

Golden West College

Midterm Report

Submitted by:

Golden West College
15766 Golden West Street, Huntington Beach, CA 92647

Submitted to:

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

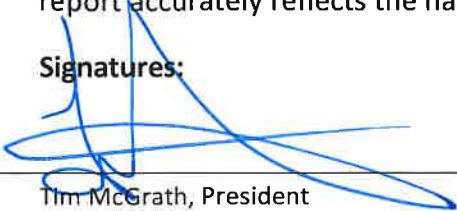
Date Submitted: March 6, 2023

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

From: Tim McGrath
Golden West College
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I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:



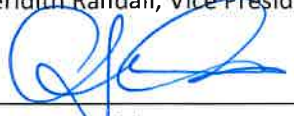
Tim McGrath, President

2/11/23



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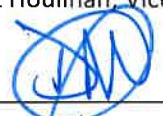


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Report Preparation

In September 2021, the present and former Accreditation Liaison Officers conferred with ACCJC about the requirements for the Midterm Report. At that time, it was noted that several administrators who had been involved in planning were no longer at the college and that some plans from the Quality Focus Essay were no longer relevant. In Spring 2022, discussions about the Midterm report were held at college governance committees such as Institutional Effectiveness, and Planning and Budget Council.

In Fall 2022, the Vice President of Instruction convened a group including the Vice President of Student Services, Academic Senate President, Dean of Arts, Letters, and Institutional Effectiveness, Senior Research Analyst and key faculty to plan the preparation of the report. A draft was finalized in early October 2022 and circulated to the following committees:

- Academic Senate
- Planning Council
- President's Cabinet

The draft report was reviewed by the Planning Council on October 19, 2022, by Academic Senate on October 25, 2022, then approved by President's Cabinet on October 26, 2022 and forwarded to the Board of Trustees for approval of a first draft at its meeting on November 16, 2022. A final draft was approved by the Board of Trustees on March 1, 2023.

Plans Arising from the Self-Evaluation Process

In its last ISER, GWC identified two improvement plans, one related to Standard I.B.9 and the other related to II.C.4. The plans are identified below followed by updates on progress.

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. (I.B.9)

GWC has made progress on all elements of this plan, although COVID slowed the implementation timeline.

- GWC completed a college master plan, which includes both instructional and facilities elements, in spring of 2022, with Board of Trustees approval on March 16, 2022. The report is titled Vision 2030 and describes the sequence of developing or renovating facilities as well as instructional priorities and plans for each existing discipline. (P.1)
- GWC completed a Strategic Plan based on the master plan with a four-year timeline (2021-2025). This plan identifies strategies related to the seven college goals, which had been approved in 2020. One of the college goals is Communication, particularly within the

college community. (P.2) At the same time, the College revised its integrated planning manual (P.3).

- The Strategic Plan has been posted on the website and widely disseminated. Among other efforts to ensure the college community is aware of goals, there was a session on the Strategic Plan held on August 26, 2022, the most recent college Flex Day, that was attended by approximately 50 faculty and staff.
- The Strategic Plan identifies both measures to use to assess effectiveness of strategies and progress on goals, and also identifies which committees should be overseeing progress on which goals and strategies.
- Simultaneous with the Strategic Plan, a new model of participatory governance committees was developed that is streamlined and aligned with college goals and strategies. This new model was approved by the college in spring 2022 and was implemented in fall 2022. (P.4)
- The Institutional Effectiveness Committee remains an essential part of the participatory governance process and will take the lead on communicating results of assessment and progress on goals to the campus community. To facilitate this effort, the college is in the process of hiring a new Dean of Research and additional research office staff so that there are sufficient human resources to accomplish this goal. These hires should be on board by spring 2023.

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 (II.C.4)

The college has developed the following models and plan as identified below. Because IT support is based at the District level, plan and strategies are also districtwide.

- **Develop a formal IT project prioritization model**
 - The college leverages a district-wide project intake system and process for prioritizing IT projects. The prioritization tool can be found on the following website: <https://isprojects.cccd.edu/index.cfm> Senior administrators at all three colleges are regularly asked to help prioritize projects.
 - **Develop standards for technology infrastructure**
 - The college follows the existing CCCD Information Technology Security Standards and Protocols. This ensures the protection of the college's technology infrastructure and assets. (P.4)
 - **Develop a formal plan or road map for selecting and integrating student support systems**
 - The college follows the CCCD Strategic Technology Plan. The strategic plan is updated every 3 years and provides the planning process, guiding principles, and objectives for selecting and integrating student support systems. (P.5)

As part of the new governance structure (see P.3), a Technology Committee was created and given the charge to oversee technology needs at the campus and review annual requests.

Evidence

- P.1 – Vision 2030
- P.2 – Strategic Plan 2021-2025
- P.3 – Integrated Planning Manual
- P.3 – Committee Structure document
- P.4 – CCCD Information Technology Security Plan
- P.5 – CCCD Strategic Technology Plan

Institutional Reporting on Quality Improvements

A. Response to Recommendations for Improvement

GWC received two recommendations for improvement as well as a District recommendation in the External Evaluation Report, confirmed by the Commission Action Letter dated June 28, 2019; all three are addressed below.

College Recommendation 1: In order to improve institutional effectiveness, the College should strengthen the Program Review and resource allocation process by clarifying alignment with College Goals and Mission and establishing a systematic process for providing feedback and communicating results (I.B.5, I.B.8, I.B.9).

As COVID concerns began to wane in late 2021, and as the Strategic Plan and new governance structure were in process, a faculty-led effort to change the program review process and forms was completed. Using NextGen, new forms were created that specifically linked to the college goals and created more efficient ways for everyone at the college to analyze their program effectiveness (using data provided by the Office of Research, Planning and Institutional Effectiveness) and to request staff, technology, equipment and other resources. These forms were implemented in Fall 2021 in time for faculty prioritization by the Academic Senate. As a result, Academic Senate produced a prioritized faculty hiring list that resulted in the successful hiring of 12 new full-time faculty.

Because the new Strategic Plan and participatory governance committee structure were not finalized until April 2022, the college decided to delay decisions on all requests other than faculty positions until fall 2022. The new Planning Council took on the consideration of all equipment, facility and technology requests, first determining whether each one supported the goals in the Strategic Plan and then prioritizing them. The prioritized list was then sent to the new Budget Council, which will determine funding sources and make recommendations to the new President's Cabinet. A timeline and process for communicating results to the college campus was also created. (GWC 1.1)

Classified staff requests were considered by the Executive Team in spring 2022 due to urgency in some areas because many short-term temporary positions had to be discontinued, according to HR directives. A more inclusive and transparent process for considering classified staff request is under development.

Because there were some glitches with the NextGen process, as well as feedback on the content of the forms, the Program Review team made changes and moved to using Word documents for Mid-Cycle Requests (those requests made on the "off year" between full Program Reviews, which will not be due again until 2023). The deadline for these requests was October 31, 2022, and a timeline was developed for consideration of the requests and communication of decisions. (GWC 1.2 and 1.3) The college completed this cycle in fall 2022.

College Recommendation 2: In order to improve institutional effectiveness, the Team recommends that the College strengthen the process for maintaining the currency of officially approved course outlines of record and distance education addendums (II.A.2, II.A.3).

During academic years 2020-2021 and 2021-2022, herculean efforts were made to address currency of course outlines and distance education addenda. Using reports generated by the CurricUNET curriculum management system, courses with outlines that had been approved more than five years earlier were identified and faculty were asked to update them. In addition, any revisions to CORs older than five years would not be approved unless the entire COR was updated. Many older courses remained on active lists even those they were not offered; those were retired through the Consent Calendar at the curriculum committee after receiving approval from the faculty in the discipline. At this point, approximately 10 courses with CORs more than ten years old are being offered and approximately 50 have not been updated within the past five years. The curriculum committee reviewed this list at its meeting on November 2, 2022, and created a plan to have them all updated or retired by the end of the 2023 academic year. (GWC 2.1)

During COVID, the California Community College Chancellor's Office allowed courses WITHOUT distance education addenda to be offered via distance education (synchronously or asynchronously) as an emergency measure. However, all courses offered that way needed to have regular DE addenda in place by December 2021. The college met that deadline and used the opportunity to ensure that any section offered via distance education moving forward would have a current addendum. Adding an addendum also requires updated the course outline, so progress was made on that project simultaneously. At this point, no class is offered via distance education at GWC unless it has a current DE addendum.

District Recommendation: Institutional responses to external audit findings are comprehensive and communicated appropriately to constituency groups, including the District Audit and Budget Committee as well as other internal and external stakeholders. The District has demonstrated an ability to generally remedy audit findings in a reasonable timeframe; however, one particular finding related to monthly reconciliations and closing procedures has been repeated and not remedied for four independent audits (2014-15 through 2017-18). (III.D.7)"

The specific finding referenced by the External Peer Review Team was noted on page 84 of the 2017-18 "Report on Audit on Financial Statements and Supplementary Information Including Reports on Compliance June 30, 2018" (DIS.2.1). The finding noted "the lack of a systematic method to ensure complete monthly reconciliations and closing procedures take place." The District Fiscal Services, in its response to this finding, noted:

"There has been significant turnover in the District Fiscal Department resulting in a delay of our implementation plan. However, our original plan is sound and entails full staffing to implement a system of monthly closing procedures. These procedures will include account reconciliations to ensure accounts are reviewed, reconciled, and adjusted monthly. The plan includes the following:

- a) Documentation supporting the reconciliation of bank balance to the account balance in the general ledger.
- b) Monthly account reconciliations completed and reviewed by specified due dates and a review of the unidentified differences and posting the necessary adjustments timely.
- c) Procedures established to reconcile auxiliary charges to District Fund 81 balances. In addition, we will implement procedures and timelines to ensure all audit adjusting entries are posted when required." (DIS.2.1, page 84).

Subsequently, District Fiscal Services has implemented the plan noted above. The 2018-19 “Report on Audit on Financial Statements and Supplementary Information Including Reports on Compliance June 30, 2019” no longer identified this as an audit finding (DIS.2.2). The June 30, 2019 report identified a different finding related to closing procedures. Specifically, the finding was that “the Measure M General Obligation Bond Fund incurred expenses related to services and equipment received prior to June 30, 2019 that were not accrued. Sixty-five invoices were identified as not accrued, resulting in an adjustment of \$3,720,732 to the Measure M General Obligation Bond Fund.” (DIS.2.2, page 81). Effective July 1, 2019, the District underwent a conversion of its financial system which resulted in an error in the accruals for the June 30, 2019 financial statements. Processes that were normally automatic in the system had to be replicated manually and the manual system was untested and inadequate to capture all of the required accruals. Subsequently, the issues related to this system conversion were resolved. In addition, the District updated the closing procedures to include campus facility construction managers listing of outstanding payment applications as well as additional documentation and training for accounts payable staff. An internal review of the closing process was also performed by District Fiscal Services outside of the accounts payable department to identify any errors or omissions. As a result of changes and improvements made by District Fiscal Services, the 2019-20 annual external audit report found that this finding was resolved (DIS.2.3). There were no additional or new findings in the 2019-20 and 2020-21 annual external audit reports (DIS.2.3 and DIS.2.4).

Evidence

GWC 1.1 – Program Review Request Timeline

GWC 1.2 – Program Review Mid-Cycle Forms

GWC 1.3 – Program Review Mid-Cycle Timeline

GWC 2.1 – CCI Minutes November 1, 2022

DIS.2.1 – Report on Audit on Financial Statements and Supplementary Information Including Reports on Compliance June 30, 2018

DIS.2.2 – Report on Audit on Financial Statements and Supplementary Information Including Reports on Compliance June 30, 2019

DIS.2.3 – Report on Audit on Financial Statements and Supplementary Information Including Reports on Compliance June 30, 2020

DIS.2.4 – Report on Audit on Financial Statements and Supplementary Information Including Reports on Compliance June 30, 2021

B. Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

This section of the report provides an institutional reflection on institutional performance in two areas: 1) student learning outcomes, and 2) institution-set standards. Colleges should respond to the specific prompts listed below and provide evidence to support the information and narrative.

1. Student Learning Outcomes (Standard I.B.2) ACCJC Standard I.B.2 states: “The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.”

Reflect on assessment processes since the last comprehensive peer review:

- **What are the strengths of the process that help the college to improve teaching and learning?**
- **What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?**

- Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.
- In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?

SLOs Assessment Process

Strengths

Course Student Learning Outcomes (cSLOs) is part of the College's Program Review process. As such, departments regularly review cSLOs data as a part of an ongoing effort to improve student learning. Examples of areas that discuss cSLOs regularly is Biology and English Language Learning.

In Biology, over the last cSLO cycle, the department has utilized course and program assessment data to drive discussion and changes within the classroom, especially as they relate to the changed in teaching modalities. This includes:

- discussions within the department about how course materials were presented to students in an online setting and how outcomes were assessed based on results indicating decline in success rates for cSLO's that historically were achieved by a high number of students when courses were held in-person.
- changes in the pedagogy and implementation of shorter video reviews, low stakes practice assignments, and additional review sessions to support students in the understanding of course content. Overall, since offering these changes, success rates have increased.

In non-credit, English Language Learning (ELL) department, from reviewing cSLO assessment data, these are the changes that have been adopted to improve teaching and learning:

- more bilingual staff were hired to better cater to non-native English-speaking students.
- Lecture hours were adjusted for Grammar and Pronunciation courses from 24 lecture hours to 36 lecture hours because students needed and wanted more time to effectively learn course materials.
- communication component was added to Pronunciation courses so that students can practice their speaking skills.
- self-placement exam because students signified that they unsure as to what their language level was.
- Within all ELL courses, more American culture were added to the curriculum because students expressed interest in learning about this topic.
- Adopted additional assessment methods (e.g., presentations, listening dictations, writing answers on personal whiteboards).

Department discussions have led to the revision of course student learning outcomes (cSLOs) to be concise and demonstrative of student's genuine understanding of course materials. Changes to SLOs are also reflective of current teaching methods and learning styles. Changes to SLOs are indicated in the meeting notes from Council for Curriculum and Instruction (CCI) Committee meetings.

SLOs Assessment Process – Growth Opportunities

The College's Office of Institutional Effectiveness is working with the College's Center for Learning Innovation (CIL) and the CIL Data Coaches to provide workshops and open labs to faculty and staff further encourage authentic culture of assessments as well and how to use TracDat Improve, the

College's online assessment management system. Part of meaningful assessments is utilizing different assessment methods to fully track student's understanding of subject content. The College continues to train faculty and departments on the use of SLO results in data planning and improvement of teaching and services.

SLOs Assessment – Improvements Based on Outcomes Assessment

In student services, Student Area Outcomes (SAOs) assessment data has been used to provide enhance services to students and to increase student success overall. In Counseling, SAO 1 is to “create innovative ways to provide support services to increase transfer to four-year university.” Data collected from the Fall 2019 Transfer Workshops indicated that enrollment for in-person, on campus, workshops were low with 107 participants over the course of 6 workshops. Seeing the need for flexibility of workshops offerings, in Fall 2020, workshops were moved online, via ZOOM, and offered days, nights, and weekends resulting in more than doubled attendance of 253 participants.

Counseling SAO 2 is to “identify strategies to increase the number of students earning AA degrees and certificates.” New counseling pathway courses were developed to offer students more pathways to align with their chosen major. Courses were approved through CCI and have been offered in Fall 2021 and Fall 2022. From the development of more pathways, there has been an increased in successful enrollment in pathway courses, more students choosing a given pathway and finishing the course with a comprehensive educational plan leading to an increase in total degrees and certificates conferred.

SLOs Assessment – Assessment Schedule

At the College, assessment of Institutional Student Learning Outcomes (iSLOs) is accomplished through the aggregation of course assessment results from courses aligned with the iSLOs. Two iSLOs are targeted per year. Each iSLO is assessed at least once within a three-year period which aligns with Program Review cycle.

At the Program level, each program is expected to complete at least one Program Student Learning Outcome (pSLO) per semester and assess each pSLO at least once within a three-year period (Program Review cycle).

At the course level, faculty are expected to include course student learning outcomes (cSLOs) on their syllabus and complete at least one cSLO each semester for every course that they teach. Within the department, each cSLO is expected to be assessed at least once within a three-year period (Program Review cycle).

For Student Services and Administrative areas, one Student Services Area Outcomes (SAOs) and one Administrative Unit Outcomes (AUOs) are expected to be assessed per area each semester and each SAO and AUO per area is to be at assessed at least once within a three-year period (Program Review cycle).

The areas that the College is falling behind the most in assessments is at the Institutional and Administrative level. The College needs to build into its processes so that iSLO data are aggregated from course results and assessed in the fall then analyze and discuss changes in the spring. Furthermore, the College needs to validate that the alignment of cSLOs and iSLOs are current. The College needs to improve tracking of AUOs assessment and create accountability so that assessments are completed per the assessment schedule. The College also needs to place a higher emphasis of AUO data in Program Review and funding.

The College needs improvements in assessing of pSLOs and SAOs. There are departments and student services CCC for areas that have implemented changes and improvements based on findings from assessment data. However, the College also needs to improve tracking of pSLOs and SAOs assessments and create accountability so these assessments. The College also needs to place a higher emphasis of pSLO and SAO data in Program Review and funding.

The College is doing a satisfactory job in cSLO assessment with more faculty assessing their course(s) regularly and departments discussing result and utilizing them to improve teaching practices and student learning. However, there are departments that are not completing assessment per scheduled guidelines. For these departments, we would like to meet with department chairs and Deans to review current cSLOs and course offering schedules to identify key reasons why assessments may be lagging.

Evidence

- S1. Golden West College Program Review Data
- S2. English Language Learning Department Meeting Minutes
- S3. Council for Curriculum and Instruction Committee Agendas and Meeting Minutes

Institutional Set Standards

ACCJC Standard I.B.3 states: “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.”

Using the most recent Annual Report, reflect on trends in data for institution set standards on course completion, certificate completion, degrees awarded, transfer, licensure examination pass rates, and employment rates for career and technical education (CTE) students:

Has the college met its floor standards? • Has the college achieved its stretch (aspirational) goals? • What initiative(s) is the college undertaking to improve its outcomes? • How does the college inform its constituents of this information? Evidence: Provide the most recent Annual Report used for this reflection.

The College has established a set of key performance indicators (KPIs) that include successful course completion, degrees and certificates conferred, four-year transfers, and CTE outcomes. Along with establishing goals for each of the indicators, the College has institution-set standard (ISS) for ease of monitoring. The College utilizes the ACCJC annual reporting process to monitor and assess how it is supporting students in meeting their academic goals.

From the Spring 2022 annual report, the College continues to meet or exceed its floor standards and in some areas have also achieved the stretch goals. The table below illustrates areas where the College has met the floor standards or stretch goals.

Table 1. GWC Institutional Set Standards from Spring 2022 ACCJC Annual Report

Metric of Success	20-21 Performance	Floor	Stretch	Met Floor Standard	Achieved Stretch Goal
Course Completion Rate (20-21)	75	71	75	Yes	Yes
Certificates Conferred (20-21)	2519	1052	1403	Yes	Yes
Associate Degrees (20-21)	4145	962	1400	Yes	Yes
Transfer (20-21)	1079	1032	1160	Yes	No
Licensure Exam Pass Rates Cosmo (20-21)	90%	85%	90%	Yes	Yes
Licensure Exam Pass Rates Nursing (20-21)	92%	86%	90%	Yes	Yes
Employment Rates	--	--	--	N/A	N/A

What initiative(s) is the college undertaking to improve its outcomes?

The College engages in several on-going and new initiatives to improve its outcomes.

Guided Pathways

Golden West College has implemented numerous initiatives over the past four years to clarify educational pathways for current and prospective students. The College Guided Pathways Task Force launched a new website that provides current and prospective students with course sequence maps for all programs of study, and the college has implemented numerous initiatives to improve the student onboarding process and the support services available to help students persist to graduation or transfer. As part of its effort to create stronger onramps to college, GWC continues to partner with local high schools to grow its early college program. Since the inception of this program, the College has seen a nearly 70% increase in college enrollments by high school students. High school students in GWC courses have continued to excel academically, achieving average course success rates each semester of 90%. Additionally, the College partnered with a local school district (Garden Grove Unified School District (GGUSD)) to grow its flagship Early College Academy (ECA). The program supports students in satisfying university General Education requirements and provide students with the opportunity to earn an associate degree in high school. Guided Pathways and Dual Enrollment are critical strategies to help the college increase enrollments, improve course success rates, improve year-to-year persistence, and ultimately increase college completion and transfer to four-year universities.

Tutoring Support

Through the Embedded Tutoring Program, the Academic Success Center places peer tutors in a variety of classes across the curriculum to help students understand course content, prepare for assignments and exams, and develop successful study habits. Embedded tutors assist with in-class activities, provide individual and group tutoring, lead review sessions, and reach out to students who may be struggling. The hands-on, direct assistance provided by embedded tutors helps students successfully complete their courses.

STEM Grant

In Fall 2020, Golden West College received a \$3 million 5-year Title V that is expected to support Hispanic/Latinx Students with graduation and transfer in STEM programs. The focus of GWC STEM grant is to: 1) maximizing access through greater flexibility in course offerings and increased STEM program awareness; 2) fostering of dynamic learning environments through the implementation of continually-evolving instructional technologies and course formats,

supplemental instruction, and support for diverse teaching and learning styles; 3) increasing student success through the utilization of embedded and drop-in tutors, early intervention and support services for at-risk students provided by case managers/mentors, and use of predictive analytics and data analysis to improve programs and services; 4) enhancing and celebrating diversity through college-wide professional development focused on fostering a supportive campus environment that recognizes and understands the needs of our Hispanic/Latinx, low-income, and underserved student populations; and 5) establishing a transfer culture in STEM supported by increasing the number of Associate Degrees for Transfer and through the provision of accessible and easy-to-understand transfer guidance for STEM students. The STEM grant will support the College's effort to improve overall student course completion, degrees conferred, and transfer.

Puente

Puente is an academic, counseling and mentoring program for students to build the necessary skills for college and life success. Puente's mission is to increase the number of students in educationally underserved communities to transfer to four-year colleges/universities, earn degrees, and return to the community as leaders and mentors. Puente is active in over 60 community colleges across California and has been a part of Golden West College for over 30 years. GWC Puente has added additional courses to our program besides counseling and English. While the Puente state model only requires two cohorted classes, GWC Puente has been working with other disciplines such as Global Studies and Communications to ensure our students are fulfilling more GE required classes and are enrolled as full-time students. This not only supports students in transfer, but transfer in a timely manner.

Partnership with Arizona State University

One of the many strategies that the College is employing to improve transfer is partnership development with four-year institutions. In 2022, GWC developed a partnership with Arizona State University to create a seamless transfer experience for GWC students to ASU. The program is named MyPath2ASU. MyPath2ASU is a set of customized tools available to transfer students from accredited, U.S. regional institutions. These tools ensure a smooth transition to ASU after earning credits or an associate degree from a U.S. community college or university, and also shorten the time to degree completion. Through the MyPath2ASU partnership, students have access to personalized benefits to help them navigate the transfer experience.

CTE

GWC's Career Education (CE) department encompasses short term workforce training that leads to high wage, high demand jobs in fields like Nursing, Criminal Justice, Automotive Technology, and Cosmetology. These programs have ongoing discussions to increase metrics and student success outcomes. In the Nursing and Cosmetology programs, the college provides practice test opportunities and study sessions for State Licensing. In the Accounting and Computer Aided Drafting fields, the college is now implementing Industry Certifications as part of curriculum. The efforts are intended to lead to higher wages and quicker employment for students when they complete at GWC.

How does the college inform its constituents of this information?

The College's Office of Institutional Effectiveness provides current information on student data including the College's performance on these key success metrics. Data are presented in a dashboard format that is accessible to College employees and the public. The IE office also publishes all ACCJC annual reports and other accreditation-related reports on its website. Additionally, the annual report is discussed at participatory governance committees including Institutional Effectiveness Committee, President's Cabinet, Planning Council, Academic Senate, and Classified Senate. These committees provide

representation of all campus constituent groups and ensures that the College and its employees are well informed of the College, its goals, and how well it is meeting and achieving the goals.

C. Report on the Outcomes of Quality Focus Projects

Golden West College identified three Quality Focus Projects in its last ISER. As noted below, COVID stalled implementation of some changes; some ideas were abandoned; and some are in the process of being assessed.

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. Through the Council for Chairs and Deans, the College developed a Guided Pathways Plan to accomplish the following outcomes:

- Increase the number of students who select an informed major/pathway during their first semester in college
- Increase the number of students who complete 12 program-specific units in first year
- 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)
- Increase the number of students who complete course requirements outlined on SEPs
- Decrease the average total number of units completed for certificate /degree programs
- Increase the number of college constituents (staff, faculty, administrators, and students) who understand the principles and goals of GWC's Guided Pathways efforts
- Refine Guided Pathways implementation plan and identify areas to improve following phase implementation

Many of the activities proposed under the QFE on Course Mapping and Student Driven Scheduling spanned four years from 2018-19 academic year through 2021-2022 with responsible parties including the Vice President of Instruction, Director of Guided Pathways, Council for Chairs and Deans, and counseling department.

Status of Activities

Establish GWC "metamajor" structure

This work has been completed. Metamajors were identified and are visible to potential students on the public website under "Programs and Pathways." The catalog is also organized by metamajors.

Mapping of Degrees and Certificates for Guided Pathways and Transfer

All ADT programs have been mapped and aligned to the CSU-GE Breadth and UC-IGETC Patterns. The college also developed "Pathways" courses that align to each of these programs and students enroll in

their first semester "pathway" course that is often tied to other core general education courses and completion of Math and English in their first year.

Guided Pathways Communication Plan

The Academic Senate and Director of Guided Pathways have led effort to inform the campus of the principles behind Guided Pathways and the work involved. This effort is on-going

Year ahead scheduling

The College, through Council for Chairs and Deans refined block scheduling so that students are able to take needed classes without conflicts. The next step is to develop year ahead scheduling. This work is still in progress.

Student Tracking

The college is currently working to identify momentum points to track student progress toward program completion and evaluate effectiveness of activities and efforts implemented.

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, an accelerated co-requisite model that places students directly into English 100 has been implemented with English 100S, a class that incorporates support. 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.

The QFE plan for this area included the following components, which are listed below along with a brief report on progress and related assessment results:

- English:
 - Expand accelerated co-requisite pilot: the college offers several sections of ENGL 100S, which is the ENGL 100 Freshman Composition course with 2 units of additional support, each semester.
 - Eliminate basic skills courses in English: Pre-ENGL 100 or 100S English courses are no longer offered. Student are advised to take either ENGL 100 or 100S.
 - Increase English course offerings through dual enrollment: ENGL 100 was offered successfully in fall 2022 at the Los Amigos High School early college academy. Plans are to offer ENGL 100S at Westminster HS in 2022-23.
 - Streamline student enrollment process: all students can register easily for ENG 100 or 100S. No barriers exist to enrollment.
- Math:
 - Expand accelerated math course offerings: students have not been choosing optional co-requisite courses for transfer-level math courses, so courses with built-in support have been developed and will be offered starting in Fall 2023.
 - Eliminate basic skills courses in math: math courses below transfer level are still offered based on student need. However, all students can enroll directly into transfer-level math classes.
 - Increase math course offerings through dual enrollment: Several sections of MATH 160: Introduction to Statistics are offered via dual enrollment every semester.
 - Streamline student enrollment process: all students can register directly into transfer-level math courses. Because there are different options and pathways, students are advised to complete the MAP self-assessment to determine which class they should take.
- English as a Second Language
 - Offer non-credit certificates for ESL Levels 1-2 and 3-4: ESL non-credit certificates are being approved by the curriculum committee in fall 2022 and will be offered in fall 2023.
 - Hire a full-time non-credit ESL faculty member in 2020.
 - Develop non-credit vocational ESL courses: The college has not yet developed these courses but has several non-credit CTE programs such as Senior Health Care Technician being developed. Vocational ESL course will be supplemental to these programs.
- Student Supports:
 - Develop self-placement tool to guide students into appropriate courses: the college uses My Academic Plan, a computer-based self-assessment tool for students.

AREA 3: Integrated Student Supports.

Standard II.C.3 outlines services provided to students to support access, persistence, and completion. The services and resources include academic support across modalities, assistance with registration, counseling and financial aid, and access to disability support services. In addition, the College supports students' basic needs with 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.

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. While the college has moved away from several of these platforms, others have and will take their place, including Slate, a customer relations management tool that allows the college to track students from recruitment to completion and Starfish, an early alert system, which will be implemented starting Fall 2023. Signal Vine has also proven to be a powerful tool for student communication and engagement. It allows for two-way texting between the campus and students, which has increased connectivity and sharing of information. 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.

An update on these projects is provided below. In some cases, technology was changed and/or new directions were identified.

- To increase the ability of students to explore careers, several Counseling courses related to pathways were created and offered. Pathways courses are included in students’ first semester plan built through MAP (My Academic Plan). Students following these SEP’s are sure to be enrolled in the correct courses for their Major/Program of Study.
- The Counseling Department directs new students to complete MAP (My Academic Plan) in order for them to self-place for English/Math, identify their Major/Career goal. Based on this information, Counselors build Student Education Plans to include appropriate courses for students’ first semester, in accordance with the Guided Pathway.
- A Transfer Achievement (University Core) certificate is under development
- The college started offering a Transfer Academy in Fall 2022 for early outreach
- Students are given recommendations during their first semester for enrollment in a Pathways course that covers career exploration and career options within the Guided Pathway model. Those students who do not enroll in a course are often referred from counseling sessions to complete formal career assessments and utilize the Career Center tools. Students enrolled in designated career education programs (i.e. Cosmetology, Nursing, Automotive Technology) are targeted during their last semester for participation in resume building, job search, and interviewing techniques.
- CCC MyPath was developed for students to explore resources and pathways
- Civitas and Cranium Café were replaced with other options, such as Zoom, Slate, and Signal Vine
- Training for counselors on career counseling assessments was completed in Spring 2019, and it was determined that annual training is not needed.

D. Fiscal Reporting

The college has met its fiscal goals and is not on enhanced fiscal monitoring. The most recent Annual Fiscal Report from 2021-2022 is attached as evidence.