the District Site ([Strategic Fiscal Plan](#)).

Institutional Plans are discussed and presented to Planning and Budget as well. They have been presented and reviewed by the Committee as follows:

- Technology Master Plan
- Staffing Master Plan
- Facilities Master Plan
- Long Range Financial Plan
- Enrollment Management Plan
- College Strategic Plan

In addition, since the State has implemented a new funding formula, the District and College will be reviewing the current budget allocation model so it better aligns with the parameters of the State model.

The College's program review process allows for participation in the prioritization process across all four executive areas. Through the program review process, departments have the opportunity to submit resource requests to help address need within their department or program. These requests can be for one-time expenses only and are tied to the College's goals. The Office of Research, Planning, and Institutional Effectiveness gathers the data from those requests and routes to the appropriate committee or group for review and prioritization. As described in the [Resource Request Protocol](#), the reviews and prioritization of requests are done as follows:

- Safety, Sustainability, and Facilities Committee – all health and safety and facilities requests
- College Technology Committee – all technology requests
- Council of Chairs and Deans – all instructional requests
- Administrative Services Team – all administrative services requests
- Management Team – all classified positions
- Student Services Team – all student services requests

Each of the aforementioned committees reviews the requests associated with their area of

responsibility and submits to Planning and Budget for final review and prioritization. Health and safety items are pulled out and funded immediately. After all groups have reviewed their respective resource requests, they are submitted to Planning and Budget for final determination on funding.

The Vice President, Administrative Services makes a recommendation to the President on funding available for these requests. Even in years where there may not be funds available, the College follows this process in case funds become available late in the year.

Analysis and Evaluation:

The College aligns to this standard. With established processes for budget development and the fact that these processes are shared with constituent-based committees, all constituents are provided the opportunity to participate in the process and provide feedback. In addition to budget development, campus plans are shared widely through respective committees to gain feedback and input as well.

IIID.4 – Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard:

Institutional planning reflects realistic assessment of financial resource availability. As the College develops its planning documents, the financial impact of these plans is taken in to consideration. The College receives financial presentations from the Vice Chancellor, Finance and Administrative Services and the College Director, Business Services regularly throughout the year. These presentations outline the short- and long-term financial forecast for the District and for the College, to provide information for institutional planning ([Vice Chancellors Financial Presentation](#)). Planning documents do not include definitive financial commitments that would require dedicated funding without ensuring that funding is available. These plans are all reviewed by Planning and Budget before being adopted by the College and/or the Board of Trustees.

The College has been fortunate in having general obligation bond funds which have greatly assisted the College in paying for the current Facilities Master Plan and Technology Master Plan ([Measure M Surf Report](#)) As the College nears the completion of projects identified in these two plans, new financial assessments will be established and incorporated to develop new Facilities and Technology Master Plans. These two planning documents will inform and support the College's Strategic Master Plan.

The College has developed partnerships and contracts that provide additional services and resources to the campus to help defray costs. These partnerships include PFD Food Services, Barnes and Noble, Boys and Girls Club of Huntington Valley, CVS, and Kaplan International ([Barnes & Noble contract](#); [Boys and Girls Club contract](#); [CVS contract](#); [Kaplan contract](#); [PFD contract](#)) These partnerships provide a financial resource to the College, and are used to enhance services to students.

The campus expenditure requirements are reviewed annually by Planning and Budget during budget development. In addition, quarterly reports are presented to provide regular updates on spending patterns. These discussions provide the College with a timely opportunity to adjust spending as necessary to ensure it is spending within the budget. Prior to any new financial commitments, the College ensures that all of existing expenses are budgeted accordingly.

Analysis and Evaluation:

The College aligns to the standard. The College's planning incorporates and reflects a realistic assessment of financial resources available as well as the ability to develop partnerships that not only serve the needs of the campus but also provide a revenue source to support the mission and goals of the College.

Financial resources are reviewed regularly at the District and campus level and that information is shared widely with constituent groups to ensure we are on point with our spending patterns. The District Office makes every effort to project revenue and expense patterns; however, with the state of California providing budgets on an annual basis, assumptions must be made and then modified as more information is received.

The College realizes some challenges related to the process of determining how budget modifications (increases/reductions) are made and communicated. In the Fall 2018/spring 2019, the College will engage in conversations with the Planning and Budget Committee to outline a process for making such changes.

IIID.5 – 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. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard:

The District and the College engage in annual audits to assure the financial integrity of the institutions. The audit takes place each summer. The audit includes general fund and ancillary (Enterprise, Foundation, Co-Curricular, and Associated Student) funds. An independent audit was conducted by Clifton, Larson & Associates in accordance with California Education Code. The strong financial management of the College is demonstrated in the audit report. ([District Audit Page](#))

The Bursar's Office provides process and financial training to campus community members to support a strong understanding of financial requirements, purchasing processes and budget tracking ([Fiscal Training Schedule](#)). The campus' internal controls are reviewed during the audit and any recommendation or findings are discussed with the necessary departments. These audit reports are also shared with the Audit and Budget Board subcommittee, the DCC Budget Subcommittee, and the Board of Trustees. In addition, the audits are posted on the District website ([District Audit Page](#), [DCC Budget Subcommittee Minutes](#), [Board Audit and Budget Committee Minutes](#))

The College has appropriate levels of review to ensure that purchases are allowable for the

specific fund being utilized ([Banner Approval Levels](#); [VP Admin Services Approval Queues Sample](#)). The campus reviews its internal controls structure each year with the external auditors. The campus has not received any internal control recommendations or findings. If internal control findings were identified, the College would engage the assistance of the Director, Internal Audit at the District office to assist in rectifying any such issues.

The campus has initiated review of its budget development process as part of the IEPI Partnership Resource Teams. The constituent-based team is tasked to implement an improved budget development structure. The team is currently gathering best practices with the hope to implement an improved budget development system for the 2019-2020 school year. ([PRT Minutes](#))

The College and the District undergo annual audits of their financial management practices and continue to receive positive audit reports with unmodified opinions, without any material misstatements. This demonstrates that the College has strong commitment to appropriate accounting standards and provides separation of duties and checks and balances in their processes.

Analysis and Evaluation:

The College aligns to the standard. External audits have provided the evidence that our institution has adequate internal controls and does not have any material misstatements or findings. Internal controls are reviewed annually as part of the external audit review process and any necessary improvements are made. Financial data is available on demand, through quarterly distribution or year-end review by the campus community. The Bursar's Office conducts reviews and presents financial information to the campus Executive Team. The Director, Business Services meets regularly with the Executive Team to review prior and current year budget activity, and works to identify any areas of concern that may need additional attention.

IIID.6 – Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard:

As indicated in IIID.1, the College receives sufficient funding to support student learning programs and services. The District and College's financial statements, internal controls, and compliance are examined during an external audit every year. Salaries and benefits are the largest component of the campus budget (88-90%). The auditor evaluates the college compliance with 50% law and the Faculty Obligation Numbers (FON) ([District Audits Page](#)). The external audit provides an objective, third party review of the District's finances to provide a high degree of credibility and reassurance to the Board and the District community at large.

The District builds its budget on an annual basis as information is received from the State. The Vice Chancellor, Finance and Administrative Services provides projections based on history, the economy and information received from School Services of California Inc. The projections are made based on the most current information that the District has at the time of decision-making. These projections allow the District to plan more appropriately than just year to year. ([Vice Chancellor's Financial Presentation](#))

The College's internal controls are reviewed during the audit and any recommendation or findings are discussed and modifications are made as necessary. The College takes pride in the fact that there have been no findings related to internal controls. The campus has appropriate levels of review to ensure that purchases are allowable for general and/or restricted funds. Each purchase is monitored by the Bursar's Office to ensure appropriate management and Board approvals if necessary. ([GWC Banner Approval Levels](#))

Analysis and Evaluation:

The College aligns to the standard. The annual audit demonstrates the credibility of the processes followed and compliance with all applicable regulations as they relate to appropriate spending. The internal College processes allow for departments to request additional funding, when needed, to enhance their programs. With designated funding for student services, general obligation funds available for technology and facilities, and the fact that the District is in compliance with FON and the 50% law, there is clear evidence that the College is in compliance with the standard.

IIID.7 – Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard:

The District and College hire an independent external auditing firm, Clifton Larson Allen, to conduct an annual financial audit, as well as a financial and performance audit on Measure M, the District's general obligation bond. The financial audit encompasses all ancillary operations and foundations, as well.

The firm performs an interim audit in the spring of each year to do an initial review of the finances at the District and campus levels. They return in early Fall semester to complete their audit. As the auditors become aware of potential findings, they communicate those concerns to the District and campus fiscal staff. If there is a valid explanation for the finding, this is communicated to the auditors. If the auditors feel it's a valid concern, then it is communicated in the audit report. The finding is outlined along with the external auditor's recommendation on corrective action and the District's response to the finding. The District's response outlines the process or procedures that will be developed and implemented to ensure that the finding is addressed. Any finding included in the final audit report is submitted to the Board of Trustees, along with the rest of the audit report, for approval. The finding is outlined with the auditor's recommendation and the District's response along with the outline of modifications in process and procedures that will be implemented ([District Audit](#)). The audits are posted to the District website as well. In addition to the audit being posted to the website, it is shared with the Board of Trustees, Audit and Budget Subcommittee, Citizen's Oversight Committee, and DCC Budget Subcommittee. ([Board Meeting Minutes on Audit Report 12-13-17](#), [Board Audit and Budget Subcommittee Minutes](#), [Citizen's Oversight Committee Minutes](#), [DCC Budget Subcommittee Minutes](#))

In addition to the financial audit, the District external auditor conducts a finance and performance audit on our general obligation bond ([Measure M Financial Audit Report](#)).

Analysis and Evaluation:

The College aligns to the standard. External audits are conducted annually and the results are communicated to the Board of Trustees, Audit and Budget Subcommittee, Citizens Oversight Committee, and DCC Budget Subcommittee. In addition, the audit is posted on the District's website. If there are findings, the appropriate individuals are communicated with to ensure the appropriate procedures are implemented and that findings are addressed.

IIID.8 – The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard:

The College has several mechanisms in place to assess and evaluate financial and internal control systems, such as annual external audits, internal audits through the District office, and Citizen's Oversight Committee. As referenced in Standard IIID1, in addition to the annual external audit, the District has an internal audit department that may conduct audits based on requests from the College or calls that they receive anonymously. These audits, both internal and external, are utilized to get feedback and make improvements, as necessary, to increase efficiency and effectiveness. The College has grants and the funding agencies sometimes conduct audits of the records to ensure compliance with the grant plan ([Sample Grant Audit](#)).

There are fiscal controls in place that require multiple levels of approval to ensure proper oversight of expenditures. All purchases and expenditures require multiple levels of approval. In addition to department and manager approvals, the Bursar's Office signs off on all expenditures and ensures that the money being spent is in line with the appropriate budget number and use for that particular source of funds. If there is any question, the Bursar's Office reaches out to the department and communicates the concerns ([GWC Banner Approval Levels](#)). The College adheres to board policies and administrative procedures regarding purchasing, bids, and contracts by monitoring all requests for expenditures to ensure compliance. The board policies and administrative procedures are as follows: (BP/AP's)

- [BP 6330](#) and [AP 6330 Purchasing](#)
- [BP 6340](#) and [AP 6340 Bids and Contracts](#)
- [BP 6350](#) and [AP 6350 Contracts Relating to Construction](#)
- [BP 6370](#) and [AP 6370 Contracts for Independent Contractors and Professional](#)

In addition to internal and external auditors, the College and District have a Citizen's Oversight Committee that oversees the District's current bond project, Measure M. This committee meets quarterly and reviews the status of current bond projects. They are provided with a detailed financial report by project as well as a cumulative report from the implementation of Measure M, the current general obligation bond ([Measure M COC Reports Page](#); [Sample Measure M quarterly report](#)) These reports are also reviewed quarterly by the Board of Trustees, and they approve all contracts associated with the bond expenditures.

Analysis and Evaluation:

The College aligns to the standard. The College regularly reviews its processes and procedures for improvement. The audits, both internal and external, allow an opportunity to make changes to

enhance efficiency as well.

IIID.9 – The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard:

The College has had a positive ending balance for several years ([Ending Balance History](#)). The College monitors expenditures carefully, and starting in Spring, the Director, Business Services begins to do regular projections of the ending balance to keep College administration up to date, so that if expenditures need to be modified, there is sufficient time to do so. In addition to the College's ending balance, as part of a multi-college district, the College may benefit from the District reserve. The Board has adopted Administrative Procedure 6305, under Board Policy 6300, which increases the required reserve to 10%. This reserve is set aside for one-time expenditures which could include emergencies, unanticipated declines in property tax revenues or other sources of funds, or additional program development activities not considered prior to budget development. If the College deemed necessary, a request would be made to the chancellor and Board of Trustees for consideration related to the above-mentioned criteria for use of those funds ([AP 6305](#)).

The District has a Risk Management department that works closely with the College's general counsel to ensure that proactive approaches are made to reduce risk. All contracts are reviewed by general counsel to consider potential risk to the District. The appropriate administrator works with Risk Management and general counsel to modify language in contracts to reduce risk. In addition, the District uses Keenan's Safe College training to keep employees up to date on training related to their positions ([Keenan Safe Colleges Training](#)). In addition to the Keenan training, regular trainings are provided to employees relating to equal employment and sexual harassment ([EEO Search Committee Training](#)).

When potential litigation or risk arises, general counsel provides updates to the Board of Trustees, District executives, and College presidents during closed session prior to the Board meetings. This allows all parties to stay current and discuss options.

Analysis and Evaluation:

The College aligns to the standard. The College maintains an ending balance and the District maintains a 10% reserve which is higher than what is required. Risk management steps are taken to mitigate risk and reduce liability through development of proper language in all contracts. Employees are trained appropriately related to their positions and all employees receive training, as required, related to general topics.

IIID.10 – 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.

Evidence of Meeting the Standard:

The College practices effective oversight of finances and utilizes both external and internal audits for continuous improvement. These audits provide feedback to College management to ensure that procedures and policies are being followed and that appropriate checks and balances are in place. Financial Aid and the College Foundation are part of the external audit process. The Internal Audit Department provides value-added audit, advisory, and investigative services in an independent, ethical and collaborative environment to the District including the colleges, the Board of Trustees, students, vendors, members of the public and other stakeholders. The department contributes to the mission of the District and its colleges by ensuring efficiency and effectiveness in risk management, control, and governance. As a result, reviewed operations are improved such that time and resources are streamlined and inefficiencies in processes are reduced or eliminated. In addition, the Audit and Budget Board Subcommittee gets regular updates from the Vice Chancellor, Finance and Administrative Services as well as the Director, Internal Auditor on all audit and financial matters. Two trustees from the Board serve on this subcommittee and serve as liaisons to the full board. Any concerns related to the management of financial aid are brought to the attention of management and rectified. ([District Audit Page](#), [Audit and Budget Board Committee Minutes](#))

Auxiliary organizations (Enterprise, Foundation, Co-Curricular, and Associated Student) are part of the external audit just like general fund and categorical funds. Each is reviewed for compliance in spending and internal controls. The financial management of the District and Golden West College is reviewed in the audit report ([District Audit Report 2016-17](#)).

The College's internal controls are reviewed during the audit and any recommendation or findings are discussed in an Audit and Budget Committee meeting or with the Board of Trustees during a board meeting. The College has appropriate levels of review to acknowledge that purchases are allowable for general or restricted funds. The campus reviews its internal controls structure each year with the external auditors. The campus has not received any internal control recommendations or findings.

Prior to submitting a grant on behalf of the College, the signature page must be signed by College and District personnel giving the grant writer authorization to submit the grant. Prior to accepting the grant, the Board of Trustees must approve the acceptance of the grant and the District must set up the budgets according to the work plan. Once the budgets are in place, the project director, in conjunction with the campus Bursar's Office or the District's Grants Office must submit requests for expenditure for review, to ensure compliance with the grant. Although there is no separate board approval process for categorical funds, the tracking of the expenditures of categoricals are monitored in the same manner by the Bursar's Office. On a quarterly basis, the Bursar's Office provides an up-to-date summary of the fund, the budget amount, the amount spent to date, and the deadline for expenditures to the executive team and program/project directors to ensure that spending is on track ([Categorical Program List](#)).

All contracts are reviewed by general counsel for the District, and approved by the Board of Trustees. Prior to getting on the board agenda, the College administration reviews and submits contracts for approval along with the signature form to demonstrate that the contract has been reviewed and is in line with the College mission. General counsel ensures that all legal requirements and appropriate safeguards are included in the contract to reduce risk to the District. The College's executive team reviews the contract to ensure that the proposal is in line with the College mission.

The College currently has no investments to monitor.

Analysis and Evaluation:

The College aligns to the standard. The College effectively oversees all of its finances in general fund, auxiliary operations, categorical programs, and all financial areas. External and internal audits provide feedback to administration, and that feedback is utilized to improve protocols, when necessary, to ensure checks and balances are used appropriately and funds are spent in compliance with program guidelines.

IIID.11 – The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. 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.

Evidence of Meeting the Standard:

The District provides regular updated financial reports to the Board of Trustees, the Board Audit and Budget Committee, and the District Consultation Council Budget Subcommittee. In addition, the Vice Chancellor, Finance and Administrative Services presents the reports to the campus Planning and Budget Committee ([BOT Minutes 12/13/17-Financial Status Report](#), [Board Audit and Budget Committee Minutes](#), [DCC Budget Subcommittee Minutes](#), [Planning and Budget Minutes 09/27/2017](#)). These reports provide a general overview of financial position, current and projected data related to health care and retirement costs, and FTES targets versus actual. These reports have highlighted concerns related to future projected costs, but having these conversations early allows the District to plan accordingly to close those gaps and either reduce expenditures or strategize on funding. As mentioned previously, although efforts are made to project on a more long-range basis, that does prove challenging when the state budgets year to year.

As the annual District allocation model is developed, the District Director of Fiscal Affairs and the Vice Chancellor of Finance and Administrative Services take in to consideration the projected costs that need to be funded, and include those costs in the projected district-wide expenditures. These district-wide costs are considered and assessed before the final distribution to the colleges to ensure they are covered up front. The projection reports that the Vice Chancellor provides allows the District to consider potential long range financial impacts when making short term financial decisions. ([Vice Chancellor Financial Report](#)) As outlined in the Strategic Financial Plan, the Coast District has liabilities associated with the employment of faculty and staff that are major cost drivers in its annual budget. This includes both pension contributions and healthcare liabilities. Even with increasing employer pension contributions, the Coast District is committed to meeting these increasing obligations as part of its three year plan. ([Strategic Financial Plan](#) – page 24)

At the college level, when making short-range financial plans, the College considers its long range financial priorities that exist in various long-range plans including the Facilities Plan, Technology Master Plan, Enrollment Management Plan, and Staffing Master Plan.

At the college level, short-range financial plans occur through an annual budget roll-over and resource allocation process. The largest short-range financial commitment is from hourly employees and part-time faculty. The College makes a determination to expand or contract instructional offerings based on the long-range goals established in the enrollment management plan. Similarly, the College determines funding for hourly employees based on different needs from College plans.

The College utilizes program review and resource allocation processes to consider long-range financial priorities when making short-range financial decisions. For example, resource requests relating to facilities, technology, and personnel are reviewed by various committees (Safety, Facilities, Sustainability Committee, College Technology Committee, and Planning and Budget) as well as the executive team to determine whether these requests are compatible with the Facilities Master Plan, Technology Master Plan, or Staffing Master Plan. Additionally, the decisions to fund these resource requests are also based on whether these requests meet the objectives of the college mission and strategic plan ([Resource request protocol](#)).

The College currently has no long term debt or future liabilities that require planning or the allocation of resources. The College is actively engaged in increasing dedicated revenue from enterprise activities, rentals, grants, fund-raising, and partnerships ([Dedicated Revenue](#); [PRT minutes](#)).

Analysis and Evaluation:

The College aligns with the standard. In the development of the District budget, considerations are given to any debt or future payments that must be accounted for before distributions are made to the Colleges. Although the State budgets on an annual basis, the Vice Chancellor has made budget assumptions based on history, current trends, and economic indicators. In addition, the District maintains a significant reserve for unforeseen expenses.

IIID.12 – The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard:

In accordance with the Governmental Accounting Standards Board (GASB) requirements, 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 June 30, 2018, was \$107,409,737. The Coast District has established a GASB trust for future OPEB benefits. The actuarial value of the plan assets on June 30, 2018, was \$76,131,854.

This plan takes in to account the fact that the District has already set aside over \$76 million in an irrevocable trust. A presentation was given to the Board of Trustees in November 7, 2018 which provided them an overview of the actuarial study, as well as the GASB requirements and the expected costs to the District ([DRAFT Actuarial Study](#), [Actuarial Presentation](#), [Board November](#)

[7, 2018 agenda item](#)).

In addition, in an effort to reduce the cost of payment for unused vacation and compensatory time, the District has established board policy and language in the Collective Bargaining Agreements that limits the carryover of vacation and comensatory time based on years of service ([BP 7340](#) and [AP 7340](#); [Strategic Fiscal Plan](#)-page 47)

Analysis and Evaluation:

Golden West College aligns to this standard. The actuarial report is done in compliance with the GASB regulations and presented to the Board. Employment contracts include language to help mitigate excessive payments to employees for unused vacation and compensatory time.

IIID.13 – 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.

Evidence of Meeting the Standard:

Neither the District nor the College has any locally incurred debt instruments.

Analysis and Evaluation:

The College aligns to the standard. There is currently no debt to consider when assessing and allocating resources.

IIID.14 – 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.

Evidence of Meeting the Standard:

The College ensures that all financial resources are used with integrity in a manner consistent with the intended purpose of the funding source. The District and the College do not currently have any Certificates of Participation. The local general obligation bonds, Measure C in 2002 and Measure M in 2012, have provided the District and College much needed funds for facility and technology improvements. The improvements made are in line with the ballot language as well as the Facilities and Technology Master Plans ([Measure M Ballot language](#), [Facilities Master Plan](#); [Technology Plan](#), [Measure M Surf Report](#)) The Citizens Oversight Committee for Measure M monitors and oversees the projects and bond expenditures to ensure strong fiscal accountability. An annual audit is conducted on the performance and finances of Measure M. Quarterly meetings are held with the Measure M programming team and the Citizens Oversight Committee to provide project and fiscal updates. In addition, these quarterly reports are provided to the Board of Trustees for review and approval ([Sample Measure M Quarterly Report](#), [Board Agenda – Measure M update sample](#)). In an effort to save money for more projects, the District and colleges have taken responsibility for the program management. The District does not pay for any administrator salaries out of Measure M.

All auxiliary accounts are monitored closely by the Bursar's Office on campus. Each account has paperwork on file in the Bursar's Office that outlines the source of funds, the approved expenditures, and the administrator in charge of the account. Bursar's Office staff ensure that the expenses are in line with the account goal. Auxiliary operations and expenditures are audited by the external auditors for compliance with appropriate accounting processes. This audit provides additional oversight to the staff. Appropriate separation of duties assure checks and balances are in place.

The Director of the College Foundation works closely with the Director, Business Services to ensure proper laws and guidelines are followed for all fundraising efforts. The proceeds from fundraising efforts are deposited into the appropriate accounts, and expenditures are monitored by the Bursar's Office to ensure compliance with the intended purpose of the funds ([Fundraising Protocol](#)). The College Foundation is also audited annually and consistently receives an unmodified opinion.

The College has been quite successful in receiving grants to support campus initiatives ([List of Grants](#)). Each grant is assigned a separate account code to ensure proper controls are in place. Each grant has a project director that oversees and monitors the grant's program plan and budget. In addition, the budget technician in the Bursar's Office works closely with the project director to ensure that the budget is followed, helps with making approved budget adjustments, and makes sure expenditures are aligned with the approved budget. There are also grants that are managed by the District Grants Office. The grants received at the District level are distributed to the campus and monitored by both the District Grants Office and the College Bursar's Office ([Grant Oversight](#))

Analysis and Evaluation:

The College aligns to this standard. The College and the District have clean audits related to bond, auxiliary, foundation fund raising, and grant programs. Proper controls are in place to make sure funds are spent with integrity and in line with the purpose of the funds. In addition to the external audits, the Citizens Oversight Committee monitors Measure M funds as well.

IIID.15 – The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard:

On an annual basis, the College's external auditor completes a comprehensive audit. The audit includes a review of financial aid. The College monitors and manages student loan default rates. According to the recent data from the Department of Education, the College's loan default rates are within the federal guidelines.

Golden West College Official [Cohort Default Rates](#)

Year	Rate
FY 2015	11.1%
FY 2014	13.4%
FY 2013	9.9%

The District has had findings from the external auditors related to Title IV, notification of a student’s last date of attendance ([District Audit Report 2016-17 pgs 87-90](#)). The College, in working with the District, has implemented several processes to ensure that the proper date is posted in the system, accurate calculations can be made, and appropriate reporting can be done ([President’s Communication to Faculty](#)). The College implemented a “No Show” field in Banner for faculty to check attendance during the census period. In addition, the District created a report for the financial aid department to use to calculate Return to Title IV after the census period ([R2T4 Banner Report Screenshot](#)). This report has allowed the department to properly determine if the student is designated as a Return to Title IV, Post-withdrawal, or Overpayment. Banner has also been programmed to have faculty provide a date for Last Day of Attendance (LDA). Once an LDA has been provided, financial aid reaches out to faculty to provide necessary supporting documentation.

The financial aid office also created and implemented an Official Withdrawal form and process for students to complete when officially withdrawing from the College. The Admissions and Records Office notifies Financial Aid when one is received by their office, so the appropriate processes can be completed. All of these initiatives have been implemented and are carefully followed to ensure that each finding is resolved ([Official Withdrawal Form](#)).

Analysis and Evaluation:

The College aligns to the standard. The College monitors its loan default rates very carefully and works diligently to ensure compliance with federal requirements. When deficiencies are identified, the College works with the District to develop resolutions to gain compliance.

IIID.16 – 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 and the quality of its programs, services, and operations.

Evidence of Meeting the Standard:

The College abides by the guidelines established in BP/AP 6340 Bids and Contracts to ensure that contractual agreements with external entities are consistent with the mission and goal of the institution. The College engages in several types of contracts with individuals or outside agencies. Standardized contracts and agreements are established and utilized as needed. Standardized agreements have been developed and approved by general counsel. If there is a need to enter in to a contract that requires modification to the standard agreement, a non-standard agreement is created and reviewed by general counsel before submission to the Board of Trustees for approval. Through the approval process and signature page, the originator must provide an explanation as to the purpose of the contract and the benefit to the College. This

signature page requires presidential approval before submission to the District for board approval ([Contract Approval Form](#); [Contract signature page](#)).

Golden West College has several partnerships with outside agencies and works to ensure that the mission and goals of the institution are considered before finalizing contracts. As each proposed contract is reviewed, general counsel ensures that the appropriate laws and regulations are followed, that there are appropriate termination clauses, and that insurance and liabilities are considered. There are some contracts that the Board has delegated authority to the Chancellor to approve, as long as all specifications spelled out in BP/AP 6340 Bids and Contracts are followed ([BP6340](#); [AP 6340](#)).

Analysis and Evaluation:

The College aligns to the standard. The College's contracts with outside agencies are consistent with the mission and goals of the College and follow appropriate board policies. The College ensures that all contracts are submitted for the appropriate review and approval as determined by the board policy.

Standard IIID Evidence List:

- [District Budget allocation model](#)
- [District 2018-19 Adopted Budget](#)
- [GWC 2018-19 Adopted Budget section](#)
- [Dedicated Revenue](#)
- [Categorical Program List](#)
- [Measure M Surf Report](#)
- [Ending Balance History](#)
- [Program Review Resource Allocation Rubric](#)
- [Program Review Resource Request Form](#)
- [Program Review Resource Prioritization Protocol](#)
- [Unbudgeted List](#)
- [District Audit Page](#)
- [Internal Audit Department Page](#)
- [BP 6400 Audits](#)
- [AP 6400 Audits](#)
- [BP 7700 Whistleblower Protection](#)
- [AP 7700 Whistleblower Protection](#)
- [Program Review Template](#)
- [BP 6200 Budget Preparation](#)
- [AP 6200 Budget Preparation](#)
- [BP 6250 Budget Management](#)
- [AP 6250 Budget Management](#)
- [BP 6300 Fiscal Management](#)

- [AP 6300 Fiscal Management](#)
- [AP 6305 Reserves](#)
- [AP 6902 Receipt and Cash Handling](#)
- [BP 6310 Accounting](#)
- [AP 6310 Accounting](#)
- [BP 6315 Warrants](#)
- [AP 6315 Warrants](#)
- [BP 6320 Investments](#)
- [AP 6320 Investments](#)
- [Vice Chancellor's Financial Presentation](#)
- [Planning and Decision Making Guide](#)
- [Budget Development Model](#)
- [Budget Development Distribution Sample](#)
- [Planning and Budget Minutes – 05/19/18](#)
- [Tentative Budget Model](#)
- [Strategic Fiscal Plan](#)
- [Technology Master Plan](#)
- [Staffing Master Plan](#)
- [Facilities Master Plan](#)
- [Long Range Financial Plan](#)
- [Enrollment Management Plan](#)
- [College Strategic Plan](#)
- [Barnes & Noble contract](#)
- [Boys and Girls Club contract](#)
- [CVS contract](#)
- [Kaplan contract](#)
- [PFD contract](#)
- [Fiscal Training Schedule](#)
- [DCC Budget committee minutes – external audit](#)
- [Board Audit and Budget Committee minutes](#)
- [GWC Banner Approval Levels](#)
- [VP Admin Services Approval Queues Sample](#)
- [PRT Minutes](#)
- [Board Meeting Minutes on Audit Report](#)
- [Citizen's Oversight Committee Minutes](#)
- [Board Meeting Minutes on Audit Report 12-13-17](#)
- [District Audit Report 2016-17](#)
- [Measure M Financial Audit Report](#)
- [Sample Grant Audit](#)
- [BP 6330 Purchasing](#)

- [AP 6330 Purchasing](#)
- [BP 6340 Bids and Contracts](#)
- [AP 6340 Bids and Contracts](#)
- [BP 6350 Contracts Relating to Construction](#)
- [AP 6350 Contracts Relating to Construction](#)
- [BP 6370 Contracts for Independent Contractors and Professional](#)
- [AP 6370 Contracts for Independent Contractors and Professional](#)
- [Measure M COC Reports page](#)
- [Sample Measure M Quarterly Report](#)
- [Board Audit and Budget Committee Minutes](#)
- [Keenan Safe Colleges Training](#)
- [EEO Search Committee Training](#)
- [Planning and Budget Minutes 09/27/2017](#)
- [DRAFT Actuarial Study](#)
- [Actuarial Presentation](#)
- [Board November 7, 2018 agenda item](#)
- [BP 7340 Vacation and Leaves](#)
- [AP 7340 Vacation and Leaves](#)
- [Measure M Ballot language](#)
- [Board Agenda – Measure M update sample](#)
- [Fundraising Protocol](#)
- [List of Grants](#)
- [Grant Oversight](#)
- [Cohort Default Rates](#)
- [President’s Communication to Faculty](#)
- [R2T4 Banner Report Screenshot](#)
- [Official Withdrawal Form](#)
- [Contract Approval Form](#)
- [Contract signature page](#)

STANDARD IV: Leadership and Governance

Standard IVA – Decision-Making Roles and Processes

IVA.1 – Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.

Evidence of Meeting Standard:

Golden West College institutional leaders create and encourage innovation leading to institutional excellence through a number of channels. GWC's [core planning structure](#) provides the formal framework around which campus-wide committees are formed and connected to Planning and Budget. These committees include Recruitment to Completion Committee; Council of Chairs and Deans; College Technology Committee; Student Wellbeing and Resource Committee; Safety, Sustainability, and Facilities Committee; and the Institutional Effectiveness Committee. Each of these committees has a specialized function and purpose and serves as recommending bodies to Planning and Budget. The Recruitment to Completion Committee was able to support innovation on campus through the sponsorship of the GWC Leading from the Middle team. In collaboration with the Office of Research, Planning, and Institutional Effectiveness, the team conducted a mixed methods study that collected data through interviews with employees from student services departments, student focus groups, and student surveys ([Leading from the Middle Study Results](#)). The study's goal was to identify challenges students may encounter, and identify any disparate impacts among disproportionately impacted student groups. This project has resulted in valuable data that is currently being used to improve and enhance existing student services. The College Technology Committee has also been integral in supporting innovation on campus. The Technology Committee is responsible for writing and updating the College Technology Plan which informs the decisions that are made regarding new technology projects and initiatives. One example of the Technology Committee supporting innovation was the [campus-wide wireless project](#). This project started from a survey conducted by the District that was sent to all the colleges. The feedback was that the wireless needed to be improved across the District. This proposal was then brought forth to the Technology Committee who reviewed the proposal against the College Technology Plan and determined that this project was aligned with the goals of the plan and thus was recommended to Planning and Budget. This resulted in a campus-wide wireless upgrade project that benefited students across the institution. The Student Wellbeing and Resource Committee (SWRC) is the newest committee on campus, but has already contributed to bringing forth innovative ideas. SWRC's purpose is to meet the holistic needs of our student population. The committee most recently started a professional closet called "[The Rack](#)". The Rack is a place on campus where students may access free professional clothing for use at career fairs, job interviews, work, classroom presentations, and special events on campus.

The College also abides by a decision-making philosophy which includes a commitment to the

following principles within the [Planning and Decision Making Guide](#):

- Collegiality and inclusiveness
- Student learning and assessment
- Culture of evidence and data-informed decision-making
- Innovation
- Transparency and communication
- Continuous quality of improvement

The [Planning and Decision-Making Guide](#) also provides detailed information about the role of the various constituency groups in College decision-making ([PDMG pgs](#)). Each faculty member is responsible for contributing to the development of educational policy, as well as academic and professional matters under 10 + 1 as noted in CCCD [Board Policy 2510](#) and [Administrative Procedure 2510](#) and Title 5, Section 53200(c). Classified staff's role in College decision-making is valued due to their role in supporting faculty, administration, and students. Students are also listed in the Planning and Decision-Making Guide. Their participation in campus-wide committees is important for two reasons. One, students bring a unique perspective to committees. Two, participation creates a learning opportunity for students. Finally, administrators' role in decision-making includes serving as an advocate for all constituents in the participatory governance process and ensuring the continuous improvement of programs and services. Administrators also participate in planning the future direction of programs and services, and the development and coordination of associated budgets.

Constituent groups (faculty, staff, administrators, and students) have the ability to participate in campus-wide and district-wide committees and workgroups. This provides an opportunity for all constituent groups, regardless of their official titles, to bring forth ideas for improvement and to participate in the decision-making process. Constituent representatives are appointed formally through the Academic Senate (faculty), Associated Students (students), and Classified Connection, now called Classified Senate (classified staff). A part from the campus-wide committee structure, individuals may bring forth ideas for institutional improvement through the Request for Proposals (RFP) process that is administered through the Recruitment to Completion Committee (RCC). The RFP process continues to be revised and improved. Most recently, a revised RFP template and guide was developed to assist the campus in submitting RFPs to RCC ([Equity Request for Proposal template](#)). Additionally, an RCC Technical Review Group was formed to review all RFPs and make recommendations for funding. Overall the RFP process is open to any individual, no matter their official title, to bring forth innovative ideas that support student success.

Analysis and Evaluation:

The College aligns to the standard. Individuals may bring forth ideas for institutional improvement primarily through the participatory governance process or through the RFP process for the Recruitment to Completion Committee. The Planning and Decision-Making Guide provides the structure for how individuals, through the various constituency groups, can participate in campus committees. While these are good avenues, it does leave out a portion of the campus who are not involved in the committee process. This is one area in which the College could improve.

IVA.2 – The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard:

The College, utilizing Board policy and administrative procedures and local decision-making guide, has an established a governance structure that includes staff, faculty, administration, and students in the committee structure and decision-making process.

Policy, Procedures, and Guidelines:

Through [BP](#) and [AP 2510](#) Participation in Local Decision Making and the [Planning and Decision Making Guide](#), the College outlines the participation in local decision-making for each constituent group:

Representation:

ASGWC: The Associated Students of Golden West College (ASGWC) is the representative body for the students of Golden West College. Within the ASGWC is the Executive Student Council, Student Senate, and various other student government committees that serve to represent the interests of students. The Executive Student Council is the official voice of the students. Executive Student Council members serve alongside faculty, staff, and administrators in campus-wide planning and advisory committees. The Executive Student Council also appoints student representatives at large to College and District committees. ASGWC also has a direct consultation line to the College president ([Student Government Bylaws](#)).

Classified Connection/Classified Senate: The College recently transitioned from having a Classified Connection, which is a recommending body responsible for appointing all classified representatives to College and District committees, to the Classified Senate. Similar to Classified Connection, the Classified Senate will ensure that classified staff have representation and opportunities to provide input through the appointment of classified representatives to College and District committees. Additionally, the College now aligns with the other two sister colleges in the District, as they have already established the Classified Senate ([Classified Senate Bylaws](#)).

Academic Senate: The Academic Senate is the representative body for the faculty at the College. The Golden West College Academic Senate’s mission is to serve its faculty; promote the best interests of higher education; and represent the faculty in campus, District, and state level senate charges by carrying out the primary functions delineated in the CA Code of Regulations, Title 5, Section 53200, which includes both academic and professional matters [10 + 1] and consulting collegially with the local campus and District governing boards. The role of the Academic Senate in local decision-making is further delineated in [AP 2510](#), whereby the Board of Trustees relies on the advice and judgment of the Academic Senate in developing policies on curriculum, degree, and certificate requirements; policies regarding student preparation and success; educational program development; faculty roles and involvement in accreditation processes; policies for faculty professional development activities; and processes for program review. The

Academic Senate is responsible for appointing faculty to various campus and District committees. Academic Senate also has a direct line to the College president and has an influence in many decision-making processes ([Academic Senate Bylaws](#)).

Management Team: Managers are represented collectively through the Coast District Management Association (CDMA). Administrators serve on both campus and District committees, and attend a monthly managers meeting held by the College president and the executive team.

Committee Participation:

The College ensures broad participation in decision-making process through its core planning committee and [advisory committee structures](#). All committee decisions are forwarded to Planning and Budget or Academic Senate as recommendations to the president and ultimately the president and the executive team make final decisions in consultation with those recommendations. Each of these represented groups and organized committees offer opportunities for individuals to bring ideas forward and work together on policy, planning, and decision-making.

The core planning committee structure identifies all campus-wide committees and their connection to Planning and Budget and Academic Senate, and the connection of the classified representation (Classified Connection) and the student body (ASGWC) to the president's office.

The [Advisory Committee structure](#) outlines the advisory committee structure at GWC under each group constituent/planning group: Associated Student of Golden West College, Classified Connection, Academic Senate, vice president of instruction, vice president of student services, vice president of administrative services, and the Staff Development Committee; ultimately all aligning to the GWC president who, in turn, reports to the District chancellor, who reports to the CCCD Board of Trustees.

The College administers an annual committee effectiveness evaluation to gauge the effectiveness of the individual committees, to allow opportunity for assessment and growth from year to year. Results are tabulated by the Office of Research, Planning, and Institutional Effectiveness, distributed to each committee, and published on [ORPIE's website](#). Each committee then reviews and discusses survey results and makes any necessary changes for improvements (Evidence: Committee Effectiveness Evaluation Results, Committee Minutes on Survey Discussions).

Evaluation and Analysis:

The College aligns to the standard. Relying on AP, BP, and local decision-making processes, the College ensures that there is broad participation in decision-making. The College utilizes survey results to make improvements to its processes. The College continues to assess its processes and is working on strategies to improve ways in which decisions are communicated back down through the campus structure when decisions are made. While the College does a good job of ensuring there is broad-based participation and input, the final decisions are not always communicated to those involved at all levels.

IVA.3 – Administrators and faculty, through policy and procedures, 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.

Evidence of Meeting the Standard:

The College and District have a number of board policies and administrative procedures that define the role of all constituent groups in College governance and processes, and ensure that administrators and faculty exercise a substantial voice in their areas of responsibility and expertise. These include:

- [BP](#) and [AP 2410](#) Board Policies and Administrative Procedures
- [BP](#) and [AP 2510](#) – Participation in Local Decision-Making
- [BP 3250 - Institutional Planning](#)
- [BP](#) and [AP 4020](#) - Program, Curriculum, and Course Development
- [BP](#) and [AP 4010](#) Academic Calendar
- [BP](#) and [AP 6300](#) Fiscal Management
- [BP](#) and [AP 7120 A, B, C, D, E](#) Recruitment and Selection for [Executive Management, Management, Faculty, Confidential Employees, and Classified Employees](#)

The College also has an established [Planning and Decision-Making Guide](#) that describes the local decision-making process and the role of administrators and faculty, in addition to classified staff and students. GWC administrators collectively serve on an array of committees, are represented in the Coast District Management Association (CDMA), and attend the monthly managers meeting held by the president and the executive team.

Faculty are represented through their participation in Academic Senate and as representatives of Academic Senate across the committee and taskforces at GWC. Academic Senate has a direct line to the college president and has a voice in decision-making processes.

Administrators and faculty exercise a substantial voice in institutional policies. [BP](#) and [AP 2410](#) direct the chancellor or designee to engage in a participatory decision-making process to solicit comments with regards to drafting, revising, and updating of board policies. [AP 2410](#) describes District Consultation Council, the main district-wide participatory governance committee, as a body for consultation on board policies and administrative procedures. The [District Consultation Council \(DCC\)](#) delegates to the DCC Board Policy and Administrative Procedure Subcommittee the responsibility for review and revision of existing board policies and administrative procedures or creation of new ones, as needed. Members of the DCC Board Policy and Administrative Procedure Subcommittee are responsible for taking to the College or District constituencies they represent the proposed revisions or new policies/procedures and bringing back the input to the subcommittee for consideration.

The College ensures that there is broad-based participation from all constituent groups in matters relating to planning and budget, program review, development of College goals and setting of KPIs, development of institutional student learning outcomes, mission and vision, and resource allocation and prioritization including non-personnel, faculty, and classified staff.

Analysis and Evaluation:

The College aligns to the standard. The College has a participatory governance structure that includes staff, faculty, administration, and students in the committee structure and decision-making process.

IVA.4 – Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard:

[Board Policy 4020](#) and District Administrative Procedures [2510](#) and [4020](#) specify that the chancellor will rely primarily upon the advice of the College Academic Senate for the development and review of all curricular offerings. The Golden West College Academic Senate is composed of a faculty member from each department on campus, the chairs of the Curriculum and Professional Development committees, and the vice-president of instruction. The Council for Curriculum and Instruction (CCI) is a subcommittee of the Academic Senate and is also composed of a faculty member from each academic department, plus the campus articulation officer, a classified curriculum specialist and the vice president of instruction.

CCI is responsible for evaluating and approving new courses and programs, and revisions to existing course and programs ([CCI Process](#) and [CCI Handbook](#)). The process is conducted through CurricUNET, allowing department faculty, chairs, and deans to comment and suggest changes before the proposed new or revised course or program is sent to CCI for review and discussion. Once CCI has approved the curriculum change, it is sent to the Academic Senate and then to the College president and Board of Trustees for approval.

Another method of evaluating curricular changes is through the [Program Vitality Review \(PVR\) process](#). The purpose of the [PVR process](#) is 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 program may be recommended for Program Vitality Review by faculty within the program, by the dean supervising the program, and/or by the vice president of instruction. A PVR committee is convened, consisting of several faculty members and the dean from the program under review, outside faculty members appointed by the Academic Senate and the union and a dean from another division. This committee evaluates the program and, upon conclusion of their evaluation, provides a report to the president and vice president of instruction with their recommendations ([Math PVR report](#)).

As discussed in standard IB, all academic and support departments undergo a program review process every three years. In this self-evaluation, each department evaluates its strengths, weaknesses, opportunities and threats, and makes plans and resource requests for the upcoming three-year cycle. As part of the tri-annual program review, academic departments review their course offerings, including revising course outlines on a regular basis, submitting new courses for C-ID designation, and evaluating courses which have not been offered for suspension.

Analysis and Evaluation:

The College aligns to the standard. There are policies in place for curriculum changes through CCI, program review, and [PVR process](#). The procedures are documented in the [Planning and Decision-Making Guide](#), on the [Institutional Effectiveness website](#), and on the [CCI website](#). Standing committees representing all academic departments, such as Council of Chairs and Deans, the Academic Senate, and CCI, provide an opportunity for faculty to participate in these processes. The large number of curricular changes evaluated and approved through CCI demonstrate that this process works efficiently, and involves faculty from all divisions and departments. Each year CCI summarizes their activities in an annual report ([2016-2017](#) and [2017-18 CCI summaries](#)). One significant change made on the basis of PVR results was the division of the math department into Transfer Math and Developmental Math in order to improve the success of students in the Developmental Math courses. The program review process has been thoroughly evaluated and improved through discussions in various committee meetings of the Academic Senate, Council for Chairs and Deans, and Institutional Effectiveness.

IVA.5 – Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard:

In order to ensure the appropriate consideration of relevant perspectives, CCCD Board Policy and Administrative Procedures ([BP 2510](#), [AP 2510](#)) outline the board's commitment to the full participation of all groups in the decision-making, district-wide. Board policies encourage faculty, students, staff, and administration to participate in the broad planning and decision-making responsibilities of the District.

When collaborating on academic and professional matters involving the District and the Faculty Senate, board policies and administrative procedures delineate the roles and responsibilities of each party ([BP 2510](#), [AP 2510](#)). The policy identifies the matters in which the board relies primarily on the recommendations of the senate and those matters on which the board will seek mutual agreement ([AP 2510](#)).

Given the complex and interrelated nature of institutional planning processes—from new employee hiring to curriculum development to program review to budgeting—most of the processes have a place in the annual planning cycle of the College and the District. Timelines guiding these “standing” functionalities are communicated through leadership positions that have primary responsibility for completing the decision-making in a timely manner. In addition to individual decision-making groups establishing and clarifying their timelines, there is systems alignment oversight by the Institutional Effectiveness Committee, the Office of Institutional Effectiveness, and the President's Executive Team. The College has processes in place to ensure that decision-making aligned with expertise and responsibility. For an example, the [resource request protocol](#) delegates resource prioritization responsibilities to different committees and decision-making groups and through the [faculty prioritization process](#), the President relies upon the recommendation of Academic Senate to make faculty hiring decisions.

Analysis and Evaluation:

The College aligns to this standard. The District and the College ensure the appropriate consideration of relevant perspectives and aligns decision-making with expertise and responsibility. The planning and decision-making documents provide guidance for functional decision-making bodies and process timelines for decision-making systems alignment. In an imperfect system where new data and resource information—whether from the state, region, District, or College—can become known at almost any time during the annual cycles, the ongoing challenge is to commit to continuously assessing and improving processes to yield better decisions on behalf of all constituents.

IVA.6 – The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard:

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution. All board policies and administrative procedures that describe decision-making processes are published on the Coast District website, where they are available to all employees and the general public.

The [Planning and Decision-Making Guide](#) which describes the planning and decision-making process at GWC is reviewed and vetted by several core planning committees including Planning and Budget, Institutional Effectiveness, and Academic Senate. The dean of research, planning, and institutional effectiveness is responsible for maintaining, updating, and posting the manual, which is available for all employees and the public on the [Office of Institutional Effectiveness website](#).

Within the [Office of Institutional Effectiveness website](#), information on program review, program review reports, and resource allocation decisions is posted and available to all employees and the general public ([program review page](#)).

The campus has begun utilizing an internal portal, SharePoint, where committees post membership, agendas, and minutes. This is designed to increase campus-wide communication on committees' work ([example IEC SharePoint Page](#); [CTC SharePoint page](#)).

On an annual basis, the College hosts two flex days for faculty and professional development days for classified staff. At the beginning of each event, the president provides opening remarks that include current and future goals and projects that the College is focusing on ([All College Day Spring 2017](#); [Spring 2018 Flex](#); [Fall 2018 Flex](#); [Fall 2018 Kick-Off](#)).

The Board of Trustees, College Academic Senate, and ASGWC adhere to the open meeting laws for public agencies. Therefore, agendas and minutes are posted open and all meetings included opportunities for public comment. Decisions made by the board are posted as minutes on the District website. Decisions made by the Academic Senate are posted as minutes on the senate website.

At both the District and College levels, decisions and discussions made by committees not

covered by the Brown Act are included in the minutes of meetings and posted on each committee's SharePoint sites. Committee members are also tasked with bringing information back to their constituency group, per committee members' roles and responsibilities guidelines ([Committee Information Template](#)).

The Academic Senate makes decisions following the guidelines of primary functions, as delineated in the California Code of Regulations, Title 5, Section 53200, which includes both academic and professional matters. This includes consulting collegially with local campus and District governing board to ensure faculty decisions are made within the parameters of 10 + 1.

Academic Senate decisions are made, or confirmed, by the senate as a whole or in two standing committees—Council on Curriculum and Instruction (CCI) or the Institute for Professional Development (IPD). All faculty appointments to campus and District committees, task forces, or work groups are made by the Academic Senate. It has been a long-standing practice for the GWC president to request senate recommendations for new faculty hiring before making decisions about hiring ([Faculty Prioritization process](#)).

In terms of communication, the Academic Senate utilizes a variety of avenues to disseminate information about its decisions. The Academic Senate utilizes both the internet and intranet to communicate decisions made by the body. This includes posting important information on the [Academic Senate website](#) as well as posting agendas, minutes, and faculty prioritization on the GWC Portal. Additionally, as a representative body, the Academic Senate relies on its senators to regularly share information with their constituents. The Academic Senate also holds all of its meetings in accordance with the Brown Act so their meetings, discussions, and decisions are held in open and public meetings.

CCI communicates information and decisions made by the body through a variety of means. Similar to the Academic Senate, CCI is comprised of representatives charged with disseminating the information and decisions they make. These will be brought back to academic departments and shared at regular department and division meetings. CCI also utilizes the GWC Portal, posting all meeting agendas and minutes there. Additionally, CCI uses the committee structure on campus for the sharing of information. The CCI Chair serves on the Academic Senate and is able to bring CCI information there as reports or as topics for discussion. Finally, CCI proactively brings forth new information and changes to appropriate campus committees that will be impacted by the decision like the Council for Chairs and Deans.

The College Planning and Budget Committee is the main recommending body to the College president on matters of College-wide planning and budget. P&B reviews proposed College budgets and provides feedback prior to the proposal being sent to the College president. Additionally, P&B provides the final recommendation for resource request allocation, College goals, and mission and vision development to the College president. While the information is kept in minutes and the committee relies on committee members to disseminate information, and program review and resource allocation are posted on [Office of Institutional Effectiveness website](#), not all College employees are aware of decisions made.

Finally, the campus utilizes in-person forums called [Campus Conversations](#), where the entire campus is invited and information is shared. Previous Campus Conversation topics included accreditation; college scorecard; SLO workshops; and a review of new [College mission, vision, and goals](#). This is another mechanism to disseminate information widely across the institution.

The College utilizes the Personnel Assessment of Campus Environment as a tool to obtain employees perception of the college climate and promote open and constructive communication along faculty, staff, and administrators. The College continues to work on its communication process as it is one of the lower rated items on the PACE survey. However, it was noted that the College has seen an improved rating on communication from the [2014 PACE survey](#) to the [2016 PACE survey](#). The College will be administering the survey again at the end of Fall 2018 and utilize the information to improve communication across the campus.

Analysis and Evaluation:

The College aligns to the standard. The decision-making process is documented, though the institution could improve in the area of communication. Other than relying on posting information to the internet and SharePoint portal, decisions are seen as widely communicated to the entire institution. The College is currently working on developing a new Integrated Planning Manual which will address the College's challenge of ensuring that processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

IVA.7 – Leadership roles and the institution's governance and decision-making policies, procedures, 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.

Evidence of Meeting the Standard:

As discussed in standard IB7, the College regularly evaluates its leadership roles, governance and decision-making policies, procedures, and processes to assure their integrity and effectiveness.

The College's Institutional Effectiveness Committee (IEC) is charged with reviewing the College's governance process and making recommendations for improvement. In order to assure the effectiveness of Golden West College's governance process, each standing committee participates in an annual self-evaluation. The results from the assessments are shared among the committee members and discussed to improve the charges and responsibilities of committee. As part of the responsibility for IEC, the committee reviewed the Committee Effectiveness Survey and made revisions to the survey in order to capture better information for improvement ([Old Committee Effectiveness Survey](#), [Current Committee Effectiveness Survey](#)).

The College evaluates its [core planning structure](#) regularly to ensure that it is meeting the needs of students. The College worked through IEC to ensure that governance committees do not overlap with regards to mission and duties, and meet the needs of the institution. Additionally, there is a recurring concern that communication gaps occur when committee members do not report back to their constituent groups in a timely manner, along with periodic difficulties with filling committee vacancies. Consequently, the College implemented a [Committee Information Template](#), in which all committees must follow a standardized format for information specific to their committee as well as roles and duties for both committee chairs and members, which include sharing information to their respective constituent group. As a result of the development of the [committee information template](#), each committee reviewed and revised their mission and

charges to ensure that the committee work reflects its mission and charges.

The College also evaluates its program review and resource allocation processes to ensure that these processes meet the needs of the College in decision-making. Recent changes to the program review and resource allocation process include changing the program review cycle from a two-year program review cycle to a three-year program review cycle, development of a [resource allocation rubric](#), and revision of the [program review template](#) to improve clarity and focus on student equity and achievement data. The College utilizes survey results ([program review survey results](#)) as well as feedback from discussions in different planning committees to make improvements to program review and resource allocation processes. The IEC is currently working on further refining the program review template in preparation for spring 2019 program review.

The College also conducts the Personnel Assessment of Campus Environment ([2014 PACE survey](#); [2016 PACE survey](#).) every two years to assess employee and student satisfaction, and the efficacy of the planning process. The results data from the surveys assists in the evaluation of the decision-making processes and the role of leadership in aligning planning and decision-making with institutional values and goals. The results of the surveys are posted on [ORPIE's website](#) and reviewed at different committee meetings including Planning and Budget and IEC. Additionally, the College President utilizes the PACE survey results at the managers' retreats to identify areas for improvement and tasking managers with developing improvement plans.

Analysis and Evaluation:

The College aligns to the standard. The process evaluation during each of the planning calendars provides several opportunities throughout the decision-making and planning cycle to ask, "Are we, as an institution, realizing the mission-driven goals and outcomes we are intending as outcomes?" The College is committed to expanding the human capital dedicated to institutional effectiveness and its functions in research, planning, implementation, assessment, and institutional improvement.

Standard IVA Evidence List:

- [ORPIE website](#)
- [GWC Mission, Vision, Goals](#)
- [GWC Core Planning Structure](#)
- [Planning and Decision-Making Guide](#)
- [Leading from the Middle Project Summary](#)
- [Campus-wide wireless project](#)
- [The Rack](#)
- [BP 2510 – Participation in Local Decision-Making](#)
- [AP 2510 – Participation in Local Decision-Making](#)
- [Equity Request for Proposal template](#)
- [Student Government Bylaws](#)
- [GWC Advisory Committee Structure](#)
- [GWC Program Review](#)
- [Academic Senate Bylaws](#)

- [Classified Senate Bylaws](#)
- [BP 2410 Board Policies and Administrative Procedures](#)
- [AP 2410 Board Policies and Administrative Procedures](#)
- [BP 3250 - Institutional Planning](#)
- [BP 4020 - Program, Curriculum, and Course Development](#)
- [AP 4020 - Program, Curriculum, and Course Development](#)
- [BP 4010 Academic Calendar](#)
- [AP 4010 Academic Calendar](#)
- [BP 6300 Fiscal Management](#)
- [AP 6300 Fiscal Management](#)
- [BP 7120](#)
- [AP 7120 A, B, C, D, E Recruitment and Selection for \[Executive Management\]\(#\), \[Management\]\(#\), \[Faculty\]\(#\), \[Confidential Employees\]\(#\), and \[Classified Employees\]\(#\)](#)
- [Academic Senate portal](#)
- [Council for Curriculum and Instruction](#)
- [CCI 2016-2017 Summary](#)
- [CCI 2017-18 Summary](#)
- [PVR Process](#)
- [Math PVR report](#)
- [Institutional Effectiveness Committee SharePoint Page](#)
- [College Technology Committee SharePoint Page](#)
- [Committee Information Template](#)
- [PACE 2014 Survey Results](#)
- [PACE 2016 Survey Results](#)
- [BP 2435 Evaluation of the Chancellor](#)
- [BP 2710 Conflict of Interest for Board Members](#)
- [BP 2715 Code of Ethics for the Board of Trustees](#)
- [BP 2745 Board Self-Evaluation](#)
- [Resource Allocation Rubric](#)
- [Resource Request Protocol](#)
- [CCI Process](#)
- [CCI Handbook](#)
- [District Consultation Council \(DCC\)](#)
- [Fall 2018 Flex](#)
- [Spring 2018 Flex](#)
- [All College Day Spring 2017](#)
- [Fall 2018 Kick-Off](#)
- [Faculty Prioritization Process](#)
- [Old Committee Effectiveness Survey](#)
- [Current Committee Effectiveness Survey](#)
- [Program Review Survey](#)
- [Program Review Template](#)

Standard IVB – Chief Executive Officer

IVB.1 – The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard:

The College president reports to, assists, and supports the District chancellor in the performance of duties delegated by [BP 2430 Delegation of Authority to Chancellor](#). Under the District's Administrative Procedure [AP 2430, Delegation of Authority to the College Presidents](#), The District chancellor delegates authority to the College president as chief executive officer of the College with primary responsibility for the quality of the College. Duties and responsibilities for College president as stipulated by [AP 2430](#) include the following:

1. Provide leadership in the development and implementation of a sustainable and integrated strategic plan. Based upon on-going institutional research, the plan should consider accreditation standards and student success issues, as well as drive the budget process and resource allocation.
2. Promote and support learning, teaching, and student success, including the maintenance and improvement of quality instructional and support services.
3. Provide leadership in the development and implementation of career technical education to meet the needs in the community.
4. Provide leadership in the development and implementation of a comprehensive enrollment management plan.
5. Develop and monitor the College budget and assume fiscal responsibility.
6. Provide employees with the opportunity to successfully achieve high standards in their work by fostering a culture of teamwork and professional and leadership development.
7. Propose strategies for selecting and retaining diverse high-quality full-time faculty, staff, and administrators.
8. Select and extend offers of employment for faculty, administrators, and classified positions for the College, subject to approval or ratification by the Board of Trustees.
9. Provide leadership and empower the administrative team.
10. Provide leadership focusing on accountability and professional conduct.

As the CEO of the College, the president provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness through his leadership position as the chair of Planning and Budget, which is the primary decision-making committee that is represented by all constituent groups ([GWC Core Planning Structure; Planning and Budget Committee Information](#)). The president hosts a monthly meeting with the entire college management team and weekly with the Executive Team ([Sample Managers' Agenda; Sample Executive Team Meeting](#)). Additionally, the campus director of human resources reports directly to the College president, and they meet weekly on personnel and staff development matters. Finally, the Office of Institutional Effectiveness also reports directly under the College president ([Org Chart](#)) and on a weekly basis the College president is informed of matters relating to institutional effectiveness including student learning outcomes, student achievement, and program review.

Analysis and Evaluation:

The College aligns to the standard. As the CEO, the College president effectively provides leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness, per [AP 2430](#), as well as through the organizational and governance structure of the College.

IVB.2 – The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting Standard:

Per [AP 2430, Delegation of Authority to the College President](#), the College president is the final authority at the College and is responsible for planning, overseeing, and evaluating the College’s administrative structure.

The president’s executive team comprises three vice presidents overseeing administrative services, instruction, and student services. Additionally, College-wide support services such as College Foundation and Community Relations; Public Relations and Marketing; Human Resources; and Research, Planning, and Institutional Effectiveness report directly to the College president ([GWC Organization Chart](#)).

The College president meets weekly with vice presidents, and has weekly standing meetings with the four administrators (non-VPs) who report directly to the president. The College president also has standing monthly meetings with all managers.

Areas of the College are staffed and managed to reflect the institution’s purpose, size, and complexity. The College president regularly reviews the organizational structure and makes recommendation for changes when necessary. The recommendations are vetted and explained through different governance committees including Academic Issues Council, Planning and Budget Committee, and GWC Management team. Since the last accreditation study, the president has created the following leadership positions:

- Dean of Students
- Director of Student Life
- SSSP and Equity Coordinator
- Dean of Economic Workforce Development
- Vice President of Student Services

To ensure that the College achieves its mission and improves institutional effectiveness, the College president delegates authority to administrators and others consistent with their responsibilities as listed in their job descriptions.

Analysis and Evaluation:

The College aligns to the standard. As the CEO, the College president effectively plans, oversees, and evaluates the administrative structure of the college and makes changes, as

necessary, to reflect the institution's purposes, size, and complexity. The president delegates authority to administrators and others consistent with their responsibilities, as appropriate to their job descriptions.

IVB.3 – Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard:

Under [BP 3250 Institutional Planning](#) and [AP 2430 Delegation of Authority to the College Presidents](#), the College president guides institutional improvement of the teaching and learning environment.

As the chair of Planning and Budget, a participatory governance committee with broad based constituencies, the College president guides the collegial process for setting College goals, values, and priorities. During the 2016-17 academic year, P&B tasked a sub-group consisting of faculty, staff, and administrators to develop goals and review the mission statement and values. Information was then brought back to P&B for discussion and review. The president directed the dean of ORPIE to share and solicit feedback from Academic Senate, Classified Connection, and the management team on the goals and mission statement, and incorporate feedback before P&B made its final decision ([P&B minutes on Mission Statement development](#); [P&B minutes on College Goals 1, 2](#)).

On an annual basis, the College reviews student achievement data, evaluates the data against set standards, and establishes new targets for the upcoming year. While P&B makes the final recommendation for set standards, it relies on recommendations from the Institutional Effectiveness Committee as to what the College's institutional set standards and targets should be ([IEC mission and charge](#)).

The president recognizes the importance of a data-informed campus, ensuring that evaluation and planning rely on high-quality research analysis by adequately staffing the research office. Decisions made on campus rely on data provided by ORPIE.

The College president is actively involved in the planning process to ensure that educational planning is integrated with resource planning and allocation to support student learning and

achievement. The president remains informed of categorical and grant funding to align resources with College planning efforts. For an example, as part of the resource prioritization process, the president meets vice presidents to review all resource requests and make recommendations for alternative funding to supplement program review resource allocation funding ([resource request protocol](#)).

The College's resource allocation process is supported by IEC with oversight from Planning and Budget. Under the recommendation from IEC, eligibility for resource allocation requires participation in outcomes assessment activities which are designed to support and improve student learning and achievement ([resource request form](#)).

The dean of research, planning, and institutional effectiveness reports directly to the College president and is chair of Institutional Effectiveness Committee. Under the direction of the president and Planning and Budget, the dean establishes procedures to evaluate overall institutional planning and implementation efforts. The College utilizes the 5-column model and surveys to evaluate processes.

Analysis and Evaluation:

The College aligns to the standard. The College president guides institutional improvement and institutional effectiveness through existing board policies and procedures that delegate the authority to College president. As the Chair of Planning and Budget, the College president actively engages in collegial dialogue that lead to improvement of teaching and learning.

IVB.4 – The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard:

The College president has the primary leadership role for accreditation. Per [AP 2430 Delegation of Authority to the College President](#), the College president ensures that the institution meets or exceeds eligibility requirements, accreditation standards, and commission policies by providing leadership in the development and implementation of a strategic plan that relies on institutional research and considers accreditation standards. The president assigns the dean of research, planning, and institutional effectiveness the role of accreditation liaison officer. The College also has an Institutional Effectiveness Committee ([IEC mission and charge](#)) that includes representatives from faculty, classified employees, staff, and management and is charged with monitoring GWC's compliance with the accreditation process, and on items related to college goals, success metrics, and trends. This committee reports to P&B, and, as the chair of IEC, the dean of research, planning, and IE provides updates of IEC's work during P&B meetings ([P&B sample agenda-IEC update](#)).

Under the leadership of the College president, faculty, staff, and administrative leaders have responsibility for assuring that the College meets accreditation standards and reflects those accomplishments in the development of the institutional self-evaluation report ([Accreditation Roster](#)).

While the accreditation liaison officer coordinates the production of the institutional self-evaluation report, and any additional follow-up, midterm, and annual reports that are required by the commission; the College president reviews, signs off on all reports, and recommends the reports for approval by the Board of Trustees and so that they are completed on time.

In addition to providing leadership over accreditation, the College president plays an active role in the production of the institutional self-evaluation report. As indicated from the [Accreditation Roster](#), the college president is the co-chair of Standard IA: Mission.

The college president also stays informed on accreditation issues by serving as a member on various college accreditation site visits.

Analysis and Evaluation:

The College aligns to the standard. The College president provides a leadership role over accreditation, as established through [AP 2430](#) to ensure the College meets or exceeds eligibility requirements, accreditation standards, and commission policies at all times. The College president reviews and signs off on all reports, and ensures that the reports are accurate and submitted on time. The current College president is an active participant in the development of the institutional self-evaluation report through his role as Standard IA co-chair, and has served on several accreditation visiting teams.

IVB.5 – The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting Standard:

Consistent with [AP 2430](#), the College president assures that institutional mission and practices are consistent with state statutes, regulations, and governing board policies. The president is responsible for developing and monitoring the College budget and assumes fiscal responsibility.

The president regularly attends Board of Trustees meetings, including closed sessions, and provides a report on the activities of the College ([Board agenda sample](#)).

The president also sits on the Chancellor's Cabinet, which meets weekly to discuss issues of importance to all three colleges and the District. This executive body seeks to coordinate district-wide implementation of programs and practices related to addressing Board of Trustee goals, federal and state regulations, compliance issues, and other governance recommendations ([Sample Chancellor's Cabinet Agenda 1, 2](#)).

Some of the issues that the president has worked on include:

- Accreditation
- New Board of Governors regulations
- State budget requirements
- New technology initiatives
- Title IX/OCR recommendations
- Financial aid findings

- Distance Ed/regular and substantive faculty interaction

The president also sits on the District Consultation Council (DCC), a district-wide participatory governance committee that focuses on district-wide issues such as budget, technology, and board policies and procedures ([DCC Sample Agenda](#)).

When new, revised, and deleted board policies and administrative procedures are proposed through DCC the president provides feedback and reports back to the campus to ensure that institutional practices are consistent with institutional mission and policies.

The College executive team comprises of the president and the three vice presidents. This team meets weekly. The agenda is jointly managed through a SharePoint agenda that is open to each member and managed by the executive assistant to the president. Meetings always include an update of items the flow from the board, through the chancellor to the Chancellor's Cabinet to this agenda. Other agenda items come from other planning teams such as Planning and Budget; Technology; Safety, Sustainability, and Facilities; and the VP's planning teams, as well as from joint District meetings they attend ([Sample Executive Team Meeting](#)).

The vice presidents also participate in district-wide meetings with their respective vice chancellors and other program-specific meetings. Items, which impact the College, or are under review, are also added to the appropriate committee agenda, and often end up on the executive team agenda ([Sample Joint VP Meeting's Agenda 1, 2](#)).

The executive team agenda helps to guide the executive team by tracking requests, recommendations, issues, and concerns through discussion to making a final decision and/or adopting an implementation strategy. Seldom does the College president or another member of the executive team make a decision with college-wide impact without consulting this team.

There are two sub-groups in which members are added to help facilitate decisions: (1) Human Resources, and (2) Budgeting and Finance. It is through the work of these two sub-committees that the executive team can best monitor and control budget and expenditures.

For all of these meetings, all items are tracked, action steps noted, and outcomes recorded. When agreement cannot be achieved, the president will make the final determination.

Evaluation and Analysis:

The College aligns to the standard. Board policies and administrative procedures, as well as District and College processes, are adopted and practiced for the efficient operation of the College.

IVB.6 – The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard:

The College president communicates with the communities served by the College through internal campus communication and community outreach.

Internal Campus Communication:

The College president communicates effectively with the campus internal community by actively informing students, staff, faculty, and managers of ongoing and future goals and projects.

The College president attends all Board of Trustees meetings and provides updates to the board during the informational report section of Board of Trustees meeting.

On an annual basis, the College hosts two flex days for faculty and professional development days for classified staff. At the beginning of each event, the president provides opening remarks that include current and future goals and projects that the College is focusing on ([sample Flex day agenda](#)).

The College also hosts several campus conversations throughout the academic year so that the president and members of the president's cabinet can provide updates to the campus about ongoing issues. Topics in the past have included accreditation, enrollment management, building projects, budget, and student research ([Campus Conversation Flyers](#)).

Every semester, the College president, vice presidents, and other administrators participate in a "student town hall" session hosted by Associated Students of Golden West College. Students have the opportunity to ask questions and become informed on current issues impacting the College ([Student Town Hall flyer](#)).

The College president routinely attends Academic Senate meetings to further communication and stay informed about potential issues. Communication between the president's office and Academic Senate is solidified through the use of the Academic Issues Council (AIC). Members of the AIC include the president and members of the president's cabinet, as well as the Academic Senate Executive Team. The AIC addresses issues relating to academic and professional matters at an early stage, and reviews such items prior to policies being recommended or implemented ([AIC Sample Agenda](#)). The AIC works to clarify all positions prior to the formulation of either administrative or senate recommendations, which are to be forwarded to any off-campus body and/or the Board of Trustees. The College president and members of the executive team also hold regular meetings with representatives of bargaining groups, Classified Connection/Senate, and student organizations.

The College president also chairs a monthly managers meeting with all GWC's administrators. The president will share board updates with GWC's managers as well as work on issues that impact the College.

Community Outreach:

The president advocates that the College's relationship with our community must be more than simply location; we must be an integral partner in the life of the communities we serve. The CEO believes that these interactions must take place at the campus and out in the community. The community is represented on campus in many ways, both with permanent and non-permanent presences. Over the years, many organizations whose missions overlap with the College have been represented on campus, and all have been brought on board by the CEO. Some of these organizations include:

- **The El Viento Foundation** (now called The Scholars’ Hope Foundation) focuses on supporting low-income youth by creating a pathway toward higher education. The president interacts with the foundation on a regular basis by attending board meetings and activities and providing the linkages between the foundation and the College in support of their activities.
- **CIELO** (Community for Innovation, Entrepreneurship, Leadership and Opportunities) is an organization that focuses on helping emerging family businesses to move from infancy to maturity through the delivery of various forms of assistance ranging from coursework to financing. The president sits on their governing board and meets with the executive director on a regular basis. He also facilitates ongoing joint program delivery on campus.
- **Boys and Girls Club of Huntington Valley** is physically located on the GWC Campus. The president and his designee (vice president of administrative services) formally meet with the leadership of the Boys and Girls Club twice a year to discuss mutual issues, and informally as often as either side requests.
- **Project Motivate** is a Vietnamese tutoring organization that operates on campus. Their purpose is to tutor Vietnamese high school students and help them be college-ready upon graduation from high school. They also promote the College to the Vietnamese community as a preferred post-secondary institution. The CEO meets with the leadership once per year.

Off Campus Involvements:

The College president sits on the board of the Golden West College Foundation and is a voting member. The president interacts with the board members on a monthly basis and provides an update report at every board meeting, keeping the community representatives up to date on College news ([GWC Foundation Board Membership](#); [Sample GWC Foundation Agenda](#)).

The College president or his designee also serve on various chambers of commerce in the communities that the College serves. The president (or designee) serves on the executive board of the Huntington Beach Chamber of Commerce. The CEO annually presents a “[State of the College](#)” to the chamber. Other chambers of commerce where the College is a member and the president attends and gives “State of the College” presentations include:

- Fountain Valley Chamber of Commerce
- Garden Grove Chamber of Commerce
- Seal Beach Chamber of Commerce

The College president also give a “State of the College” presentation to various city councils and local school districts including:

- City Council of Huntington Beach
- City Council of Fountain Valley
- City Council of Garden Grove
- City Council of Seal Beach
- Huntington Beach Union High School District

Analysis and Evaluation:

The College aligns to the standard. The College president works and communicates affectively with internal and external campus community. The president keeps the internal community informed through different forums and represents the College within its service area by being involved in different community, business, and educational organizations.

Standard IVB Evidence List:

- [BP 2430 Delegation of Authority to Chancellor](#)
- [AP 2430 Delegation of Authority to the College Presidents](#)
- [Core Planning Structure](#)
- [Planning and Budget Committee Information](#)
- [Golden West College Org Chart](#)
- [Sample Managers' Agenda](#)
- [Sample Executive Team Meeting](#)
- [BP 3250 Institutional Planning](#)
- [Planning and Budget Committee Information](#)
- [Planning and Budget minutes on College Goals 1](#)
- [Planning and Budget minutes on College Goals 2](#)
- [Planning and Budget minutes on Mission Statement](#)
- [IEC mission and charge](#)
- [resource request protocol](#)
- [resource request form](#)
- [Board Agenda Sample](#)
- [Accreditation Roster](#)
- [Chancellor's Cabinet agenda sample 1](#)
- [Chancellor's Cabinet agenda sample 2](#)
- [GWC's executive team agenda sample](#)
- [Joint VP meeting's agenda sample 1](#)
- [Joint VP meeting's agenda sample 2](#)
- ["State of the College" presentation](#)
- [AIC Sample Agenda](#)
- [GWC Foundation Board Membership](#)
- [Sample GWC Foundation Agenda](#)
- [DCC Sample agenda](#)
- [Student Town Hall Flyer](#)
- [Sample flex day agenda](#)
- [P&B sample agenda – IEC update](#)

Standard IVC – Governing Board

IVC.1 – The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7).

Evidence of Meeting the Standard:

Coast Community College District is governed by a Board of Trustees, consisting of five publicly elected members. As the governing board for the College, the Board of Trustees, with the assistance of the Chancellor, has both the responsibility and the authority to establish policies to assure the quality, integrity, and effectiveness of student learning programs and services as well as the financial stability of the District and its colleges.

All Board Policies are published on the District’s website under “Board Policies” and are divided into seven chapters pertaining to: The District, Board of Trustees, General Institution, Academic Affairs, Student Services, Business and Fiscal Affairs, and Human Resources.

[BP 2200 Board Duties and Responsibilities](#) describes the roles and responsibilities of the Board of Trustees.

The Board Policies and Administrative Procedures related to academic quality, integrity, and effectiveness of the student learning programs and services are available on the District web site under [Chapter 4 Academic Affairs](#) and [Chapter 5 Student Services](#).

<http://www.cccd.edu/boardoftrustees/BoardPolicies/Pages/Academic-Affairs.aspx>

<http://www.cccd.edu/boardoftrustees/BoardPolicies/Pages/Student-Services.aspx>

The Board Policies and Administrative Procedures related to the financial stability of the institution can be found under [Chapter 6 Fiscal Affairs](#).

<http://www.cccd.edu/boardoftrustees/BoardPolicies/Pages/Business-and-Fiscal-Affairs.aspx>

Analysis and Evaluation:

The college is aligned with this standard. The Board of Trustees has the authority over and responsibility for developing policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The Board Policies and Administrative Procedures are reviewed and revised, as needed, on a [regular review cycle](#), as stated in Board Policy and Administrative Procedure 2410 [Board Policies](#) and [Administrative Procedures](#).

IVC.2 – The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard:

The Board of Trustees is committed to high standards of ethical conduct for its members, as delineated in [BP 2715](#) Code of Ethics for Members of the Board of Trustees. The Board reviews and discusses this policy annually ([Board of Trustees’ Directives Log 9/5/18](#); [BoT Log](#)

[10/17/18](#)). One of the basic principles contained within this policy is the recognition that the Board acts as a whole and that authority rests only with the Board in a legally constituted meeting, not with individual members. Thus, while members of the Board, at times, have differing opinions on items that come before them, once the Board has reached a decision—either via consent or by vote—on an item, the Board acts as a collective entity and all Board members act in unison in support of the collective decision.

The Board of Trustees follows the Ralph M. Brown Act and cannot conduct or discuss District business with each other as a governing body when not at a recognized and properly announced Board meeting. This section of government code prohibits a broad range of conduct to ensure transparency in all Board operations.

The Board also established [Board Policy 2720 Communications among Board Members](#) which sets guidelines of acceptable communication outside a properly posted meeting.

Analysis and Evaluation:

The college is aligned with this standard. The Board has developed and implemented Board Policies that outline the ethical conduct for all elected Board members; this specified conduct includes the requirement that the Board act in unison once a decision is reached by the body. In addition, when disagreements arise, they are discussed openly and respectfully prior to the Board reaching a collective decision. Minutes indicating Board actions from recent years are available on the District's website and substantiate behavior in accordance with these policies.

IVC.3 – The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard:

The Board of Trustees adheres to clearly defined policies for selecting and evaluating the Chancellor of the District. Two of these policies include [BP 2431 Chancellor Selection](#) and [BP 2435 Evaluation of the Chancellor](#). These two Board Policies clearly delineate the rules and requirements for hiring and evaluating the District CEO. [BP 2430](#) and [AP 2430](#) Delegation of Authority to the CEO delegate authority to the Chancellor to appoint an Acting Chancellor to serve in his or her absence for short periods not to exceed 30 calendar days at a time. The Board appoints an Acting Chancellor for periods exceeding 30 calendar days when the Chancellor is incapacitated or unable to perform his or her duties. In case of death, resignation, or retirement of the Chancellor, the Board may appoint an interim Chancellor for up to one year.

When a new Chancellor is to be hired, the Board adheres to [BP 2431 Chancellor Selection](#), which ensures that input from administration, faculty, staff, and students is obtained in order to select the most highly qualified individual to fill the vacancy.

[Board Policy 2431](#) includes the following process which, due to several failed Chancellor searches in 2015 and 2016, was implemented in the most recent Chancellor search:

If there is a Chancellor search that does not result in the selection of a new Chancellor, then the Board, at its discretion, may initiate and conduct the subsequent Chancellor search by adopting a motion to use a streamlined version of this Policy which complies

with applicable law. The Search Committee formed for the original search shall be incorporated into this process. Before the streamlined version of this Policy is implemented, it will be specified by the Board and communicated to the Search Committee.

The 2016 Chancellor search did result in the appointment of the current Chancellor using the streamlined version of the Policy.

Once hired, consistent with [BP 2435](#), the Board of Trustees conducted the evaluation of the current Chancellor, which culminated in establishing the [Chancellor's Goals for the District 2017-19](#) (Discussion of Chancellor's Evaluation in Closed Session: [February 15, 2017 Regular Board Meeting Closed Session Agenda](#); [March 1, 2017 Regular Board Meeting Closed Session Agenda](#); [March 15, 2017 Regular Board Meeting Closed Session Agenda](#); [May 17, 2017 Regular Board Meeting Closed Session Agenda](#); [June 20, 2018 Regular Board Meeting Closed Session Agenda](#); [July 9, 2018 Regular Board Meeting Closed Session Agenda](#)).

Analysis and Evaluation:

The college is aligned with this standard. The Board did adhere to a clearly defined policy for selecting the Chancellor and once hired, the Board adhered to a clearly defined policy for evaluating the Chancellor.

IVC.4 – The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7).

Evidence of Meeting the Standard:

The Board of Trustees is an autonomous policy-making body that strives to reflect the public interest in the educational quality of the District. In so doing, the Board advocates for and defends its colleges and protects the colleges from undue influence as well as from political pressure.

The Board of Trustees is comprised of five elected members ([BP 2010 Board Membership](#)), each of whom resides in the geographical area he or she represents. Board members are publicly elected and, until the November 2018 election, Board members were elected at large to four-year terms by the voters in the District service area. In fall 2017, after careful study and deliberation, the Board decided to change the election from at large election to election by areas which each Board member represents. This change goes in effect for the November 2018 election ([August 29, 2017](#), [September 12, 2017](#), [September 16, 2017](#), [October 3, 2017](#) Special Board Meetings/Public Hearings Agendas and Minutes; [Resolution #17-28](#) Changing the Method of Election for Members of the Board of Trustees from "At Large" to "By-Trustee Areas," and Approving Map for the Election of Trustees Commencing in November 2018). For the dual purposes of continuity and self-preservation, the terms of the five Board members are staggered, with elections being held every two years in connection with the State of California general election through [BP 2100 Board Elections](#).

A student trustee is selected by the District Student Council to a one-year term. The selection process for the student trustee is described in [BP 2105 Election of Student Member](#), Board of

Trustees. The student trustee has an advisory vote on all actions taken in open session as described in [BP 2015 Student Member, Board of Trustees](#).

This membership composition and election process ensure that the Board is of a sufficient size to achieve its responsibilities and duties. The Board of Trustees has also established [BP 2110 Vacancies on the Board](#) to address situations when vacancies on the Board may occur in between the election cycles.

In accordance with law and [BP 2715 Code of Ethics for the Board of Trustees](#), Board members are agents of the public entrusted with public funds, and they must protect, advance, and promote the interest of all citizens while also maintaining independent judgment unbiased by private interests or special interest groups. Additionally, [BP 2200 Board Duties and Responsibilities](#) also lists advocating for and protecting the District and representing the public interest as two of the Board's primary responsibilities. Board members consistently advocate for the interests of both the public and District through their interaction with the community, legislators, local organizations, and students. Furthermore, as discussed in [BP 2345 Public Participation at Board Meetings](#), the Board encourages public participation at Board meetings. There is time allotted to public comments at each meeting, or written comments may be submitted. Members of the public may also place items on the prepared agenda in accordance with [BP 2340 Agendas](#). To validate and support transparency in all its decision-making, the Board conducts all District business in open public meetings, with the exception of legally-permitted closed sessions related to legal concerns, personnel, collective bargaining, and real estate matters. The Board also consistently provides all of its business and other information to the public on the District's website. This information includes Board Policies, Administrative Procedures, Board self-evaluations, meeting agendas and minutes, and other relevant information.

Analysis and Evaluation:

The college is aligned with this standard. The District's processes and procedures as well as Board Policies and Administrative Procedures ensure that the Board of Trustees follows the public interest in the educational quality of the District. The Board is a publicly elected body of individuals whose size is sufficient for its duties and responsibilities.

Through adherence to its own policies in regards to ethics, the Board of Trustees advocates for and defends its colleges and protects the colleges from undue influence as well as from political pressure.

IVC.5 – The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard:

The Board's policies regarding student learning programs and services are consistent with the mission of the College.

[Board Policies and Administrative Procedures related to Academic Affairs](#) and [Students](#)

[Services](#) outline the standards for ensuring the quality, integrity, and improvement of student learning programs and services. These Board Policies and Administrative Procedures are posted on the District web site.

<http://www.cccd.edu/boardoftrustees/BoardPolicies/Pages/Academic-Affairs.aspx>

<http://www.cccd.edu/boardoftrustees/BoardPolicies/Pages/Student-Services.aspx>

[Board Policies and Administrative Procedures pertaining to budget and fiscal management](#) are in place to ensure financial integrity and stability and that there are necessary resources to support the college programs and services ([Board Policy 6200 Budget Preparation](#) and [Administrative Procedure 6200 Budget Preparation](#), [Board policy 6250 Budget Management](#) and [Administrative Procedure 6250 Budget Management](#), [Board Policy 6300 Fiscal Management](#), [Administrative Procedure 6300 Fiscal Management](#), [Administrative Procedure 6305 Reserves](#), and [Administrative Procedure 6903 Position Control](#)).

The Board is responsible for the financial integrity and stability of the District. The District Consultation Council Budget Subcommittee is a standing committee of the District Consultation Council. The Subcommittee's charge is to review and recommend action on fiscal matters submitted to the Chancellor for consideration and subsequently to the Board for discussion and approval ([District Level Decision Making and Participatory Governance](#)).

The Board of Trustees monitors the financial stability of the District and of each College and reviews annual and quarterly District financial reports as required by [Board Policy 6300 Fiscal Management](#). The Chancellor's Cabinet, chaired by the Chancellor, consisting of the College Presidents, Vice Chancellors and District Director of Public and Legislative Affairs, sets annual goals that are consistent with maintaining financial stability for the District. The Chancellor, with input from the District Consultation Council Budget Subcommittee, recommends action on the tentative and adopted annual budgets, annual external audits, and quarterly financial reports.

The Board ratified [Administrative Procedure 6305 Reserves](#), which requires a minimum 5% reserve for contingencies and an additional minimum of 5% ancillary reserves for economic uncertainties and emergencies. Use of contingency reserves is only authorized upon recommendation of the Chancellor with a two-third vote of the Board of Trustees ([Administrative Procedure 6305 Reserves](#)).

The Board assumes ultimate responsibility for all legal matters associated with the operation of the District and its three colleges. The Board closely monitors legal issues that arise in the District, discusses them, as appropriate, in closed session, and makes decisions in accordance with applicable laws. The District's General Counsel provides legal counsel to the District and the Board to assist with the District's compliance with local, state, and federal regulations ([Board Policy 2905 General Counsel](#)).

Analysis and Evaluation:

The college is aligned with this standard. The Board of Trustees has developed, implemented, and followed policies consistent with the District mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The Board of Trustees has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. The Board holds the Chancellor accountable for the

implementation of these Board Policies through related Administrative Procedures.

IVC.6 – The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard:

The District and its Board of Trustees publish all Board Policies and Administrative Procedures on the District website, where there are [links to Board Policies and Administrative Procedures](#) from the Board of Trustees pages <http://www.cccd.edu/boardoftrustees/BoardPolicies/Pages/default.aspx>.

The Board Policies which delineate the structural and operational matters pertaining to the Board of Trustees are contained within the [Chapter 2 Board of Trustees](#) 2000 series.

Board Policies pertaining to the Board’s size and structure include: [BP 2010 Board Membership](#), and [BP 2015 Student Member Board of Trustees](#).

Board Policies on Board’s duties and responsibilities are: [BP 2200 Board Duties and Responsibilities](#), and [BP 2715](#) Code of Ethics for the Board of Trustees, [BP 2710 Conflicts of Interest](#).

Board Policies on the Board’s structure and operating procedures include: [BP 2220 Committees of the Board](#), [BP 2100 Board Elections](#), [BP 2310 Regular Meetings of the Board](#), [BP 2315 Closed Sessions](#), [BP 2340 Agendas of Board Meetings](#), [BP 2360 Minutes of Board Meetings](#), [BP 2355 Meeting Decorum](#), and [BP 2745 Board Self Evaluation](#).

Analysis and Evaluation:

The college is aligned with this standard. The Board Policies related to the Board of Trustees structure and operating procedures are comprehensive and publicly available on the District website. These Board Policies are regularly reviewed and revised by the Board of Trustees with assistance from the Chancellor and Vice Chancellor of Educational Services and Technology.

IVC.7 – The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard:

The Board of Trustees performs its duties and fulfills its responsibilities in a manner consistent with [BP 2200 Board Duties and Responsibilities](#). Additionally, in accordance with [BP 2410](#) and [AP 2410](#) Board Policies and Administrative Procedures, the Board of Trustees regularly assesses and revises its Board Policies and Administrative Procedures to ensure their effectiveness in fulfilling the missions and visions of the District and its Colleges.

New Board Policies and revisions to existing Board Policies may originate from Board members, the Chancellor, employees of the District, or members of the public ([BP 2410](#) and [AP 2410](#) Board Policies and Administrative Procedures). The primary body for reviewing existing Board

Policies and Administrative Procedures or creating new ones, as needed, is the District Consultation Council Board Policies and Administrative Procedures Subcommittee (DCCBPAP), as described in [BP](#) and [AP 2410](#) Board Policies and Administrative Procedures. When reviewing Board Policies and Administrative Procedures, DCCBPAP considers recommendations by the Community College League of California (CCLC), changes to state and federal laws and regulations, and changes to accreditation standards. Once DCCBPAP approves revisions, updates, or deletions for a Board Policy or Administrative Procedure or creates new Board Policies and/or Administrative Procedures, the Vice Chancellor Educational Services and Technology informs the District Consultation Council. If needed, the District Consultation Council reviews and discusses any substantive changes recommended by DCCBPAP. Then the proposed revised Board Policies and/or Administrative Procedures or the new proposed Board Policies and Administrative Procedures are submitted to the Board of Trustees for review and discussion and subsequent approval and ratification, respectively.

Analysis and Evaluation:

The college is aligned with this standard. As demonstrated by the posted agendas and minutes of its meetings, the Board acts in accordance with established Board Policies and Administrative Procedures. Board Policies and Administrative Procedures are also reviewed regularly and revised, as needed, by all participatory governance groups through DCCBPAP and by the Board.

IVC.8 – To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard:

Throughout the year, the Board of Trustees reviews and discusses a variety of reports and analyses related to student learning and achievement and institutional plans for improving academic quality. The Board of Trustees reviews on an annual basis the District-wide Annual Institutional Effectiveness Report (IE Report to BoT [2017](#); [IE Report 2018](#)). The report provides an overall evaluation of college and district key performance indicators. The evaluation reflects the commitment of the District to examine its institutional strengths and identify areas for improvement. The report is divided into five major areas related to the District's and Coast Colleges' missions, goals, functions and resources. The topic areas include:

- Student Learning, Achievement and Development
- Student Outreach and Responsiveness to the Community
- Faculty, Staff and Administrators/Managers
- Fiscal Support
- Facilities

In addition to the analysis provided within the report, the presentation also includes district-wide and college performance on the scorecard measures that were established by the California Community College Chancellor's Office. The scorecard measures also highlight indicators of student learning and achievement including student progression through basic skills, student term-to-term persistence, attainment of 30 units, attainment of degree, certificate or transfer-

related outcomes, and attainment of CTE degree, certificate, or transfer-related outcomes.

Additionally, the Board of Trustees reviews and discusses reports and presentations highlighting programs and activities that support and lead to student success. A list which provides a sample of reports that the Board has reviewed and discussed is included under the Evidence section.

Analysis and Evaluation:

The college is aligned with this standard. On-going dialogues and presentations on student learning and performance that occur at Board meetings demonstrate that the Board of Trustees regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

IVC.9 – The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard:

The Board of Trustees has access to an ongoing training program for the development of its members. This training program includes orientation for new members of the Board. Additionally, the District has mechanisms in place to provide continuity of Board membership that, among other points, includes staggered terms of office.

Per [Board Policy 2740 Board Education](#), the Board of Trustees is committed to its ongoing development as a board and to an individual trustee education program related to educational governance, policies, legislation, best practices, employee relations, leadership, and Accreditation Standards and expectations. The Board has a comprehensive new Board member orientation program that includes attendance at the Community College League of California (CCLC)'s Effective Trusteeship Workshop. Locally, new trustees are given an orientation by the Chancellor and the Board Secretary. They also meet with the Vice Chancellor of Fiscal and Administrative Services, the Vice Chancellor of Educational Services and Technology, the Vice Chancellor of Human Resources, and the College Presidents.

Each Board member is encouraged to attend one conference per year that provides professional development on trustee-related knowledge and skills. These conferences include the CCLC's Effective Trusteeship Workshop as well as various conferences hosted by the CCLC, the American Association of Community Colleges, and the Association of Community College Trustees ([Board of Trustees Professional Development September 2017 through November 2018](#)). In addition, all Board members completed an ethics course and received a certificate of completion.

This commitment to professional development is evidenced by budget allocations allowing each trustee to participate in conferences, meetings and workshop each year ([Board Policy 2735 Board Member Travel](#)). Following attendance at conferences, workshops, and meetings, Trustees regularly share an oral and sometime written report to the other Trustees and the public at open Board meetings.

For the dual purposes of continuity and self-preservation, the terms of the five Board members

are staggered with elections being held every two years in connection with the state of California general election ([BP 2100 Board Elections](#)). The student trustee is elected annually in accordance with [Board Policy 2105 Election of Student Member](#), Board of Trustees.

In the event of an unexpected vacancy, the Board has adopted procedures to fill the vacancy either by election or provisional appointment ([Board Policy 2110 Vacancies on the Board](#)) in accordance with Education Code 5090 and Government Code 1770. The decision to order an election or appointment must be made within 60 days, and the election, if ordered, must be held at the next regular election date or within 130 days of the vacancy, whichever comes first. Provisional appointments are made only until the next regularly scheduled election.

Analysis and Evaluation:

The college is aligned with this standard. The Board is committed to the continued education of its members. New Board members are given a comprehensive and robust orientation, and all Board members are encouraged to continue their professional development through attendance at trustee-related meetings, workshops, and conferences. The Board has enacted election practices ensuring the continuity of Board membership through the staggering of seat terms, and has adopted procedures in the event of a vacancy.

IVC.10 – Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard:

The Board of Trustees engages in a process of self-evaluation for assessing Board performance. [Board Policy 2745 Board Self-evaluation](#) 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” ([BP 2745](#)). In addition to establishing the expectation, the policy outlines the process and the cycle for conducting the evaluation. The cycle calls for an evaluation beginning in the fall of odd numbered years. The revised evaluation process was first implemented in fall 2013. Evidence was found for self-evaluations occurring in 2013, 2015, and 2017. For each evaluation, employee survey results and development of goals were found ([Board Self-Evaluations Public Website - 2013-2015](#); [Board of Trustees Self Evaluation Survey Results 2013, 2015, and 2017](#); [Survey of District Employees Regarding the Board of Trustees 2013, 2015, and 2017](#); [Board Goals 2015-17](#); [Board Goals 2018-20](#); Special Board Meeting January 24, 2018 [Agenda](#) and [Minutes](#); Board Meeting March 7, 2018 [Agenda](#) and Minutes).

The Board developed and approved goals for 2018-2020 at its March 7, 2018 meeting based on the results of the evaluation surveys conducted in fall 2017 and discussion of these results at the [November 1, 2017 Board Meeting](#), [November 15, 2017 Board Meeting](#), and January 24, 2018 Special Board Meeting ([Board Goals 2018-2020](#)). Embedded in the Board of Trustee’s survey of its performance are two questions related to their participation in Board training opportunities.

Analysis and Evaluation:

The college is aligned with this standard. The evidence illustrates that the Board of Trustees has conducted regular evaluations per [Board Policy 2745](#). The evaluation process includes a comprehensive survey sent to all employees district-wide which guides the development of two-year Board goals. The goals developed show that the Board uses evaluation results to improve Board performance, academic quality, and institutional effectiveness.

IVC.11 – The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard:

The Board of Trustees upholds code of ethics and conflict of interest policies, and all Board members follow conflict of interest policies and administrative procedures:

- [BP 2710 Conflict of Interest for Board Members](#)
- [AP 2710 Conflict of Interest for Board Members](#)
- [BP 2712 Conflict of Interest Code](#)
- [BP 2714 Distribution of Tickets or Passes](#)
- [BP 2715 Code of Ethics](#)

Per BP 2712, Board members, as well as designated employees, file statements of economic interests with the Coast Community College District's Political Reform Act Filing Officer, the Secretary of the Board of Trustees, who will make the statements available for public inspection and reproduction.

Analysis and Evaluation:

The college is aligned with this standard. The Board of Trustees upholds a code of ethics and conflict of interest policy, and individual Board members adhere to the code including [BP 2710](#), [BP 2712](#), and [BP 2715](#). The Board of Trustees regularly reviews each policy. No claims of ethical violations have been made since the Code of Ethics policy was adopted. Additionally, there are no claims that the Board members are not following [AP 2710](#).

IVC.12 – The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard:

Per [BP 2430, Delegation of Authority to the Chancellor](#), “The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action” and “The Chancellor may reasonably delegate any powers and/or duties to the College Presidents including the administration of the colleges and/or centers. The Chancellor, however, will continue to be specifically responsible to the Board for the execution of such delegated powers and duties. The Presidents are expected to perform the duties contained in the job description, fulfill responsibilities as may be determined through goal setting or the evaluation process, and other duties as required by the daily operation of the colleges.” As such, the Board of Trustees, while having the ultimate responsibility for the District, delegates full responsibility and authority to the Chancellor to administer the District without interference while holding the Chancellor accountable.

Per [Administrative Procedure 2430, Delegation of Authority to the College Presidents](#), “The President is the Chief Executive Officer of the college. The President reports to, assists, and supports the Chancellor in the performance of the duties delegated by the Board of Trustees.” [AP 2430](#) further explains that the Chancellor delegates authority to the College Presidents to administer the colleges and enumerates the broad functions that the College Presidents are expected to perform. Thus the College Presidents are the CEO of the Colleges in the District and as such the College President’s administrative organization is the established authority on campus, and the College President is the final authority at the college level. While the College Presidents report to, assist, support, and are accountable to the Chancellor, the College Presidents have full authority and responsibility to implement and to administer Board Policies and Administrative Procedures without Board interference.

Analysis and Evaluation:

The college is aligned with this standard. The Board of Trustees follows established Board Policy and Administrative Procedure in delegating authority to the Chancellor and the College President.

IVC.13 – The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in the evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard:

The Board of Trustees maintains a consistent focus on accreditation. Board members are informed of Accreditation Standards, Commission policies, and Eligibility Requirements through various means of communication, trainings, and presentations.

The Chancellor and Vice Chancellor of Educational Services and Technology regularly report

and update the Board of Trustees regarding the accreditation status such as midterm reports and the possibilities of team visits, as well as efforts the College is taking to address identified correction issues (Examples [BoT Agenda 4/18/18](#); [BoT Minutes 4/18/18](#); [BoT Agenda 08/1/18](#); [BoT Agenda 10/17/18](#)).

When the College communicates with the Commission regarding the College's accreditation status, the Board of Trustees is informed. Before, during, and after preparation of the institutional self-evaluation reports, the District and College administration maintain communication with the Board about accreditation-related matters. By providing various drafts of its institutional self-evaluation reports for review and feedback, the College keeps the Board well informed of the College's accreditation processes.

Analysis and Evaluation:

The college is aligned with this standard. The Board of Trustees takes an active role in understanding the standards, requirements and processes that are outlined by the Commission. As part of the accreditation process, the Chancellor, the College President, and the Vice Chancellor of Educational Services and Technology regularly inform and advise the Board of Trustees on the progress the College is making on its institutional self-evaluation reports as well as any areas that the Board of Trustees may provide support to the College.

Standard IVC Evidence List:

- [Board Policies and Administrative Procedures Inventory and Review Schedule](#)
- [BP 2200 Board Duties and Responsibilities](#)
- [BP 2410 Board Policies and Administrative Procedures](#)
- [AP 2410 Board Policies and Administrative Procedures](#)
- [Board Policies and Administrative Procedures related to academic affairs](#)
- [Board Policies and Administrative Procedures related to student services](#)
- [Board Policies and Administrative Procedures related to fiscal affairs](#)
- [BP 2715 Code of Ethics for Members of the Board of Trustees](#)
- [Board of Trustees' Directives Log 9-5-18](#)
- [Board of Trustees' Directives Log 10-17-18](#)
- [BP 2720 Communications among Board Members](#)
- [BP 2431 Chancellor Selection](#)
- [BP 2435 Evaluation of the Chancellor](#)
- [Chancellor's Goals for the District 2017-19](#)
- [Board Meeting July 19, 2017 Agenda Item 4.05](#)
- [Board Meeting July 18, 2018 Agenda Item 4.02](#)
- [Discussion of Chancellor's Evaluation in Closed Session](#)
- [March 1, 2017 Regular Board Meeting Closed Session Agenda](#)
- [March 15, 2017 Regular Board Meeting Closed Session Agenda](#)
- [May 17, 2017 Regular Board Meeting Closed Session Agenda](#)
- [June 20, 2018 Regular Board Meeting Closed Session Agenda](#)
- [July 9, 2018 Special Board Meeting Agenda](#)
- [BP 2010 Board Membership](#)

- [BP 2100 Board Elections](#)
- [BP 2015 Student Member Board of Trustees](#)
- [BP 2105 Election of Student Member](#)
- [BP 2110 Vacancies on the Board](#)
- [BP 2340 Agendas](#)
- [BP 2345 Public Participation at Board Meetings](#)
- [August 29, 2017 Special Board Meeting/Public Hearing Agenda and Minutes](#)
- [September 12, 2017 Special Board Meeting/Public Hearing Agenda and Minutes](#)
- [September 16, 2017 Special Board Meeting/Public Hearing Agenda and Minutes](#)
- [October 3, 2017 Special Board Meeting/Public Hearing Agenda and Minutes](#)
- [Resolution #17-28](#)
- [Board Policy 6200 Budget Preparation](#)
- [Administrative Procedure 6200 Budget Preparation](#)
- [Board Policy 6250 Budget Management](#)
- [Administrative Procedure 6250 Budget Management](#)
- [Board Policy 6300 Fiscal Management](#)
- [Administrative Procedure 6300 Fiscal Management](#)
- [Administrative Procedure 6305 Reserves](#)
- [Administrative Procedure 6903 Position Control](#)
- [BP 2905 General Counsel](#)
- [District Level Decision Making and Participatory Governance](#)
- [District Web Site – Chapter 2. Board of Trustees Board Policies and Administrative Procedures](#)
- [BP 2210 Officers](#)
- [BP 2220 Committees of the Board](#)
- [BP 2305 Annual Organizational Meeting](#)
- [BP 2310 Regular Meetings of the Board](#)
- [BP 2315 Closed Sessions](#)
- [BP 2320 Special and Emergency Meetings](#)
- [BP 2355 Meeting Decorum](#)
- [BP 2360 Minutes of Board Meetings](#)
- [BP 2710 Conflict of Interest for Board Members](#)
- [AP 2710 Conflict of Interest for Board Members](#)
- [BP 2716 Political Activity by Board Members](#)
- [BP 2740 Board Education](#)
- [BP 2745 Board Self Evaluation](#)
- [Agenda and minutes for Board of Trustees meetings](#)
- [Board Meeting July 15, 2015: Report on CTE; Report on District Grants](#)
- [Board Meeting September 2, 2015: Report on Student Loan Default Rates](#)
- [Board Meeting October 20, 2015: College SSSP Plans 2015-16](#)
- [Board Meeting November 18, 2015: Annual Report on International Education and Student Programs](#)
- [Board Meeting December 9, 2015: College Student Equity Plans 2015-16](#)
- [Board Meeting January 20, 2016: Report on Priority Registration for Veterans](#)

- [Board Meeting February 17, 2016: Presentation and Discussion of the District-wide Annual Institutional Effectiveness Report 2014-15](#)
- [Board Meeting March 16, 2016: Presentation and Discussion of CTE](#)
- [Board Meeting April 20, 2016: Report from District-wide Enrollment Management Taskforce](#)
- [Board Meeting May 4, 2016: Report on OER and Strategies on Textbook Costs](#)
- [Board Meeting September 21, 2016: Study Session/Presentation and Discussion of Career Technical Education](#)
- [Board Meeting October 18, 2016: Report on Student Loan Default Rates; Full-time Faculty and Related Information and Recommendation](#)
- [The October 27, 2016 Board Retreat/Study Session](#)
- [Board Meeting November 16, 2016: Annual Report on International Education and Student Programs](#)
- [Board Meeting January 18, 2017: Report on the Carl D. Perkins Career & Technical Education Act](#)
- [Board Meeting February 15, 2017: Presentation and Discussion of the District-wide Annual Institutional Effectiveness Report 2015-16; Report on State Authorization and State Authorization Reciprocity Agreement \(SARA\); Update on Open Educational Resources; Evaluation District-wide Strategic Plan 2014-17.](#)
- [Board Meeting March 15, 2017: Book Rental Programs and Availability of Books on Library Reserve.](#)
- [Board Meeting May 17, 2017: Update on State Authorization Reciprocity Agreements \(SARA\)](#)
- [Board Meeting February 21, 2018: Presentation and Discussion of the District-wide Annual Institutional Effectiveness Report 2016-17](#)
- [Board Meeting March 7, 2018: Annual Report and Presentation on International Education Programs and Students](#)
- [Board Meeting May 16, 2018: CTE: State Initiatives, Grants, and Program Reviews](#)
- [Board Meeting October 17, 2018: Status of AB 705 Implementation](#)
- [Board Policy 2735 Board Member Travel](#)
- [Board of Trustees Professional Development September 2017 through November 2018](#)
- [Board Self-Evaluations Public Website - 2013 -2015](#)
- [Board of Trustees Self Evaluation Survey Results 2013, 2015, and 2017](#)
- [Survey of District Employees Regarding the Board of Trustees 2013, 2015, and 2017](#)
- [Board Goals 2015-17](#)
- [Board Goals 2018-2020](#)
- [November 4, 2015 Board Meeting – survey results from September 2015 discussed and review of goals set in the 2013 self-evaluation](#)
- [November 18, 2015 Board Meeting – Discussion Board Self-Eval and Goals](#)
- [September 19, 2017 Board meeting – Discussion Board self-evaluation and timeline](#)
- [November 1, 2017 Board meeting – Status of the Board Goals 2015-17 and survey results from fall 2017 discussed](#)
- [November 15, 2017 Board meeting – Status of the Board Goals 2015-17 and survey results from fall 2017 discussed](#)
- [Special Board Meeting January 24, 2018 Agenda – Discussion of Board Goals](#)

- [Special Board Meeting January 24, 2018 Minutes – Discussion of Board Goals](#)
- [March 7, 2018 Board Agenda – Board Goals 2018-20 discussed and approved](#)
- [BP 2430 Delegation of Authority to the Chancellor](#)
- [AP 2430 Delegation of Authority to the College Presidents](#)
- [Example Board Meeting Agendas, Minutes and Reports Related to Accreditation](#)
- [Agenda Item 24.01 October 18, 2016 Board Study Session on Accreditation](#)
- [November 15, 2017 Board Meeting - Report on Preparation of Accreditation ISER](#)
- [November 15, 2017 Board Meeting Minutes](#)
- [April 18, 2018 Board Meeting – First Draft Accreditation Standard IV.C Governing Board](#)
- [April 18, 2018 Board Meeting Minutes](#)
- [August 1, 2018 Board Meeting - Draft College ISER - Coastline Community College, Golden West College, Orange Coast College](#)
- [August 1, 2018 Board Meeting Minutes](#)
- [September 20, 2018 Board Meeting - Draft College ISER - Coastline Community College, Golden West College, Orange Coast College](#)
- [October 17, 2018 Board Meeting - Draft College ISER - Coastline Community College, Golden West College, Orange Coast College](#)

Standard IVD – Multi-College Districts or Systems

IVD.1 – In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard:

Coast Community College District is a multi-college district and the Chancellor is the CEO of the District. As such, the Chancellor is charged with providing leadership in setting and communicating expectations of educational excellence and integrity throughout the system for effective operation of the District colleges: Coastline Community College, Golden West College, and Orange Coast College. The Board of Trustees has approved Board Policies and ratified Administrative Procedures in order to ensure that the Chancellor is able to establish clearly defined roles, authorities, and responsibilities among the Colleges and the District.

[Board Policy 2430 Delegation of Authority to the Chancellor](#) and [Administrative Procedure 2430 Delegation of Authority to the College Presidents](#) clearly define the authority the Board delegates to the Chancellor and the authority the Chancellor delegates to the College Presidents, respectively. The Chancellor has overseen the development or revision of additional documents to clarify roles and responsibilities in the District. These documents include the [District Level Decision Making and Participatory Governance](#) and the [District-wide Functional Map](#).

The Chancellor meets bi-weekly with the Chancellor’s Cabinet, which includes the three Vice Chancellors and the three College Presidents. The Chancellor also chairs the District Consultation Council, which is the main district-wide participatory governance body with representation from all constituent groups charged with advising the Chancellor on key matters such as strategic planning and facilitating information exchange and dialogue on district-wide topics and decisions, including governance ([DCC charge and membership](#)).

Expectations of educational excellence and integrity are communicated through various means, such as the annual State of the District ([2017 State of the District](#); [2018 State of the District](#)). The Chancellor also communicates regularly through the weekly [Chancellor’s newsletters](#). These newsletters are emailed to all district employees and posted on the District web site.

The Chancellor also meets regularly with the Presidents of the three Academic Senates, the Presidents of the Classified Senates, the Presidents of the collective bargaining units, and the Presidents of the Coast District Management Association, and the President of Association of Classified Employees, respectively.

Analysis and Evaluation:

The college is aligned with this standard. In accordance with [BP 2430 Delegation of Authority to the Chancellor](#) and [AP 2430 Delegation of Authority to the College Presidents](#), the Chancellor has provided leadership and has encouraged employees from the colleges and District Office to work together towards educational excellence and integrity. Through regular meetings, which the Chancellor chairs, and through documents developed and updated over time, the roles and responsibilities of the District Office and the Colleges have been delineated, discussed, and

communicated.

IVD.2 – The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard:

As established in a number of Board Policies and Administrative Procedures, there is a clear delineation between the functions and responsibilities of District Office and those of the colleges. These Board Policies and Administrative Procedures include:

- [Board Policy 2430 Delegation of Authority to the Chancellor](#) and [Administrative Procedure 2430 Delegation of Authority to the College Presidents](#)
- [Board Policy 2510](#) and [Administrative Procedure 2510](#) Participation in Local Decision Making
- Board Policies and Administrative Procedures related to academic affairs, student services, business and fiscal affairs, and human resources that define the role of the colleges and District Office in terms of specific functions and operations.

These Board Policies and Administrative Procedures are communicated by the Chancellor in a variety of ways, including through the posting to the District website.

The colleges and the District have engaged in substantive and ongoing work to provide a clear delineation of functional responsibilities. The [Functional Map](#) clarifies the delineation of responsibilities by function and major areas.

In addition, operational responsibilities and functions are discussed in the regular meetings that the Vice Chancellor of Educational Services and Technology has with the Vice Presidents of Instruction, Vice Presidents of Student Services, and District Information Technology (IT), in the regular meetings that the Vice Chancellor of Finance and Administrative Services has with the Vice Presidents of Administrative Services, and in the regular meetings that the Vice Chancellor of Human Resources has with the human resources managers.

Additionally, governance and operational responsibilities are often clarified and refined in the districtwide participatory governance committees and councils, including:

- [District Consultation Council](#)
- [District Consultation Council Board Policies and Administrative Procedures Subcommittee](#)
- [District Consultation Council Budget Subcommittee](#)
- [District Consultation Council Technology Subcommittee](#)

There are several functions that are performed by the District Office. These functions include educational services and technology, fiscal and administrative services, human resources, and Chancellor and Board Office.

The Office of the Vice Chancellor of Educational Services and Technology coordinates and supports instructional programs, student services, strategic planning, accreditation, institutional research, enrollment management, international programs, grant development and administration, board policies and administrative procedures, educational technology, and economic and partnership development.

The Office of the Vice Chancellor of Human Resources coordinates and supports the recruitment, selection, and orientation of new employees; mandated training and professional development; collective bargaining; compliance with state and federal laws and regulations; and the management of the performance evaluation process,

The Office of the Vice Chancellor of Administrative Services coordinates and supports fiscal services, facilities planning, purchasing, accounting, payroll, risk management, and information technology.

The Office of the Chancellor and the Board Office are responsible for the coordination of all regular and special board meetings. This coordination includes notification, preparation, and distribution of agendas and minutes. Office responsibilities also include dissemination of information districtwide; coordination of districtwide events, such as the Chancellor's State of the District; and coordination of districtwide committee meetings, including the Chancellor's Cabinet and the District Consultation Council. Public Affairs and Marketing, a department within the Office of the Chancellor, is responsible for coordinating marketing; government, community and public relations; and media relations. The Internal Audit, another department in the Office of the Chancellor, conducts various audits and supports operations through consulting and investigations.

The services provided to the colleges by the District Office are evaluated through discussions in the participatory governance committees. For example, the District's resource allocation process is evaluated by the District Consultation Council Budget Subcommittee. Evaluation of services is also done through a [biannual districtwide employee satisfaction survey](#).

Analysis and Evaluation:

The college is aligned with this standard. The overall operational responsibilities and functions of the District and colleges are understood, and according to the [fall 2016 Personal Assessment of College Climate \(PACE\) Survey](#), a majority of respondents indicated they were satisfied with the college's working environment and with the environment districtwide.

IVD.3 – The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditure.

Evidence of Meeting the Standard:

The District has established resource allocation Board Policies and Administrative Procedures that support the effective operations and sustainability of the colleges and District Office. Under the leadership of the Chancellor, college and District Office personnel work together to ensure the effective control of expenditures and the financial stability of the District.

The allocation of District general fund resources to the colleges occurs in accordance with [BP](#) and [AP 6200 Budget Preparation](#); [BP](#) and [AP 6250 Budget Management](#); [BP 6300 Fiscal Management](#) and [AP 6300 Fiscal Management](#), [AP 6305 Reserves](#), [AP 6902 Cash Receipt and Handling](#), [AP 6903 Position Control](#); and the Budget Development Assumptions and Guidelines contained within each proposed annual budget. These Board Policies and Administrative Procedures were developed in alignment with the Board’s philosophy of ensuring prudent use of public resources, promoting financial strength and stability, and maximizing educational opportunities for students in accordance with the District’s and College’s Missions.

The standards set through these Board Policies and Administrative Procedures related to College allocations include:

- A general fund reserve for economic uncertainties of no less than 10 percent of the projected unrestricted revenue shall be maintained.
- Expenditure budgets for ongoing purposes shall be the resources that would have been available from state apportionment.
- Excess revenue above apportionment shall be allocated at the College or District for one-time purposes, such as to cover some of the unfunded obligations for the retiree benefit plans.
- Excess revenue above apportionment shall not be used for ongoing expenditures, such as salaries.
- Excess revenue above apportionment shall not be used for any purposes that will jeopardize the District’s future financial stability.

The District has also established effective mechanisms to control expenditures. College and District financial statuses are regularly reported to, and reviewed by the Board; these reports include the presentation of quarterly financial status reports and tentative and adopted annual budgets. The District also commissions an annual audit report designed to provide reasonable assurance that the financial statements are free of material misstatement. The annual audit considers the District’s internal controls over financial reporting in order to plan the audit but does not give an opinion on those controls. In addition, the District’s participatory governance committees and collective bargaining groups also provide comprehensive budget and financial oversight, including reviews of the District’s annual apportionment reports and full-time faculty obligation number.

The District has a [District Strategic Fiscal Plan 2017-20](#) developed by the District Consultation Council Budget Subcommittee. The goals of this plan are:

Goal #1 The District will prioritize student access and success by allocating resources to valuable faculty, staff and administrators while also allocating funds towards programs that support student enrollment and retention.

Goal #2 The District is dedicated to Meeting all Long and Short Term Financial Obligations

Goal #3 The District will proactively Budget for Ongoing Costs to Ensure Financial Stability in the Oncoming Fiscal Years.

Analysis and Evaluation:

The college is aligned with this standard. The District has a long history of fiscal prudence. The District Office and the colleges adhere to standards of good practice that include the maintenance of adequate reserves, the development of annual budgets, and the reporting of financial statuses. Through the effective control of expenditures, the District Office and the College have consistently had positive ending balances and a healthy reserve each year.

The District's Fiscal Services Department processes and facilitates the distribution of resources to the colleges in accordance with the model set by [BP](#) and [AP 6200 Budget Preparation](#), and state and federal categorical fund allocation guidelines. Resources allocated to the colleges are based on both state-mandated guidelines and Board-approved budget guidelines.

IVD.4 – The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard:

The Board has adopted Board Policies and Administrative Procedures that ensure that the Chancellor delegates full responsibility and authority to the College President. As detailed and defined in [BP 2430 Delegation of Authority to the Chancellor](#), the Board gives the Chancellor the ability to “reasonably delegate any powers and/or duties to the College Presidents including the administration of the colleges and/or centers. The Chancellor, however, will continue to be specifically responsible to the Board for the execution of such delegated powers and duties. The Presidents are expected to perform the duties contained in the job description, fulfill responsibilities as may be determined through goal setting or the evaluation process, and other duties as required by the daily operation of the colleges.”

Additionally, [AP 2430 Delegation of Authority to the College President](#), clearly outlines the roles and responsibilities of the College President. This procedure establishes the college president as the final authority at the college level. In this role, the college president is expected to:

1. Provide leadership in the development and implementation of a sustainable and integrated strategic plan. Based upon on-going institutional research, the plan should consider accreditation standards and student success issues, as well as drive the budget process and resource allocation.
2. Promote and support learning, teaching, and student success, including the maintenance and improvement of quality instructional and support services.

3. Provide leadership in the development and implementation of career technical education to meet the needs in the community.
4. Provide leadership in the development and implementation of a comprehensive enrollment management plan.
5. Develop and monitor the college budget and assume fiscal responsibility.
6. Provide college employees with the opportunity to successfully achieve high standards in their work by fostering a culture of teamwork and professional and leadership development.
7. Propose strategies for selecting and retaining a diverse high quality full-time faculty, staff and administrators.
8. Select and extend offers of employment for faculty, administrators and classified positions for the college, subject to approval or ratification by the Board of Trustees.
9. Provide leadership and empower the administrative team.
10. Provide leadership focusing on accountability and professional conduct.

This authority is recognized by the District as evidenced in the [District Functional Map](#), which delineates the distinction between the authority of the Chancellor and that of the President. Through the evaluation process, the Chancellor holds the College Presidents accountable for the colleges' performance; however, the College Presidents have the ability to direct the colleges and implement Board Policies and Administrative Procedures without interference.

Analysis and Evaluation:

The college is aligned with this standard. The Chancellor delegates full responsibility and authority to the College Presidents to implement Board Policies and Administrative Procedures without interference. The College Presidents serve as the CEOs of the respective colleges. As such, they are responsible for the quality and integrity of programs and services, accreditation, and the fiscal stability of each college.

IVD.5 – District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard:

The colleges and the district have integrated their planning and evaluation processes, through a coordinated seven-year cycle for development of the colleges' Educational Master Plans and the [District-wide Strategic Plan](#). Currently, the District-wide Strategic Plan is a three-year plan and each college's Educational Master Plan is a six-year plan, updated at the midpoint to incorporate any changes from the District's new three-year plan. After the District-wide Strategic Plan is developed and adopted by the Board of Trustees, each college develops their Educational Master Plan ensuring that college goals respond and align with the District's plan to achieve the mission of the district. Each college includes in their Educational Master Plans, a crosswalk between college and district goals.

The [District Facilities Master Plan](#), known as [Vision 2020](#), which incorporates plans for all three colleges, was developed through a collaborative process that involved participation from across the District. A subsequent update in 2015 was conducted in the same manner. The next revision

of the plan with the goal to create Vision 2030 will commence in fall 2019. The plan establishes strategic facilities goals and projects to support the broad educational goals of the District.

The [District Strategic Technology Plan 2016-19](#) was developed in 2015-16 by the District Consultation Council (DCC) [Technology Subcommittee](#). The DCC Technology Subcommittee is the district-wide participatory governance group with responsibility for district-wide technology planning and evaluation. The DCC Technology Subcommittee advises, informs and makes specific recommendations to the District Consultation Council regarding major technology initiatives and projects throughout the District and future directions. For recommendations that have budgetary implications, the DCC Technology Subcommittee's recommendations go to the Chancellor's Cabinet first.

The DCC Technology Subcommittee has primary responsibility for developing and providing oversight for implementing an overall district-wide information technology strategic plan, informed and coordinated with the college plans (bi-directional), and maintaining an ongoing implementation effort aimed at achieving the goals of the plan. The DCC Technology Subcommittee is co-chaired by the Vice Chancellor Educational Services and Technology and one of the faculty co-chairs of the college technology committees. The DCC Technology Subcommittee was established and started meeting in October 2015.

The DCC Technology Subcommittee worked for a year, starting in October 2015, on developing the [District Strategic Technology Plan 2016-2019](#). Iterative drafts of the plan incorporated feedback from consultation with representatives of all constituencies through discussions with the Academic Senates, Associated Student Governments, Classified Senates, Collective Bargaining Units, Association of Confidential Staff, College Technology Committees, and College Councils or College Planning and Budgeting Committees.

As a subcommittee of the District Consultation Council, which is the main district-wide participatory governance committee with broad representation from all constituent groups, the DCC Technology Subcommittee advanced the draft plan to the District Consultation Council for review, discussion and approval. The District Consultation Council approved the plan on December 5, 2016. The Board of Trustees approved the plan at its [December 14, 2016 meeting](#).

The College Technology Committees have started the review and revision of the College Technology Plans which includes references to the objectives in the [District Strategic Technology Plan 2016-19](#).

The district and the colleges determine the effectiveness of their integrated planning processes by incorporating outcome metrics to track and evaluate progress. The District-wide Strategic Plan incorporates outcomes metrics based on each goal area at either the college or district level, where applicable. These standard metrics and targets for progress are reviewed by the District Consultation Council, Chancellor's Cabinet, Board of Trustees and by each of the college's through their respective planning processes.

The [District Strategic Fiscal Plan 2017-20](#) was developed in 2016-17 by the District Consultation Council (DCC) Budget Subcommittee. The goals of the plan are:

Goal #1 The District will prioritize student access and success by allocating resources to valuable faculty, staff and administrators while also allocating funds towards programs that support student enrollment and retention.

Goal #2 The District is dedicated to Meeting all Long and Short Term Financial Obligations

Goal #3 The District will proactively Budget for Ongoing Costs to Ensure Financial Stability in the Oncoming Fiscal Years.

Analysis and Evaluation:

The college is aligned with this standard. The established timeline integrates district and college educational strategic and master planning. Facilities and Technology plans incorporate district-wide and college specific goals. The [District-wide Strategic Plan](#) provides a framework for colleges to ensure that district-wide strategic priorities are addressed in college master plans. District-wide plans for facilities and technology provide strategic priorities in these areas and incorporate college specific goals and activities to achieve these priorities and goals. Effectiveness of the integration of district and college plans is determined through the outcome metrics associated with the [District-wide Strategic Plan](#), which is evaluated and discussed across the district annually.

IVD.6 – Communications between colleges and district office/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard:

The District Office acts as the liaison between the colleges and the Board of Trustees ensuring effective operations of the colleges in all areas. The District Office and the colleges employ active and effective methods of communication to assist in the operations of the colleges. These systems endeavor to be timely, accurate and complete to ensure effective decision making from the colleges.

Analysis and Evaluation:

The District has in place a wide range of communications procedures and strategies to ensure the flow of information from the colleges to the district office and from the district office back to all college employees. District-level participatory governance committees and standing operational groups greatly assist in the communication of such information. These include the Chancellor’s Cabinet, which consists of all Vice Chancellors and College Presidents, and the [District Consultation Council \(DCC\)](#), a district-wide governance committee, whose membership includes the Chancellor, Vice Chancellors, College Presidents, Academic Senate Presidents, and representatives from student and employee groups. These groups communicate their needs, decisions and critical thinking processes through these forums. Additional committees include three sub-committees of the District Consultation Council (DCC) in the areas of [technology](#), [budget](#), and [Board Policies and Administrative Procedures](#).

The Chancellor and Vice Chancellors chair or attend meetings and functions in order to coordinate and collaborate with and inform the three colleges on plans and initiatives that will further the mission of the district and the service to and success of the students. Those meetings include a monthly meeting of the Chancellor and the Presidents of the Academic Senates and a monthly meeting of the Chancellor and collective bargaining unit and meet-and-confer unit representatives. The Vice Chancellors meet regularly with college Vice Presidents of

Instruction, Student Services, Administrative Services and with other college staff, as appropriate, to facilitate district-wide coordination and achievement of district-wide planning goals and various initiatives and projects.

Additionally, the Chancellor sends a weekly electronic [News Brief](#) all employees. The Chancellor reaches out to constituencies by attending, based on invitation, meetings of college Academic Senates and other college governance committees.

The flow of communications is heightened by the presence of an active and visible Public Affairs and Marketing department headed by the District Director of Public Affairs, Marketing and Government Relations. This office serves as a center for all district information both external and internal. Each year, among other publications, this office publishes the [Awards and Accomplishments Report](#) which highlights achievements by the district and each of the colleges.

IVD.7 – The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard:

The Chancellor meets regularly with his executive team for discussions of district-wide items that may need recommendations or decisions by the Chancellor and the Board of Trustees. The Chancellor chairs the District Consultation Council, which reviews priorities in College and District Office planning agenda items and utilizes the [District Level Decision Making and Participatory Governance](#), a document which outlines the philosophy of decision-making, defines participation, and provides guiding principles. The Chancellor communicates the results of major decisions at meetings of the District Consultation Council, through his [weekly newsletter](#), and district-wide emails.

Additionally, the District Office and the Colleges conduct [climate surveys](#) every two years and an annual self-assessment of District Consultation Council. The results of these assessments are shared and discussed at the colleges and the District Office as well as at meetings of the District Consultation Council.

Analysis and Evaluation:

The college is aligned with this standard. The District Office evaluates district and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The District widely communicates the results of these evaluations and uses them as the basis for improvement.

Standard IVD Evidence List:

- [BP 2430 Delegation of Authority to the Chancellor](#)
- [AP 2430 Delegation of Authority to the College Presidents](#)
- [Chancellor's Weekly Newsletter](#)
- [State of the District February 2017](#)
- [State of the District February 2018](#)
- [District-wide Functional Map](#)
- [District Level Decision Making and Participatory Governance](#)
- District Consultation Council [Agendas](#), [Minutes](#), and [Meeting Documents](#)
- District Consultation Council Board Policies and Administrative Procedures Subcommittee [Agendas](#), [Minutes](#), and [Meeting Documents](#)
- District Consultation Council Budget Subcommittee [Agendas](#), [Minutes](#), and [Meeting Documents](#)
- District Consultation Council Technology Subcommittee [Agendas](#), [Minutes](#), and [Meeting Documents](#)
- [Board Policy 2510](#) Participation in Local Decision Making
- [Administrative Procedure 2510](#) Participation in Local Decision Making
- [DCC Charge and Membership](#)
- [Fall 2016 PACE Survey Summaries](#)
- [District Office Summary](#)
- [BP 6200 Budget Preparation](#)
- [AP 6200 Budget Preparation](#)
- [BP 6250 Budget Management](#)
- [AP 6250 Budget Management](#)
- [BP 6300 Fiscal Management](#)
- [AP 6300 Fiscal Management](#)
- [AP 6305 Reserves](#)
- [AP 6902 Cash Receipt and Handling](#)
- [AP 6903 Position Control](#)
- [District Strategic Fiscal Plan 2017-20](#)
- [2018-19 Adopted Budget](#)
- [District-wide Strategic Plan 2018-21](#)
- [Evaluation of District-wide Strategic Plan 2014-2017](#)
- [Orange Coast College Educational Master Plan 2016-21](#)
- [Golden West College Educational Master Plan](#)
- [Coastline Community College Educational Master Plan 2016-20](#)
- [Vision 2020 Facilities Master Plan](#)
- [District-wide Strategic Technology Plan 2016-19](#)
- District Consultation Council agenda and minutes (for evaluation of District-wide Strategic Plan 2014-17 and development of District-wide Strategic Plan 2018-21)
- Meeting dates: [10/2/2017](#), [10/16/2017](#), [10/30/2017](#), [11/13/2017](#), [12/4/2017](#), [2/5/2018](#), [3/5/2018](#), [3/19/2018](#), [4/30/2018](#), [6/18/2018](#)

- District Consultation Council Technology Subcommittee agenda and minutes (for development and evaluation of District-wide Strategic Technology Plan 2016-19)
- <https://navigator.cccd.edu/committees/dcc/dcctech/SitePages/Home.aspx>
- Meeting dates: [10/9/2015](#), [10/23/2015](#), [11/6/2015](#), [12/4/2015](#), [2/5/2016](#), [2/19/2016](#), [3/4/2016](#), [3/18/2016](#), [4/8/2016](#), [4/22/2016](#), [5/6/2016](#), [5/20/2016](#), [9/9/2016](#), [9/23/2016](#), [10/7/2016](#), [10/21/2016](#), [11/4/2016](#)
- Board of Trustees Meeting Agendas for approval of plans and discussion of evaluations of plans <https://www.boarddocs.com/ca/cccd/Board.nsf/Public>
- [Board Meeting December 14, 2016 Item 27.06 Ratification of District Strategic Technology Plan 2016-2019](#)
- [Board Meeting February 15, 2017 Item 2.04 Evaluation of District-wide Strategic Plan 2014-17](#)
- [Board Meeting May 3, 2017 Item 3.02 Discussion of the District Strategic Financial Plan 2017-2020](#)
- [Board Meeting July 18, 2018 Item 22.01 Adoption of District-wide Strategic Plan 2018-2021](#)
- [Golden West Academic Senate](#)
- [Minutes -- Board of Trustees meetings](#)
- [Golden West College Student Senate Meetings](#)
- [District-wide Awards and Accomplishments Report -- 2017-18](#)
- District Consultation Council Self Evaluation [May 2017](#) and [May 2018](#)

Quality Focus Essay

Golden West College is committed to continuous quality improvement. Through the College’s ongoing review process and measurement of progress on its institutional-set standards and other student success metrics, gaps have been identified in student performance that have led to lower than expected completion rates for certificate, degree, and transfer programs. To address these gaps, the College is adopting Guiding Pathways as the framework within which multiple areas of activity will be coordinated in order to increase the number of students progressing towards and completing instructional programs. The Guided Pathways framework “creates a highly structured approach to student success...with a set of clear course-taking patterns than promotes better enrollment decisions and prepares students for future success” (California Community Colleges Guided Pathways). Under Guided Pathways, the College has identified three areas of focus for the next accreditation cycle: course mapping and student-driven scheduling, basic skills acceleration, and integrated student supports.

Area 1: Course Mapping & Student-Driven Scheduling. Golden West College has worked hard to provide instructional programs that are relevant and lead to successful transfer or entry into the workforce (**Standard II.A.1**). However, too many students collect more units than they need to complete, with the average number of units earned for degree completers at 85 units, much higher than the required 60 units. Conversely, too few students complete a credential or transfer within 6 years when compared to students’ stated educational goals. While the College has seen an increase in the number of students with a current student educational plan, just informing students of the courses they need to complete has not closed these completion gaps.

In a recent survey of students who withdrew from courses during the Spring 2018 semester, course scheduling issues were cited as the most common barrier to continued enrollment. Scheduling issues were also identified by students in recent focus group sessions. As noted in **Standard II.A.6**, the College has taken steps to improve the scheduling process, starting with the publication of “Semester at a Glance” course sequences for all programs, block scheduling, and year-ahead scheduling. A structured two-year transfer scheduling model, “CSU-in-2,” was also piloted with modest results. However, these efforts have not fundamentally changed the annual scheduling process which relies on a “roll-over” of the previous year’s schedule with minor modifications.

As part of the Guided Pathways Plan, the Council for Chairs and Deans (CCD) has been tasked with clarifying course sequences for all programs of study and creating predictable schedules aligned to scheduled course offerings each term. As the Department Chairs represent the faculty in each department, this structure is consistent with the College’s practices in **Standard II.A.12**, as it ensures the scheduling process is informed by student learning outcomes and the sequencing of program competencies. The plan for this area is listed below.

AREA 1. Course Mapping & Student Driven Scheduling

Activity	Responsible Parties	Timeline	Anticipated Outcomes
2018-2019			
1.1 Establish GWC “metamajor”	Vice President, Instruction	Spring 2019	

structure	Project Director, Guided Pathways Council for Chairs & Deans		1. Increase the number of students who select an informed major/pathway during their first semester in college
1.2 Map out degree and certificate programs with Guided Pathways criteria	Vice President, Instruction Project Director, Guided Pathways Council for Chairs & Deans	Spring 2019 (phase 1)	2. Increase the number of students who complete 12 program-specific units in first year
1.3 Map out transfer course requirements for CSU/UC campuses (pending Assist.org Next Gen)	Vice President, Instruction Project Director, Guided Pathways Department Chair, Counseling Council for Chairs & Deans	Spring 2019	3. Increase the number of students who complete certificates, degrees, or transfer status in 3 years (150% completion), 4 years (200% completion), and 6 years (CCCCO Completion Rate)
1.4 Develop and implement student communication plan for Guided Pathways	Dean of Counseling Project Director, Guided Pathways Department Chair, Counseling	Spring 2019	1. Increase the number of college constituents (staff, faculty, administrators, and students) who understand the principles and goals of GWC's Guided Pathways efforts
			2. Increase the number of students who select an informed major/pathway during their first semester in college
2019-2020			
1.5 Map out degree and certificate programs with Guided Pathways criteria	Vice President, Instruction Project Director, Guided Pathways Council for Chairs & Deans	Fall 2019/ Spring 2020 (phase 2)	1. Increase the number of students who select an informed major/pathway during their first semester in college
1.6 Align year-ahead schedule with new program maps	Vice President, Instruction Instructional Deans Department Chairs	Fall 2019/ Spring 2020 (phase 1)	2. Increase the number of students who complete 12 program-specific units in first year
1.7 Identify momentum/milestone points to track student progress toward program completion	Dean, Research, Planning & Institutional Effectiveness Project Director, Guided Pathways Council for Chairs & Deans	Spring 2020	3. Increase the number of students who complete certificates, degrees, or transfer status in 3 years (150% completion), 4 years (200% completion), and 6 years (CCCCO Completion Rate)
1.8 Continue implementing student communication plan for Guided Pathways	Dean of Counseling Project Director, Guided Pathways Department Chair, Counseling	Fall 2019/ Spring 2020	1. Increase the number of college constituents (staff, faculty, administrators, and students) who understand the principles and goals of GWC's Guided Pathways efforts
			2. Increase the number of students who select an informed major/pathway during their first semester in college
2020-2021			
1.9 Evaluate phase 1 Guided Pathways degree and certificate programs and modify as needed	Vice President, Instruction Dean, Research, Planning & Institutional Effectiveness Project Director, Guided Pathways Council for Chairs & Deans	Fall 2020/ Spring 2021	1. Refine Guided Pathways implementation plan and identify areas to improve following phase 1 implementation
1.10 Continue aligning year-ahead schedule with new program maps	Vice President, Instruction Instructional Deans Department Chairs	Fall 2020/ Spring 2021 (phase 2)	1. Increase the number of students who complete 12 program-specific units in first year
			2. Increase the number of students who complete certificates, degrees, or transfer status in 3 years (150% completion), 4 years (200% completion), and 6 years (CCCCO Completion Rate)
1.11 Continue implementing student communication plan for Guided Pathways	Dean of Counseling Project Director, Guided Pathways	Fall 2020/ Spring 2021	1. Increase the number of college constituents (staff, faculty, administrators, and students) who understand the principles

	Department Chair, Counseling		and goals of GWC's Guided Pathways efforts 2. Increase the number of students who select an informed major/pathway during their first semester in college
2021-2022			
1.12 Evaluate phase 2 Guided Pathways degree and certificate programs and modify as needed	Vice President, Instruction Dean, Research, Planning & Institutional Effectiveness Project Director, Guided Pathways Council for Chairs & Deans	Fall 2021/ Spring 2022	1. Refine Guided Pathways implementation plan and identify areas to improve following phase 1 implementation
1.13 Continue implementing student communication plan for Guided Pathways	Dean of Counseling Project Director, Guided Pathways Department Chair, Counseling	Fall 2021/ Spring 2022	1. Increase the number of college constituents (staff, faculty, administrators, and students) who understand the principles and goals of GWC's Guided Pathways efforts 2. Increase the number of students who select an informed major/pathway during their first semester in college

Area 2: Basic Skills Acceleration. As described in **Standard II.A.4**, Golden West College has identified pre-collegiate level coursework, known as basic skills courses, as an area of focus in improving student persistence and program completion rates. In English, the basic skills course sequence has been consolidated into only one level below college level, and an accelerated co-requisite model that places students directly into English 100 has been piloted. In Math, the lowest-level basic skills course was eliminated, an accelerated course combining multiple basic skills levels has been piloted, and non-algebra alternative sequences have been created. Both disciplines have also implemented a “jump-start” workshop on-campus and at local high schools to increase the number of students placing higher in the basic skills sequences and to better prepare these students to pass these courses. Faculty in both disciplines have also expanded department meeting time spent on professional development. In English as a Second Language (ESL), the department has begun to create non-credit certificates and will be developing vocational ESL (VESL) programs this next year. The Learning Resource Center has also supplemented the department-driven efforts through learning supports, most notably the Peer-Assisted Student Support (PASS) program (**Standard III.C.1**).

In addition to these efforts, placement processes have been changed at the College to remove barriers for students with the potential to succeed at college level. As noted in **Standard II.A.8** and **Standard II.C.7**, the College has expanded the use of multiple measures in placement using student high school transcript data and has implemented a student self-placement option for students whose high school transcript data is inaccessible or outdated.

While significant work has been done in this area, the challenge remains to scale these efforts so that all students can benefit. This will include significant reallocations of resources, broad adoption of accelerated models and preparation workshops, and a strategic communication/advising plan. The plan for this area is listed below.

AREA 2. Basic Skills Acceleration

Activity	Responsible Parties	Timeline	Anticipated Outcomes
2018 – 2019			
ENGLISH			
2.1 Expand Accelerated Co-Requisite English 100 Pilot	Basic Skills Coordinator, Dean, Arts & Letters Department Chair, English	Fall 2018/ Spring 2019 (phase 1)	<ol style="list-style-type: none"> Increase the number of students who participate in an accelerated English sequence Increase the number of students who successfully complete college-level English in their first year in college Increase the number of dually enrolled high school students taking courses at Golden West College
2.2 Eliminate English basic skills courses two levels below transfer level	Dean, Arts & Letters Department Chair, English	Fall 2018	
2.3 Increase English course and workshop offerings through dual enrollment	Dean, Arts & Letters Project Director, Guided Pathways	Spring 2019	
2.4 Streamline student enrollment process for accelerated and co-requisite English courses	Basic Skills Coordinator Dean, Enrollment Services Dean, Arts & Letters	Fall 2018/ Spring 2019	
MATH			
2.5 Expand accelerated math course options	Basic Skills Coordinator, Dean, Math & Sciences Department Chair, Math	Fall 2018/ Spring 2019 (phase 1)	<ol style="list-style-type: none"> Increase the number of students who participate in an accelerated math sequence Increase the number of students who successfully complete college-level math in their first year in college Increase the number of dually enrolled high school students taking courses at Golden West College
2.6 Eliminate math basic skills courses two levels below transfer level	Dean, Math & Sciences Department Chair, Mathematics	Fall 2018	
2.7 Increase math course and workshop offerings through dual enrollment	Dean, Math & Sciences Project Director, Guided Pathways	Spring 2019	
2.8 Streamline student enrollment process for accelerated and co-requisite math courses	Basic Skills Coordinator Dean, Enrollment Services Dean, Math & Sciences	Fall 2018/ Spring 2019	
ENGLISH AS A SECOND LANGUAGE			
2.9 Develop and offer non-credit certificate program for ESL levels 1 – 2	Dean, Arts & Letters Department Chair, ESL	Fall 2018	<ol style="list-style-type: none"> Increase the number of students who successfully complete ESL sequence Increase the number of ESL students who transition to for-credit, degree-applicable courses at Golden West College
2.10 Develop and offer non-credit certificate program for ESL levels 3 – 4	Dean, Arts & Letters Department Chair, ESL	Spring 2019	
2.11 Hire one-year temporary full-time non-credit ESL faculty to develop vocational and non-credit programs	Dean, Arts & Letters Department Chair, ESL	Fall 2018/ Spring 2019	1. Create non-credit vocational ESL program
STUDENT SUPPORTS			
2.12 Increase promotion and understanding of accelerated courses among students, faculty, and staff	Dean of Counseling	Fall 2018/ Spring 2019	<ol style="list-style-type: none"> Increase the number of students who participate in an accelerated English or Math sequence Increase the number of students who successfully complete college-level English and math in their first year in college
2.13 Implement student self-placement assessment model as needed for AB 705	Dean, Enrollment Services Dean, Arts & Letters Dean, Math & Sciences	Spring 2019	
2019-2020			
ENGLISH			
2.14 Expand co-requisite	Basic Skills Coordinator,	Fall 2019/	

English 100 options to meet student needs	Dean, Arts & Letters Department Chair, English	Spring 2020 (phase 2)	<ol style="list-style-type: none"> 1. Increase the number of students who participate in an accelerated English sequence 2. Increase the number of students who successfully complete college-level English in their first year in college 3. Increase the number of dually enrolled high school students taking courses at Golden West College
2.15 Eliminate credit basic skills course offerings as needed for AB 705	Dean, Arts & Letters Department Chair, English	Fall 2019	
2.16 Increase English course and workshop offerings through dual enrollment	Dean, Arts & Letters Project Director, Guided Pathways	Fall 2019/ Spring 2020	
MATH			
2.17 Expand co-requisite math course options	Basic Skills Coordinator, Dean, Math & Sciences Department Chair, Math	Fall 2019/ Spring 2020 (phase 2)	<ol style="list-style-type: none"> 1. Increase the number of students who participate in an accelerated math sequence 2. Increase the number of students who successfully complete college-level math in their first year in college 3. Increase the number of dually enrolled high school students taking courses at Golden West College
2.18 Eliminate credit basic skills course offerings as needed for AB 705	Dean, Math & Sciences Department Chair, Math	Fall 2019	
2.19 Increase math course and workshop offerings through dual enrollment	Dean, Math & Sciences Project Director, Guided Pathways	Fall 2019/ Spring 2020	
ENGLISH AS A SECOND LANGUAGE			
2.20 Expand enrollment in non-credit certificate programs for ESL levels 1 - 4	Dean, Arts & Letters Department Chair, ESL	Fall 2019/ Spring 2020	<ol style="list-style-type: none"> 1. Increase the number of students who successfully complete ESL sequence 2. Increase the number of ESL students who transition to for-credit, degree-applicable courses at Golden West College
2.21 Implement noncredit vocational ESL program(s)	Dean, Arts & Letters Department Chair, ESL	Fall 2019/ Spring 2020 (phase 1)	
STUDENT SUPPORTS			
2.22 Increase promotion and understanding of AB 705 math and English options among students, faculty, and staff	Dean of Counseling	Fall 2019/ Spring 2020	<ol style="list-style-type: none"> 1. Increase the number of students who participate in an accelerated English or Math sequence 2. Increase the number of students who successfully complete college-level English and math in their first year in college
2.23 Evaluate and modify student self-placement assessment model as needed	Dean, Enrollment Services Dean, Arts & Letters Dean, Math & Sciences	Fall 2019/ Spring 2020	
2.24 Implement coordinated student learning support structure in math and English	Dean, Library and Learning Resources	Fall 2019/ Spring 2020	
2020-2021			
ENGLISH			
2.25 Expand co-requisite English 100 options to meet student needs	Basic Skills Coordinator, Dean, Arts & Letters Department Chair, English	Fall 2020/ Spring 2021 (full scale)	<ol style="list-style-type: none"> 1. Increase the number of students who participate in an accelerated English sequence 2. Increase the number of students who successfully complete college-level English in their first year in college 3. Increase the number of dually enrolled high school students taking courses at Golden West College
2.26 Increase English course and workshop offerings through dual enrollment	Dean, Arts & Letters Project Director, Guided Pathways	Fall 2020/ Spring 2021	
MATH			
2.27 Expand co-requisite math options to meet student needs	Basic Skills Coordinator, Dean, Math & Sciences Department Chair, Math	Fall 2020/ Spring 2021 (full scale)	<ol style="list-style-type: none"> 1. Increase the number of students who participate in an accelerated math sequence 2. Increase the number of students who successfully complete college-level math in their first year in college
2.28 Increase math course and workshop offerings	Dean, Math & Sciences Project Director, Guided	Fall 2020/ Spring 2021	

through dual enrollment	Pathways		3. Increase the number of dually enrolled high school students taking courses at Golden West College
ENGLISH AS A SECOND LANGUAGE			
2.29 Modify ESL course offerings based on AB 705 implementation	Dean, Arts & Letters Department Chair, ESL	Fall 2020/ Spring 2021	1. Increase the number of students who successfully complete ESL sequence 2. Increase the number of ESL students who transition to for-credit, degree-applicable courses at Golden West College
2.30 Continue implementation of noncredit vocational ESL program(s)	Dean, Arts & Letters Department Chair, ESL	Fall 2020/ Spring 2021 (phase 2)	1. Increase number of students enrolled in and completing non-credit vocational ESL program
STUDENT SUPPORTS			
2.31 Continue increasing promotion and understanding of AB 705 math, English and ESL options among students, faculty, and staff	Dean of Counseling	Fall 2020/ Spring 2021	1. Increase the number of students who participate in an accelerated English, Math or ESL sequence 2. Increase the number of students who successfully complete college-level English and math in their first year in college
2.32 Continue implementing coordinated student learning support structure	Dean, Library and Learning Resources	Fall 2020/ Spring 2021 (phase 2)	
2021-2022			
ENGLISH			
2.33 Evaluate and modify co-requisite English 100 options to meet student needs	Basic Skills Coordinator, Dean, Arts & Letters Department Chair, English	Fall 2021/ Spring 2022	1. Increase the number of students who participate in an accelerated English sequence 2. Increase the number of students who successfully complete college-level English in their first year in college
2.34 Increase English course and workshop offerings through dual enrollment	Dean, Arts & Letters Project Director, Guided Pathways	Fall 2021/ Spring 2022	3. Increase the number of dually enrolled high school students taking courses at Golden West College
MATH			
2.35 Evaluate and modify co-requisite math options to meet student needs	Basic Skills Coordinator, Dean, Math & Sciences Department Chair, Math	Fall 2021/ Spring 2022	1. Increase the number of students who participate in an accelerated math sequence 2. Increase the number of students who successfully complete college-level math in their first year in college
2.36 Increase math course and workshop offerings through dual enrollment	Dean, Math & Sciences Project Director, Guided Pathways	Fall 2021/ Spring 2022	3. Increase the number of dually enrolled high school students taking courses at Golden West College
ENGLISH AS A SECOND LANGUAGE			
2.37 Modify ESL course offerings based on student performance	Dean, Arts & Letters Department Chair, ESL	Fall 2021/ Spring 2022	1. Increase the number of students who successfully complete ESL sequence 2. Increase the number of ESL students who transition to for-credit, degree-applicable courses at Golden West College
2.38 Continue implementing noncredit vocational ESL program(s)	Dean, Arts & Letters Department Chair, ESL	Fall 2021/ Spring 2022 (phase 2)	1. Increase number of students enrolled in and completing non-credit vocational ESL program
STUDENT SUPPORTS			
2.39 Increase promotion and understanding of AB 705 math, English and ESL options among students, faculty, and staff	Dean of Counseling	Fall 2021/ Spring 2022	1. Increase the number of students who participate in an accelerated English or Math sequence 2. Increase the number of students who successfully complete college-level English and math in their first year in college
2.40 Implement coordinated student learning support structure	Dean, Library and Learning Resources	Fall 2021/ Spring 2022 (phase 3)	

Area 3: Integrated Student Supports. Standard II.C.3 outlines a list of services provided to students in order to support access, persistence, and completion. This list includes academic supports across modalities; assistance with registration, counseling and financial aid; and access to disability support services. In addition, the College has supplemented these academic supports with non-academic resources, including a food pantry, a professional clothing closet, and mental health counseling. It is evident that Golden West College has invested in support structures targeted at improving student outcome metrics.

However, the impact of these programs and services has been limited in the number of students that are served as students must “opt-in” to many of these services. Additionally, students consistently raise concerns about limited access to academic counseling, and while the College has made investments in counseling it acknowledges it has a high counselor-to-student ratio and is forced to serve students on a first-come-first-serve basis. Counseling-intensive programs such as EOPS, DSPS, and Puente are available on campus, but students must self-initiate into these programs. For most services, students must self-initiate, a model that relies upon students first being aware of services and then seeking them out. The College has created “default support” experiences for some student cohorts, such as student athletes, and has seen the higher levels of success these default experiences provide.

The College has identified the integration of student supports into the “common” student experience as a focus for the next few years within its Guided Pathways Plan. Much of this work will be built upon the coordination of technology tools that have been adopted. For example, **Standard II.C.5** identifies multiple advising and proactive “nudging” tools that have been implemented to some degree, including Civitas, CCC MyPath and Cranium Café. These tools will provide universal student access to academic advising and career exploration while also allowing counselors and staff to communicate to all students with similar student performance criteria in a consistent, automated system. The automated structures will also notify students of applicable resources when certain triggers are met and can directly inform course scheduling and other resource allocations. This effort will also be a main focus of the professional development plan for the College in alignment with **Standard III.A.14** and **Standard III.C.4**. The plan for this area is listed below.

AREA 3. Integrated Student Supports

Activity	Responsible Parties	Timeline	Anticipated Outcomes
2018-2019			
CAREER EXPLORATION			
3.1 Explore linking Counseling to program introductory courses	Dean of Counseling Department Chair, Counseling Council for Chairs & Deans	Spring 2019	1. Increase the number of students who select an informed major/pathway during their first semester in college
3.2 Develop Transfer Achievement certificate	Dean of Counseling Council for Chairs & Deans Council for Curriculum & Instruction	Fall 2018/ Spring 2019	2. Increase the number of students who complete course requirements outlined on SEPs 3. Decrease the average total number of units completed for certificate /degree programs
TECHNOLOGY TOOLS			
3.3 Implement CCC MyPath for all new students	Dean of Counseling Department Chair, Counseling	Spring 2019	1. Increase the number of students who select an informed major/pathway during their first semester in college
3.4 Implement Civitas “Inspire for	Dean of Counseling	Fall 2018/	

Faculty” (phase 1)	Instructional Deans	Spring 2019	2. Increase the number of students who complete course requirements outlined on SEPs 3. Decrease the average total number of units completed for certificate /degree programs
3.5 Implement Cranium Café (phase 2)	Dean of Counseling Dean, Enrollment Services	Fall 2018/ Spring 2019	
3.6 Implement Civitas “Courses” (phase 1)	Dean of Counseling Dean, Research, Planning, & Institutional Effectiveness Council for Chairs & Deans	Fall 2018/ Spring 2019	
PROFESSIONAL DEVELOPMENT			
3.7 Provide training for counselors on career counseling assessments (MBTI/Strong Inventory)	Dean of Counseling Department Chair, Counseling	Spring 2018	1. Increase the number of students who select an informed major/pathway during their first semester in college 2. Increase the number of students who complete course requirements outlined on SEPs 3. Decrease the average total number of units completed for certificate /degree programs
3.8 Provide trainings on CCC MyPath for counselors and staff	Dean of Counseling Professional Development Advisory Committee	Fall 2018	
3.9 Provide trainings on Civitas “Inspire for Faculty” for faculty & counselors	Dean of Counseling Professional Development Advisory Committee Faculty Professional Development Coordinator	Spring 2019	
3.10 Provide trainings on Cranium Café for Student Services areas	Vice President, Student Services Dean of Counseling Professional Development Advisory Committee	Fall 2018/ Spring 2019	
3.11 Provide trainings on Civitas “Courses” for Deans & Department Chairs	Vice President, Instruction Council for Chairs & Deans Professional Development Advisory Committee	Fall 2018/ Spring 2019	
2019-2020			
CAREER EXPLORATION			
3.12 Explore developing program-specific introductory courses with career exploration components	Dean of Counseling Department Chair, Counseling Department Chairs Council for Curriculum & Instruction	Fall 2019/ Spring 2020	1. Increase the number of students who select an informed major/pathway during their first semester in college 2. Increase the number of students who complete course requirements outlined on SEPs 3. Decrease the average total number of units completed for certificate /degree programs
3.13 Implement Transfer Achievement certificate	Dean of Counseling Council for Chairs & Deans	Fall 2019 / Spring 2020	
3.14 Develop and implement student communication plan for career exploration	Dean of Counseling Department Chair, Counseling Director, Public Relations & Marketing	Fall 2019/ Spring 2020	
TECHNOLOGY TOOLS			
3.15 Continue implementing CCC MyPath for all new and continuing students	Dean of Counseling Department Chair, Counseling	Fall 2019/ Spring 2020	1. Increase the number of students who select an informed major/pathway during their first semester in college 2. Increase the number of students who complete course requirements outlined on SEPs 3. Decrease the average total number of units completed for certificate /degree programs
3.16 Continue implementing Civitas “Inspire for Faculty” (phase 2)	Dean of Counseling Instructional Deans	Fall 2019/ Spring 2020	
3.17 Continue implementing Cranium Café (phase 3)	Dean of Counseling Council for Chairs & Deans	Fall 2019/ Spring 2020	
3.18 Continue implementing Civitas “Courses” (phase 2)	Dean of Counseling Dean, Research, Planning, & Institutional Effectiveness Council for Chairs & Deans	Fall 2019/ Spring 2020	
PROFESSIONAL DEVELOPMENT			

3.19 Provide training for counselors on career counseling assessments as needed (MBTI/Strong Inventory)	Dean of Counseling Department Chair, Counseling	Spring 2020	1. Increase the number of students who select an informed major/pathway during their first semester in college 2. Increase the number of students who complete course requirements outlined on SEPs 3. Decrease the average total number of units completed for certificate /degree programs
3.20 Provide trainings on CCC MyPath for counselors and staff	Dean of Counseling Professional Development Advisory Committee	Fall 2019/ Spring 2020	
3.21 Provide trainings on Civitas “Inspire for Faculty” for faculty & counselors	Dean of Counseling Professional Development Advisory Committee Faculty Professional Development Coordinator	Fall 2019/ Spring 2020	
3.22 Provide trainings on Cranium Café for Student Services areas	Vice President, Student Services Dean of Counseling Professional Development Advisory Committee	Fall 2019/ Spring 2020	
3.23 Provide trainings on Civitas “Courses” for faculty and staff	Vice President, Instruction Council for Chairs & Deans Professional Development Advisory Committee	Fall 2019/ Spring 2020	
2020-2021			
CAREER EXPLORATION			
3.24 Implement program-specific introductory courses with career exploration components	Dean of Counseling Department Chair, Counseling Department Chairs Council for Curriculum & Instruction	Fall 2020	1. Increase the number of students who select an informed major/pathway during their first semester in college 2. Increase the number of students who complete course requirements outlined on SEPs 3. Decrease the average total number of units completed for certificate /degree programs
3.25 Evaluate Transfer Achievement certificate and modify as needed	Dean of Counseling Council for Chairs & Deans	Fall 2020/ Spring 2021	
3.26 Continue implementing student communication plan for career exploration	Dean of Counseling Department Chair, Counseling Director, Public Relations & Marketing	Fall 2020/ Spring 2021	
TECHNOLOGY TOOLS			
3.27 Continue implementing CCC MyPath for all new and continuing students	Dean of Counseling Department Chair, Counseling	Fall 2020/ Spring 2021	1. Increase the number of students who select an informed major/pathway during their first semester in college 2. Increase the number of students who complete course requirements outlined on SEPs 3. Decrease the average total number of units completed for certificate /degree programs
3.28 Continue implementing Civitas “Inspire for Faculty” (phase 3)	Dean of Counseling Instructional Deans	Fall 2020/ Spring 2021	
3.29 Continue implementing Cranium Café	Dean of Counseling Council for Chairs & Deans	Fall 2020/ Spring 2021	
3.30 Continue implementing Civitas “Courses” (phase 3)	Dean of Counseling Dean, Research, Planning, & Institutional Effectiveness Council for Chairs & Deans	Fall 2020/ Spring 2021	
PROFESSIONAL DEVELOPMENT			
3.31 Provide training for counselors on career counseling assessments as needed (MBTI/Strong Inventory)	Dean of Counseling Department Chair, Counseling	Fall 2020/ Spring 2021	1. Increase the number of students who select an informed major/pathway during their first semester in college 2. Increase the number of students who complete course requirements outlined on SEPs 3. Decrease the average total number of units completed for certificate /degree programs
3.32 Provide trainings on CCC MyPath for counselors and staff	Dean of Counseling Professional Development Advisory Committee	Fall 2020/ Spring 2021	
3.33 Provide trainings on Civitas “Inspire for Faculty” for faculty & counselors	Dean of Counseling Professional Development Advisory Committee Faculty Professional Development Coordinator	Fall 2020/ Spring 2021	

3.34 Provide trainings on Cranium Café for faculty & Student Services areas	Vice President, Student Services Dean of Counseling Professional Development Advisory Committee	Fall 2020/ Spring 2021	
3.35 Provide trainings on Civitas “Courses” for faculty and staff	Vice President, Instruction Council for Chairs & Deans Professional Development Advisory Committee	Fall 2020/ Spring 2021	
2021-2022			
CAREER EXPLORATION			
3.36 Continue implementing program-specific introductory courses with career exploration components	Dean of Counseling Department Chair, Counseling Dean, Research, Planning, & Institutional Effectiveness	Fall 2021/ Spring 2022	1. Increase the number of students who select an informed major/pathway during their first semester in college 2. Increase the number of students who complete course requirements outlined on SEPs 3. Decrease the average total number of units completed for certificate /degree programs
3.37 Evaluate and modify Transfer Achievement Certificate	Dean of Counseling Council for Chairs & Deans	Fall 2021/ Spring 2022	
3.38 Continue implementing student communication plan for career exploration	Dean of Counseling Department Chair, Counseling Director, Public Relations & Marketing	Fall 2021/ Spring 2022	
TECHNOLOGY TOOLS			
3.39 Continue implementing CCC MyPath for all new and continuing students	Dean of Counseling Department Chair, Counseling	Fall 2021/ Spring 2022	1. Increase the number of students who select an informed major/pathway during their first semester in college 2. Increase the number of students who complete course requirements outlined on SEPs 3. Decrease the average total number of units completed for certificate /degree programs
3.40 Continue implementing Civitas “Inspire for Faculty”	Dean of Counseling Instructional Deans	Fall 2021/ Spring 2022	
3.41 Continue implementing Cranium Café	Dean of Counseling Council for Chairs & Deans	Fall 2021/ Spring 2022	
3.42 Continue implementing Civitas “Courses”	Dean of Counseling Dean, Research, Planning, & Institutional Effectiveness Council for Chairs & Deans	Fall 2021/ Spring 2022	
PROFESSIONAL DEVELOPMENT			
3.43 Provide annual training for counselors on career counseling assessments as needed (MBTI/Strong Inventory)	Dean of Counseling Department Chair, Counseling	Fall 2021/ Spring 2022	1. Increase the number of students who select an informed major/pathway during their first semester in college 2. Increase the number of students who complete course requirements outlined on SEPs 3. Decrease the average total number of units completed for certificate /degree programs
3.44 Provide trainings on CCC MyPath for counselors and staff	Dean of Counseling Professional Development Advisory Committee	Fall 2021/ Spring 2022	
3.45 Provide trainings on Civitas “Inspire for Faculty” for faculty & counselors	Dean of Counseling Professional Development Advisory Committee Faculty Professional Development Coordinator	Fall 2021/ Spring 2022	
3.46 Provide trainings on Cranium Café for faculty & Student Services areas	Vice President, Student Services Dean of Counseling Professional Development Advisory Committee	Fall 2021/ Spring 2022	
3.47 Provide trainings on Civitas “Courses” for faculty and staff	Vice President, Instruction Council for Chairs & Deans Professional Development Advisory Committee	Fall 2021/ Spring 2022	