

EXTERNAL EVALUATION REPORT

Golden West College
15744 Goldenwest Street
Huntington Beach, CA 92647

This report represents the findings of the peer review team that visited
Golden West College from February 25 to February 28, 2019

Dr. Kathleen A. Hart
Team Chair

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**Golden West College
Comprehensive Evaluation Visit**

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Summary of Evaluation Report

INSTITUTION: Golden West College

DATES OF VISIT: February 25 – February 28, 2019

TEAM CHAIR: Dr. Kathleen A. Hart

From Sunday, February 24 through Thursday, February 28, a 10-member accreditation peer review team visited Golden West College, one of three colleges in the Coast Community College District. The team was accompanied by one of the Vice Presidents of the Accrediting Commission of Community and Junior Colleges. The purpose of the visit was to review and assess the extent to which the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education (USDE) regulations. The team reviewed and evaluated how well the College achieves its stated mission and purposes. The team also provided commendations and recommendations for institutional improvement related to the Standards. Because Golden West College is a member of the multi-college District, the team provided commendations and recommendations for District improvement as well.

In preparation for the visit, the team chair reviewed the team chair manual, other ACCJC documents, and attended the team chair training on December 5, 2018 in Los Angeles, CA. The team chair and assistant consulted with the President of Golden West College and the Accreditation Liaison Officer by conference call to make logistical arrangements for the visit. On February 5, 2019, the team attended a comprehensive training in Los Angeles to get to know each other, to understand the visit protocols, and to prepare for an effective visit to Golden West College. Members of the teams for Orange Coast College and Coastline Community College, who, along with Golden West comprise the Coast Community College District, made preparations for visiting the District and interacting with the District Board and its Chancellor. Two members of the team, through personal circumstances, resigned from the team, but each was replaced so that the full complement of individuals participated in the process. Nine members of the team attended the team training on February 5. The tenth member joined the team after the team training.

The team received the Golden West Institutional Self-Evaluation Report (ISER) and links to the evidence on time. After some problems calibrating the electronic evidence gallery, the team found the ISER to be generally well written and accompanied by appropriate evidence. With the help of the first two team assignments, the team was able to begin interacting with the ISER and the evidence, and the team chair and the team assistant were able to determine which team members should serve as leads for each standard and substandard. By the time the team gathered in Huntington Beach on Sunday, February 24, they had all completed their team assignments, identified areas for further investigation, and requested a variety of additional evidence and individual appointments with College administrators, faculty, and staff. The ALO and other staff were remarkably pleasant, cooperative, and accommodating from the beginning to the end of the visit.

During the visit, the team, usually traveling in pairs, met with numerous individuals, group, and committee sessions. Some team members visited randomly selected classes which they found to be interesting and well-taught. Students were engaged in the classwork by their faculty members. The new Student Services was remarkable—a hub of activity with a large and welcoming open lobby, staffed by friendly assistants, and surrounded by all of the necessary student services. Team members also visited tutoring centers, labs, the library, the bookstore, the cafeteria, and site of the new Math and Science Center which is currently under construction. The team chair and several team members attended each of two open forums where they had an opportunity to discuss the purpose of accreditation and hear faculty, staff, and students' questions. Three team members visited the District where they joined representatives from the other two teams and met with four of the five District Board members and visited with the Chancellor.

The College and the District were very well prepared for the team's visit, and all members of the Golden West College community made the team feel welcome. It was clear that all members of the Golden West College community value the College, its standing as a community resource and community partner, and stand ready to work to continuously improve. All employee groups and students were knowledgeable and sincerely engaged and committed to a successful accreditation process. Employees and students alike expressed pride in the beautiful grounds and physical plant and commitment to student success and equity.

The visiting team believes that Golden West College satisfies all of the Standards, Eligibility Requirements, and US Department of Education regulation. For improving institutional quality and effectiveness, the team provided two recommendation for the College and two for the District. In addition, the team noted exceptional practices in four commendations for Golden West College and one commendation for the District.

Major Findings and Recommendations of the 2019 External Evaluation Team

College Commendations

College Commendation 1

The team commends the College for advancing its mission by establishing and fostering community partnerships that are profoundly immersed in local community values and culture, as well as dedicated to authentically impacting the lives of students and their families (I.A.1, IV.B.6).

College Commendation 2

The team commends the College for its emphasis on a student-centered, equity-focused campus culture, including innovative practices in instruction and support services, aimed at meeting the needs of their diverse student population (II.A.7, II.C.3).

College Commendation 3

The team commends the College's grounds, custodial, and maintenance teams for the extraordinary appearance of the campus and contributing to a healthful learning and working environment (III.B.1).

College Commendation 4

The team commends the innovative ways the College is leveraging external funding, enterprise, and partnerships to improve facilities, technology, and services that enhance the student experience (III.D.2, III.D.4).

College Recommendations to Improve Quality:

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).

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).

District Commendation:

District Commendation 1

The chancellor is commended for his ability to promote a calming leadership style and to communicate effectively about College and District governance roles, resulting in a climate that emphasizes a strong sense of confidence about College and District operations (IV.D.2, IV.D.4).

District Recommendations to Improve Quality:

District Recommendation 1

In order to improve institutional effectiveness, the peer review team recommends that governing board policy be revised to reflect the District's commitment to academic freedom for all constituencies, including students (I.C.7).

District Recommendation 2

In order to improve institutional effectiveness, the team recommends the District should ensure audit findings are responded to and resolved in a timely manner (III.D.7).

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Introduction

Golden West College in Huntington Beach, California, is one of three colleges in the Coast Community College District which serve twelve cities in Orange county. Governed by a District Board of five elected members and overseen by a Chancellor, the College opened in 1966; its goal was to be a “modern and forward-thinking community college. In 2016 the College celebrated its 50th anniversary which was marked by the opening of a time capsule and several celebrations throughout the campus.

Golden West College serves nearly 18,000 students each academic year and offers more than 100 academic and career programs at its single site campus. The College consistently ranks above the statewide average in persistence, college completion, and CTE completion.

Last comprehensively reviewed in 2013, the College submitted a mid-term report in 2016. In addition to its ACCJC accreditation, the College offers other programs that are accredited or approved by recognized external agencies and accrediting agencies.

Since ACCJC’s last reaccreditation process, the College has undergone significant physical transformation including completion of the new main entrance to the campus. The College also completed construction of the new Public Safety Building and Communication Building, the new Criminal Justice Training Center and its Scenario Village. A new Student Services Center houses all of the student services in a large, open, welcoming space. In May, 2017, the College began the Math and Science Building due to open in 2019. Another project that was funded in the Governor’s 2019 budget is a new Arts & Letters Humanities Building.

The College is currently implementing efforts to increase student enrollment and success through a variety of means including dual enrollment and its Guided Pathways implementation.

Eligibility Requirements

1. Authority

The team confirmed that Golden West College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. Golden West College is a comprehensive two-year community college in a multi-college district, the Coast Community College District. Golden West College is authorized to operate as a postsecondary degree- and certificate-granting educational institution by the State of California, the Board of Governors of the California Community College System, and the Governing Board of the Coast Community College District, and through its accreditation by ACCJC.

Conclusion: The College meets Eligibility Requirement 1.

2. Operational Status

Golden West College was established in 1966 and has operated continuously since then. In academic year 2017-18, 18,339 students were enrolled at the College, and during that year the College awarded 2,686 degrees and certificates, a gain of 632 degrees and certificates since 2013-14. The College's Office of Institutional Research provides extensive data, detailing student enrollment from the 2008-2009 academic year onward, showing steady growth in student headcount and in course and program fill rates. Program reviews for degree-granting programs provide further documentation of students' active enrollment and completion rates in certificates and programs.

Conclusion: The College meets Eligibility Requirement 2.

3. Degrees

At Golden West College, a substantial portion of the educational offerings are programs that lead to degrees and certificates. Associate degrees, normally completed in two years, require at least 60 units and include a general education component and the completion of a Major or Area of Emphasis and a 2.0 Grade Point Average. The College offers 23 Associate Degrees for Transfer (ADTs), 48 Associate Degrees (AA/AS), and 44 certificates.

Conclusion: The College meets Eligibility Requirement 3.

4. Chief Executive Officer

Golden West College has a CEO, a College president, who has been appointed by the Coast Community College District Board. The President has the authority to administer Board policies, and his full-time responsibility is to Golden West College. This President/CEO does not serve as the chair of the Governing Board.

The Governing Board of the Coast Community College District appointed Mr. Tim McGrath as President of Golden West College on March 21, 2018, and he began his tenure at Golden West on July 1, 2018. The College had been led by Mr. Wes Bryan from 2005-2018.

Conclusion: The College meets Eligibility Requirement 4.

5. Financial Accountability

Golden West College engages a qualified external auditor to conduct audits of all financial records. The College is part of the annual audit for the Coast Community College District, and the most recent audit certifies that the District has adequate internal controls and does not have any material misstatements or findings. Records since 2007-08 are available to the public at the District website under Financial Audits.

The College complies with Title IV regulations, and its default rates for the past three years fall well below 20%.

Conclusion: The College meets Eligibility Requirement 5.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

<Delete the instructions from the final draft of the Team Report>

General Instructions: The form should contain narrative as well as the “check-off.”

- a. *The team should place a check mark next to each evaluation item when it has been evaluated.*
- b. *For each subject category (e.g., “Public Notification of an Evaluation Visit and Third Party Comment”), the team should also complete the conclusion check-off.*
- c. *The narrative will cite to the evidence reviewed and team findings related to each of the evaluation items. If some content is discussed in detail elsewhere in the team report, the page(s) of the team report can be cited instead of repeating that portion of the narrative.*

Evaluation Team Visit and Third Party Comment

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check Off (Mark One)

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative

Golden West College made appropriate and timely effort to publicize the peer review team visit

and solicit third-party comment beginning on December 18, 2018. Comments were to be sent directly to the ACCJC. No comments were received so there was no need for follow-up.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

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

Conclusion Check Off: (Mark One)

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Golden West College has defined elements of student achievement aligned to its College Mission and established appropriate performance standards. These standards guide the College's broader planning efforts and resource allocation, and are regularly reviewed. If the College falls

below the institution-set standards, the College governance structure takes the appropriate action to address its performance.

Credits, Program Length, and Tuition

Evaluation Items:

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The Team reviewed policies and procedures to confirm the College credit hour assignments and degree program lengths are consistent with good higher education practices. Tuition is consistent across programs as evident in the College catalog.

Transfer Policies

Evaluation Items:

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The Team reviewed the College catalog and website to confirm policies are in place and information related to Transfer Policies is appropriately disclosed to students and the public.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
<input checked="" type="checkbox"/>	The institution demonstrates regular and substantive interaction between students and the instructor.
<input checked="" type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
<input checked="" type="checkbox"/>	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
<input type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
<input type="checkbox"/>	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Distance Education and Correspondence Education</i> .

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

Conclusion Check Off (Mark one)

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
<input type="checkbox"/>	The college does not offer Distance Education or Correspondence Education.

Narrative:

The Team reviewed 15 online classes and found that the institution demonstrates regular and substantive interaction between students and their professors.

The Team reviewed the online availability of learning support services including admissions and records, counseling, and library and found that the institution demonstrates comparable learning support services and student support services for distance education students.

The Team reviewed the student authentication policies and processes as outlined in the GWC DE Handbook and found that the institution has multiple acceptable methods of student authentication.

Golden West College does not offer correspondence education.

The Team reviewed the technology infrastructure needed to support distance education and found that the infrastructure is more than sufficient to sustain DE activity.

The Team reviewed the District policies as highlighted in the DE Handbook and found that the District has policies and procedures in place for approval of DE courses via the Curriculum approval process..

Student Complaints

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The Team verified that the College has policies and procedures in the catalog and on its website for addressing student complaints. Files are maintained for the previous seven years (digital Maxient forms and paper copies prior to 2018). Complaint files were reviewed by the Team and found no issues indicative of the College's noncompliance with Accreditation Standards. Names and associations of accreditation agencies are posted online, including contact information for complaints.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status.(Standard I.C.12)

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The Team verified that the College provides accurate, timely, and appropriately detailed information to students and the public about its programs, location, and policies through its paper and electronic catalog, website, and published paper documents. Through these channels, the team also verified that the College complies with the Commission *Policy on Institutional Advertising, student Recruitment, and Policy on Representation of Accredited Status*. The College website and the paper and electronic catalogs display the required information concerning its accredited status.

Title IV Compliance

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
<input type="checkbox"/>	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[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.]

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The College provided evidence of Title IV compliance. Recent audits indicate a finding related to notification of a student’s last day of attendance. The College worked with the District to implement corrective actions related to this finding. USDE reports indicate that the College’s student loan default rates are considerably below the 30% threshold.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Golden West College (GWC) is guided by a mission statement that clearly defines its commitments to students and their academic success. Through the use of program review and resource allocation process, the College utilizes data to inform institutional planning and ensure resources are allocated to fulfill the College Mission. As part of the College's commitment to continuous improvement, the mission statement is periodically reviewed, updated if necessary, and published on the College website and its print documents.

Findings and Evidence:

GWC's mission statement is directly aligned with the standard and delineates the institution's broad educational purposes, intended student population, degrees offered, and "commitment to the continuous assessment and improvement of student learning and institutional effectiveness." The mission statement is student-focused and makes explicit its intention to meet their diverse learning and achievement needs—"intellectually and culturally stimulating learning environment," "enriching and innovative educational programs," and "continuous assessment and improvement of student learning" (I.A.1).

During the visit, the team learned about how the College is actively establishing community partnerships and "providing an intellectually and culturally stimulating learning environment for it diverse student population." Community partnerships have had a long history at the College, and many operate, share, and use facilities on campus. The partnerships with the Hispanic/LatinX and Vietnamese communities in close-by neighborhoods further demonstrate the College's ability to develop deep, trusting relationships and make good on its commitment to provide "enriching and innovative education programs that help students." One of the College's more admirable qualities is its conscious efforts to be a part of the community. The College has actively sought advice and partnered with Scholars Hope, Boat People SOS, and Huntington Beach Police Department to better engage and serve the community. The College has also participated in community events such as the Tet Festival and holds courses in community spaces to solidify its presence as part of the community (I.A.1).

The College uses a three-year program review cycle to review data and set institutional priorities. The program review process provides departments and programs with an extensive dataset, including Key Performance Indicators (KPIs), department-specific data, learning assessment data, and curricular offerings to inform resource allocation and measure the success of its diverse student population. Additionally, the College has a strong commitment to Student Equity, and has analyzed data to identify key changes and directions for improving student learning and achievement. Notably, the College has developed an Equity Squad, and is proactively seeking to

increase awareness of student success and equity through data-driven student-focused programs including Student-Athlete Mentoring Program, early adoption of Multiple Measures Assessment Project (MMAAP) for student placement into math and English courses, and equitable classroom climate with the adoption of the Center for Urban Excellence Equity Plan. These programs have had a positive effect on the success and retention of students targeted by these interventions (I.A.2).

The College offers programs in line with its mission statement, and uses the program review process to summarize progress, discuss planning, and apply for additional resources. Specifically, the College’s program review process asks departments to discuss “program contributions”; review KPIs, learning assessment data, department-specific data; and engage in planning. From the program review, the College follows a resource allocation and decision-making process to ensure that resources align with the College mission, meet specific program needs, align and support College goals, and contribute to other College operations (I.A.3).

The College publishes its board-approved mission statement on the College website and in major print and electronic documents, such as the College Catalog. The current mission statement was reviewed and approved by the District’s Board of Trustees on July 13, 2016, with additional changes approved on June 20, 2018. According to the College’s draft of the 2019 Integrated Planning Manual, future reviews of the mission statement will occur every three years (I.A.4).

Conclusions:

Golden West College meets the standard.

College Commendation 1:

The team commends the College for advancing its Mission by establishing and fostering community partnerships that are profoundly immersed in local community values and culture, as well as dedicated to authentically impacting the lives of students and their families (I.A.1, IV.B.6).

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Golden West College has a planning process that facilitates ongoing dialog around its commitment to continuously assess and improve students learning and institutional effectiveness. The College continues to engage in institution planning efforts and refine its processes to fulfill its Mission.

Findings and Evidence:

Golden West College has multiple venues to engage the College community in sustained, substantive, and collegial dialog around student outcomes, equity, academic quality, institutional effectiveness, and improvement of student learning and achievement. Central to this dialog is the College's program review and resource allocation processes, which require departments to review a comprehensive set of data, including curricular review, learning assessment, and program data, to assess strengths and weaknesses, and describe any progress from the previous program review cycle. Additionally, the College core planning committees have specific charges to discuss student success, institutional effectiveness, and curricular matters. More broadly, the College engages in larger topical discussions during the "All College Meetings" and "Campus Conversations," which, by design, hone in on particular topics including Student Success, Equity, College Goals, Student Learning Outcomes, and Accreditation. Finally, the College has established Key Performance Indicators (KPIs) that serve as a starting point for planning discussions. An interactive data visualization tool ensures easy access to course- and program-level data (I.B.1).

The College has defined and regularly assesses student learning outcomes for all instructional programs and student learning support services. The has maintained a process by which at least one course learning outcome (cSLOs) and one service area outcome (SAOs) are assessed each semester. Both the instruction departments and student support services must assess all learning outcomes within two program review cycles. The College has adopted the 5-column outcome process to describe the outcome, assessment method, results, analysis, and plans for improvement. This information is stored in an online reporting platform, Nuventive, for consistency and accuracy of outcomes reports. The College aligned cSLOs to program level outcomes (pSLO) and cSLOs to institutional learning outcomes (I.B.2).

The College has established a comprehensive list of Key Performance Indicators (KPIs) which include institution-set standards and goals for student achievement measures. The KPIs are reviewed annually by the College's governance committees and are a critical part of its planning process. Standards are appropriately set and the College has approved a methodology for setting the standards and developing goals for continuous improvement—five-year average and at least a 1% increase per year, respectively. The College publishes the KPIs, along with five years of historical data, on its Office of Research, Planning, and Institutional Effectiveness website (I.B.3).

Notably, the College has fallen below the set standards for two KPIs measures, full-time equivalent students (FTES) and UC transfer. In meeting with the College leaders and staff, the team learned that increasing enrollment has been an ongoing topic of discussion at the Planning and Budget Committee, Managers Meeting, and Campus Flex Day. The College is employing strategies involving outreach, dual enrollment, marketing, and prioritizing high enrollment courses. Regarding transfer, the Office of Research, Planning, and Institutional Effectiveness regularly provides Student Services with lists of students who are close to meeting transfer requirements so that they can follow-up and encourage completion and transfer (I.B.3).

Additionally, the College's KPIs include set standards and goals for measures related to student achievement. Using the Community College Survey of Student Engagement (CCSSE), the College receives student feedback on key areas related to student achievement including Active Learning, Student Effort, Academic Challenge, Faculty Interaction, and Support for Learners. The College also uses the Personal Assessment of College Environment (PACE) survey to

collect information from faculty, staff, and administrators on topics related to campus climate, specifically Student Focus which measures the College's attentiveness to student needs and learning (I.B.3).

In addition to the KPIs report, the College has established licensure and job placement rate standards as part of its ACCJC Annual Report 2017. These standards are set using a five-year or three-year average depending on the availability of data. The College continues to exceed its licensure set standards, and Nursing, in particular, has increased its rate every year since 2014. However, the College has fallen below several job placement standards based on the most recently published data from the ACCJC Annual Report 2017 (I.B.3).

The College uses course learning outcomes (cSLOs), program learning outcomes (pSLOs), institutional learning outcomes (iSLOs), and service area outcomes (SAOs) to assess student learning and achievement. Each department preserves its own culture for assessing cSLOs, and the College has moved to align cSLOs with pSLOs so that both sets of learning outcomes are assessed concurrently. These data are used to promote department conversations regarding improvements to learning or services. Specifically, the last two steps of the College's 5-step-model focuses on analyzing the data, and planning changes for improvement. On a broader College-level, the program review organizes the assessment data. Departments are expected to report on improvement plans based on the results of their assessments. More importantly, participation in learning outcomes is required to be eligible for resource requests such as one-time requests, classified positions, faculty positions, or facilities (I.B.4).

The College's three-year program review provides a process by which all College programs assess their progress toward meeting the Mission and College Goals, developing plans for continuous improvement, and requesting resources that align with improvement plans. Within the program review, programs are required to discuss strengths and weaknesses, goals, and review disaggregated achievement and learning assessment data. Data provided for program review are disaggregated by demographics, mode of delivery, and course type where possible (I.B.5).

In further review of the evidence, the team had difficulty clearly understanding how the program review process directly assessed the extent to which the College achieves the College Mission given that the alignment was based primarily on checkboxes and accompanying narrative. The team also reviewed several of the departmental program review narratives and found sparse descriptions on how departments were meeting the College Mission and Goals. The College has created a new template for use in its next program review cycle. The streamlined questions ask programs to consider data in their analysis, and to more clearly link goals to metrics and the College's Mission. Currently, while a data packet is included in each program review, sample program reviews observed did not specifically cite data for all disaggregated groups. (I.B.5).

The College disaggregates and analyzes student achievement data through the program review data pack, online factbook, and other data dashboards published on the Office of Research, Planning, and Institutional Effectiveness website. The College has collected and reported on disaggregated data for institutional learning outcomes, but is working with its learning assessment software company, Nuventive, to disaggregate student learning outcomes data by demographics and modes of delivery. Furthermore, the Recruitment to Completion Committee (RCC) RFP and Integrated Plan has demonstrated how disaggregated data is being used to

allocate resources to fund specific interventions that are designed to mitigate performance gaps (I.B.6).

As a College in a multi-College district, Golden West College adheres to a district-level process to evaluate and update policies and administrative procedures. These reviews occur every four years as considered necessary by district leadership. Locally, the shared governance committees engage in annual “Committee Effectiveness Survey” to evaluate and improve functions and clarify committee responsibilities. As part of this evaluative process, the College, through the Institutional Effectiveness Committee (IEC), implemented a standardized Committee Information Template to avoid overlap and clearly delineate the mission and charge of each committee. The College’s program review and resource allocation processes have also changed in recent years as a result of survey result and feedback from committees. Specifically, a new resource allocation rubric has been developed to provide clarity and sections of the program review have been designed to focus on the analysis of student equity and achievement (I.B.7).

Currently, the College is developing its Master Plan and Integrated Planning Manual. The team reviewed a draft copy of the plan, which outlines alignment of the overall College planning process and describes key features of each component of the College’s planning structure. According to the Team’s discussions with College leadership, the program review template is currently being discussed, and broader planning structures will be revised and approved through an on-going campus dialog (I.B.7).

The results of assessment and evaluation activities are primarily communicated through the review of KPIs and other measures within shared governance committees, and the program review process. It is clear that program review is structured to use assessment and achievement data to drive discussions, and assess strengths and weaknesses. However, a summative analysis of program review, including overall strengths and weaknesses, were not readily available or communicated broadly. In meeting with College leadership, the team learned that the new program review process may include more detailed feedback regarding the content of program review. It was mentioned that an annual report may include summative information on program review-based resource request decisions (I.B.8).

The Office of Research, Planning, and Institutional Effectiveness (ORPIE) does make public many of its internal and external reports, program reviews, survey results, and student achievement data. It has developed Quick Facts and Chancellor’s Office Scorecard posters to communicate the College’s progress on various measures to the College community. Additionally, ORPIE has moved from a print factbook to an interactive dashboard allowing easy access to important information regarding student success and institutional effectiveness (I.B.8).

The College engages an integrated planning process that evaluates progress toward fulfilling the Mission, ensuring academic quality, and achieving overall institutional effectiveness. The College’s primary process for planning and evaluation is program review. This utilizes a comprehensive set of data, including student demographics, learning assessment, program outcomes, and course outcomes to facilitate an in-depth examination of department and guide resource requests. Submitted resource requests from program review go through a review process, as evidenced by the Planning and Decision-Making Guide, and are prioritized. However, in meeting with various constituent groups, it was not clear whether all College constituents understood the decision-making process for allocations (I.B.9).

Currently, the College is developing a new Master Plan and integrated planning manual to guide their long- and short-term College plans for educational programs and services for human, physical, technological, and financial needs. The Master Plan will serve as the long-term planning document for the College and incorporate the Education and Facilities Plan. The mid-term and short-term planning efforts will be documented and delineated in the Strategic Plan and program review process, respectively. The team reviewed the draft integrated planning manual and there is ample evidence suggesting that the College is improving its continuous, broad based, systematic evaluation, and planning to strengthen the alignment across the planning structures and ensure it is fulfilling the Mission (I.B.9).

Conclusions:

The College meets the standard.

Recommendations to Improve Quality:

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 (IB.5, IB.8, IB.9).

I.C. Institutional Integrity

General Observations:

The College makes information publicly available to students and the general community. To ensure institutional integrity, the College adheres to establish policies and procedures to maintain and ensure accurate publication of information, both in print and electronic form.

Findings and Evidence:

Golden West College publically shares and disseminates information on its mission statement, learning outcomes, academic programs, accreditation status, and student support services. It publishes this information through various print and electronic forms, including the College website and print catalogs and schedules. The College has developed processes for updating both the catalog and schedule to ensure the appropriate departments make the necessary changes. In the event information changes, the College publishes an addendum with the new information. Information about College support services are published on the College website in collaboration with the College's webmaster. Student achievement and success information are also available on the Office of Research, Planning, and Institutional Effectiveness website (I.C.1).

The College catalog is published annually and is available on the College website or in print form. The catalog contains key information about the institution regarding the admissions and

registration, student resources and activities, academic programs, courses, and general College policies and standards. The College ensures information integrity through an annual review and update process initiated by the Office of Instruction, which identifies a timeline for information verification and modification, and responsible parties (I.C.2).

The College communicates matters of academic quality to students and the general public through the Office of Research, Planning, and Institutional Effectiveness (ORPIE) website. Documented assessment available on the website includes the assessments of learning outcomes, program reviews, compliance reporting, key performance indicators, Chancellor's Office Scorecard posters, and assessments from College survey and research projects. Additionally, ORPIE has created an interactive suite of data dashboards to provide historical data on course outcomes, and degree and transfer completions (I.C.3).

The College describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes in their print and online College catalogs, and College website. The College catalog describes the general purpose and content of the degrees and awards, the course requirements, and the program learning outcomes. The College website publishes information for each program type and provides navigation for obtaining further information. At the department level, the College publishes general program descriptions, requirements, career paths, faculty, and sample semester schedules (I.C.4).

The College regularly reviews institutional policies and procedures through a district level Administrative Procedure and Board Policy review calendar. College publications, such as the catalog, undergo an annual review. In instances where revisions occur outside the usual timeline, an addendum is published (I.C.5).

The College accurately informs current and prospective students of all costs associated with enrollment through various websites and the College catalog. General information regarding fees and expenses are published in the catalog while the website provides more in-depth information regarding financial aid options and cost of attendance. All fees related to course-related materials are published in the searchable schedule of classes, where applicable (I.C.6).

The College uses and publishes the District Administrative and Board Policy 4030 on academic freedom and responsibility in its College catalog and distance education handbook. This policy delineates the commitment to promoting and protecting intellectual freedom. However, this policy does not extend to students. Additionally, the College's Academic Senate has approved and published a statement of Professional Ethics on its website to reify the College's commitment to the free pursuit of knowledge and an atmosphere of intellectual freedom for students and faculty (I.C.7).

The team reviewed Board Policy 4030 which details the College's commitment to academic freedom, as well the responsibilities associated with that freedom. This policy clearly and effectively articulates the District's commitment to faculty free pursuit of knowledge, but makes no mention of this freedom extending to students and other constituencies as required by the Standard. The board policy on academic freedom appears in the faculty contract and College catalog (I.C.7).

The College publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. Board Policy 3050 provides ethical guidance and procedures for ensuring personal and professional integrity in supporting the Mission of the College. Board Policy and Administrative Procedure 5500 detail student rights and student-related processes. Policies regarding students are published in the catalog and are published on the College's Financial Aid and Academic Senate website. The College also has a Student Grievance Policy and student conduct referral process (I.C.8).

Board Policy 4030 on Academic Freedom guides the faculty in distinguishing between personal conviction and professionally accepted views in a discipline, while Board Policy 3050 addresses Professional Ethics. This policy is published in the College catalog. The College faculty have a Statement on Professional Ethics posted on the Academic Senate website, which delineates responsibilities to advance learning and maintain high standards in regards to their discipline. During the visit, the team observed several classes and found evidence of faculty teaching in a professional and objective manner using data-informed material (I.C.9).

This standard is not applicable to the College (I.C.10).

This standard is not applicable to the College (I.C.11).

The College publishes all accreditation-related information on its Accreditation website, which is easily accessible "one-click" from the main page. The Accreditation website maintains historical and current information from the ACCJC, including correspondence, self-studies, mid-term reports, and visiting team information (I.C.12).

The College demonstrates honesty and integrity by publishing, electronically on the College Accreditation website or in print in the College Catalog, the information for all accrediting and licensing agencies in which is it affiliated. The College also utilizes its Accreditation website to publish relevant correspondence with the ACCJC and other information accreditation-related information (I.C.13).

The College is a non-profit and public institution with a commitment to improving student learning and institutional effectiveness. The College does not generate financial returns for external interests, but utilizes a planning and resource allocation processes to fulfill its mission and goals. The College and District budget information is available to the public on the District website. (I.C.14)

Conclusions:

The College meets the standard.

Recommendations to Improve Quality:

District Recommendation 1

In order to improve institutional effectiveness, the peer review team recommends that governing Board Policy 4030 be revised to reflect the District's commitment to academic freedom for all constituencies, including students (I.C.7).

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Golden West College's instructional programs are offered in fields of study that align with the College's mission, are appropriate to higher education, and lead to student achievement of Student Learning Outcomes (SLOs), degrees, certificates, employment, career advancement, and transfer. The College has clear transfer-of-credit policies and articulation agreements certifying that the learning outcomes for transferred courses are comparable to its own courses and appropriate to its mission. The College ensures that graduates completing technical certificates and degrees demonstrate professional competencies that meet employment standards and prepare them for external licensure or certification. The College's pre-collegiate level curriculum provides students with the necessary knowledge, skills, and support to successfully complete college-level curriculum.

GWC ensures equity in success for students through continuous quality improvement efforts and by meeting the changing needs of its diverse student populations utilizing effective delivery modes, teaching methodologies, and support services. Faculty ensure the content and methods of instruction meet academic and professional standards of the institution through on-going evaluation and enhancement of courses, programs, and related services to assure currency, continuous quality improvement, and promote student success.

The College supports a comprehensive approach to the development of SLOs. From the course, to the program, to the institutional, student learning outcomes are established. Assessment of course and program level SLOs occur on a cyclical basis. Assessment results serve as the impetus for educational improvements. SLOs are mapped so that they are in accord from course, to program, to institutional level.

The curriculum and program review processes ensure that courses and programs outlines are reviewed every 3 years. GWC regularly assesses learning outcomes for courses and programs and regularly analyzes data for continuous quality improvement of curriculum. As program requirements change, students may retain catalog rights or petition to graduate with different requirements when a course in a program has been discontinued. Courses or programs may be identified for discontinuance when they no longer meet the requirements of the transfer institution or employment needs.

The College demonstrates quality of instruction by following practices common to American higher education and endeavors to meet the standard of evaluating and improving the quality and currency of all instructional programs offered by the institution. Programs meet articulation standards and culminate in achievement of student learning outcomes.

Findings and Evidence:

According to the Golden West College Catalog and website, the College offers 23 Associate degrees for transfer (ADTs), 48 associate degrees (AA/AS), and 44 Certificates. Courses and programs are vetted through curriculum development processes involving the Council for Curriculum and Instruction (CCI). These approved degrees and certificates align with the mission of providing flexible pathways for educational and career growth. These instructional programs, regardless of means of delivery, are appropriate to higher education and culminate in students' achievement of learning outcomes (II.A.1).

GWC identified a three-year systematic evaluation process for updating course outlines and programs to ensure currency and promote student success through curriculum development. The Team viewed sixty-five (65) randomly selected Course Outline of Records (CORs) in CurricUNET and verified all contained student learning objectives. Of the 65 CORs examined, however, only twenty-nine or 55% of the documents were updated within the past three to five years, with the oldest in 2008. When reviewing the distance education addendum attached to the CORs, the Team found fourteen (14) of the twenty-one (21) or 67% CORs addendums to be blank. The College has a plan for updating its CORs in the future by asking departments to self-identify courses in thirds to update each year between now and the next program review cycle in 2022.

The assessment of student learning outcomes is systematically reviewed on a three-year cycle schedule. The intention is to have all SLOs (course/program) reviewed at the end of six years. All faculty are responsible for assessing SLOs at the course level and are required to assess a minimum of one SLO per course per semester. Assessment results are discussed by department faculty at division and/or department meetings and retained in *Nuventive* database. Programs are reviewed by their enrollment retention, success, modality (time of day taught, distance education, or face-to-face) and disproportionate impact related to ethnicity, age, gender, economics, special population status. (II.A.2, II.A.3)

The team reviewed and verified that course syllabi include the appropriate learning outcomes from the approved course outline. The College incorporates the use of outcomes assessment data in its program review process, which occurs on a three-year cycle. (II.A.3)

GWC offers pre-collegiate level courses in English, ESL, and mathematics and distinguishes these courses from college-level curriculum through an identified numbering system. The College has developed clear pathways from the pre-collegiate courses to transfer-level courses and are continuing their redesign in the implementation of AB705 requirements. This bill obliges college to allow students to complete transfer-level coursework in English and math within a one-year timeframe. (II.A.4)

GWC adheres to a standard two-year timeframe for degree and certificate completion. Newly proposed programs and certificates are accompanied by information that outlines a student's progression over a two-year period. Degrees and programs offered by the College comply with standards of American higher education and degree programs are a minimum of 60 semester units. (II.A.5, II.A.6)

Faculty utilize a variety of student-centered and innovative teaching methodologies and delivery modes (face-to-face, online, and hybrid) to meet diverse student learning styles of students they serve. Roughly 85% of courses at GWC are offered in a traditional classroom setting. To improve instruction and success for students, faculty are engaged in ongoing discussion and analysis of student learning outcomes to identify whether teaching modes and methodologies support student success. The Team observed examples of effective teaching methodologies when visiting fifteen (15) online classes and nineteen (19) face-to-face classes during the visit. All of the online courses reviewed demonstrated regular and substantive interaction between the faculty and students. For example, a student-centered and innovative approach to instruction was observed in two nursing classes: (1) with first-year nursing students who were in a flipped classroom instructional model and (2) with second-year nursing students who were with two nursing faculty co-teaching in their specialty areas (medical-surgical nursing and obstetrics). When discussing the topic of diabetes, the nursing faculty addressed the topics from their specialty teaching perspectives of the pregnant and medical-surgical patient care as they engaged the students. Faculty worked with the Equity Squad to make changes in the classroom environment, syllabi, and course documents, in order to provide more equitable and inclusive teaching and learning as aligned with training received from the Center for Urban Education (CUE). (II.A.7)

GWC does not use department-wide course or program examinations. (II.A.8)

The College awards course credit, degrees and certificates based on commonly accepted standards of higher education and attainment of student learning outcomes. Board Policy and Administrative Procedure 4020, Board Policy 4025, and Board Policy 4100 define the standards for awarding of credit and degrees. SLOs are integral parts of all Course Outlines of Record (CORs) and are incorporated into key aspects of course and curriculum design. Faculty utilize outcomes assessment to improve teaching in the classroom that lead to increased student success. GWC conforms to state attendance accounting methods and Title 5 in awarding of units. Additionally, the College's Cosmetology Program is offered and consistent with credit-to-clock hour conversion, as stipulated by Title 5. (II.A.9)

The College catalog clearly explains the specific policies for evaluating credits earned at other regionally accredited institutions of higher education. When students submit transcripts to the College, all courses are evaluated for transferability by evaluators in Admissions and Records, and the institution where the courses were taken is evaluated for accredited status. GWC participates in statewide Course Identification Numbering System (C-ID) and maintains articulation agreements with regional colleges to facilitate the awarding of transfer credit earned. (II.A.10)

All programs at Golden West College consist of required and elective courses for a major as well as a sequence of general education courses. All of these courses, and thus all programs, include SLOs that are appropriate to the major and/or course of study. The College's Institutional Learning Outcomes are the same as their General Education Outcomes and align with the required core competencies of communication, information, quantitative reasoning, analytic inquiry, ethical reasoning, and ability to engage diverse perspectives. The learning outcomes

include student preparation for participation in civil society, life-long learning, and comprehension in arts and humanities, sciences, mathematics and social sciences. Degrees offered include one major area of study. GWC clearly articulates degree requirements in their catalog and relies on the expertise of faculty and the Council for Curriculum and Instruction (CCI) to ensure courses and programs fulfill general education requirements. (II.A.11, II.A.12, II.A.13)

Golden West College offers a variety of career technical degrees and certificates (16 in number) to meet student learning and job skill demands of their community. To ensure graduates of these programs have appropriate knowledge and skills, the College hosts regularly scheduled technical/vocational advisory committee meetings to align curriculum with industry standards for students to successfully enter and thrive in the workforce in addition to complying with external certification and monitoring licensure examination scores where appropriate. Industry and business professionals provide review and input pertaining to curriculum, skills, and certificate components to address current employment standards in the form of advisory committees. Additionally, the Los Angeles Orange County Regional Consortia (LAOCRC) further helps GWC fine-tune career technical curriculum to meet employment standards and labor market demands. In four (4) programs students have external licensure/certification requirement examination: Automotive Technology, Cosmetology, Nursing, and Police Academy. The following pass rates were available online for 2016, validating program success for Cosmetology (95%) and Nursing NCLEX (91%). Police Academy pass rates were not retrievable online but quoted as 80% in ISER. (II.A.14)

The Institution's program elimination policy is defined by the Program Vitality Review (PVR) Process which spans over a six-month period. The in-depth PVR evaluation may lead to program improvement or possible elimination or suspension of a program. In the PVR the plan specifically calls out the necessity to develop a plan to address student continuance of education in the program major at another institution. However, no District Board Policy or Administrative process was found on program discontinuance to safeguard students' completion in the circumstance of program elimination. The College may want to consider working with the District to develop a Board Policy related to the elimination of programs to ensure appropriate arrangements are made for enrolled students so they may complete their education in a timely manner with minimum disruption. (II.A.15)

The College program review process is on a three-year cycle aimed to improve the quality of instructional and non-instructional programs regardless of delivery mode. The Team reviewed outcomes assessment reports in *Nuventive* database and found that face-to-face and online course learning outcomes were included in assessments. (II.A.16)

Conclusions:

The College meets the standard.

College Commendation 2:

The team commends the College for its emphasis on a student-centered, equity-focused campus culture, including innovative practices in instruction and support services, aimed at meeting the needs of their diverse student population. (II.A.7, II.C.3)

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).

II.B. Library and Learning Support Services

General Observations:

Golden West College embraces its responsibility to support student learning and achievement through the on-going development, implementation, and improvement of the library and learning resources. In 2011, the Learning Resources Center (LRC) building was completed with the ability to expand and include tutoring services, a Writing and Reading Center, a student computer lab, DSPS High Tech Center, and an ESL Conversation Lab. The College provides the resources and capacity to offer high quality library and learning support services to students.

Findings and Evidence:

The Library is open 5 days a week with evening hours and is staffed with four (4) full-time librarians, eight (8) part-time librarians, four full-time classified staff, and several student assistants. The Team reviewed the GWC website and found that the library offers online databases, citation and research guides. Quick links on the library website make information and services readily available to students. In addition, reference assistance is available at all times the library is open, as are textbook reserves, media and periodicals. Faculty may schedule library instruction sessions for their classes, and students can reserve study rooms.

The library collection provides access to significant numbers of resources online and on-site for students, faculty, and others. Additionally, GWC has a Student Textbook Access Reserve (STAR Collection) that includes textbooks and course materials available to checkout for up to three weeks and Chromebooks available for checkout for one week at a time. In conjunction with full-time faculty input, the Library collection is updated for currency. Instructional services are also provided by the librarians in the form of courses, reference services (in person, phone synchronous online chat, and text), and orientations (face-to-face and online). Courses include: Information Competency and Library Research. Students can access more information about the library and references on the website which contains a subscription to Springshare's suite of tools, including LibGuides for specific course and general research needs.

Several centers round out the services available in the Library/LRC to support student success including a Tutorial and Learning Center (TLC), Student Computer Center, and a Writing and Reading Center. Overall, GWC supports student learning and achievement by providing library

and learning support services to students in sufficient quantity, currency, and depth regardless of location and modality.

Learning resources include a new component of embedded student tutoring. Currently, 40 student-tutors are embedded in large or difficult-to-pass classes, including online classes. Each tutor can be assigned up to four different classes. Additionally, online tutoring is available through Smart Thinking. A reference desk librarian is available by phone, live chat, and text to assist students. These delivery methods support online students. Web-based resources include LibGuides, which also support online students with library and research needs.

For the most part, these services are integrated within the Learning Resource Center, making them readily accessible for all students. The Student-Athlete Academic Support Program is located closer to the sporting complex, and provides mentoring and tutoring to actively promote the success of student athletes specifically.

With strong collections of print and digital media, the College aligns to this standard; however, the College acknowledges through its library program review that library staffing and funding could be increased and made more sustainable. The Team reviewed the Chancellor's Office "Annual Data Survey of the California Community College Libraries" submitted by GWC for 2015-16 and 2016-17 and confirmed the information with the Vice President of Business Services that a majority of the budget for the library database collection is derived from the Associated Students (ASGWC) funding. Reliance on arbitrary funding for a core resource of library services like a database access aligns with the funding concerns identified by library staff and management during Team interviews. In order to ensure current, reliable, and sufficient learning support services (collections/databases) for students, the College may want to consider other sustainable funding sources. (II.B.1)

The College employs the expertise of the faculty, librarians, and other learning support professionals to select materials and equipment to support student learning. Collaborative decision-making in the management of these resources is clearly evident. A librarian serves on the Council on Curriculum and Instruction to assist with reviewing necessary library resources related to curriculum development. This process ensures the library's collections and services reflect campus curriculum needs to support student outcome achievement. Librarians work with instructors in various academic programs to develop specific curricular collections and engage in ongoing processes for inventorying and replacing outdated materials. GWC staff stated this process last occurred in the summer of 2017 and provided evidence of the results. Computer hardware and software are upgrades and/or replacements based on a cyclical timeline outlined in the GWC Computer Lab Replacement Plan. (II.B.2)

GWC Library and other learning support services consistently engage in evaluative processes including program review, outcomes assessment and student surveys to assure their adequacy in meeting identified student needs. A 2016 program review identified the need for a librarian with expertise in distance education. The College agreed with this need and hired a distance education librarian to enhance library services. Also as part of the evaluative processes, student learning outcomes are measured every semester in the two instructional courses taught by librarians for improved instruction and student learning. Analytical data informs program review

and improvement. Statistics collected included: library entrances, item circulations, computer logins, database sessions, student room reservations, student participation in library instruction, enrollments/successes in Peer Assisted Study Sessions (PASS), tutoring appointments, and tutoring evaluations. Departments and services within the Library and LRC are evaluated in a variety of methods as a basis for improvement. (II.B.3)

GWC has expanded learning support services through subscriptions with an external vendor, SmartThinking, for online tutoring enhancing services to distance education and evening/weekend students. Additionally, GWC is part of the CalWest Consortium of Libraries and the Community College League of California to increase options for borrowing materials in an interlibrary loan program. Library consortium and association agreements and the contract for online tutoring services were reviewed. While the College has adopted mutual borrowing programs, it states that it is responsible for the relevance, maintenance, reliability, and security of its materials. The library provides a Chromebook lending program designed to assist students who would not otherwise have access to computer notebook technology. This is in keeping with the College's mission to provide more equitable services for their student populations. (II.B.4)

Conclusions:

The College meets the standard.

II.C. Student Support Services

General Observations:

Golden West College provided evidence that student support, as a means for assisting students to achieve success, is amongst the highest of institutional priorities. Several strategies for assessing the effectiveness of the robust student support services offered at this College were presented; ranging from the program review process, student surveys and focus group outcomes, among others. Each of the services and programs utilized the data provided to make necessary improvements that suggest they are student-centered in their approach to meeting student needs. As the College continues to offer increased numbers of online courses and recognizes that their evening students also have a need to access services in alternative means outside of traditional campus business hours, it is clear that nearly all of the student support services units are available online allowing students to perform many critical functions. Throughout each section of the College's ISER, the College provides sufficient evidence that it meets this standard.

Findings and Evidence:

It is clear that the College uses an evaluative approach to ensuring that they offer student support services that are high quality and meet the needs of their students, as well as, align with the mission. Valuing the feedback from the primary user of its services, students, GWC administers surveys and focus groups to assist the institution in making improvements. Evaluations of student services programs are conducted at the department level each semester. The Team found that the College used the results of the 2014 Community College Survey of Student Engagement

(CCSSE) to gather data on campus safety, sense of belonging, co-curricular activities, and academic support. (II.C.1)

The institution provided documentation regarding the ways in which Student Services Programs participate in the regular assessment of student learning outcomes through the College's program review process and outcomes assessment. Student Services faculty and staff meet at the end of each evaluation to discuss results, determine if expectations and standards for service were met, and develop areas for improvement. Examples of program review reports featured in the ISER included the Financial Aid Office. Further assessment tools utilized by the College included the national Community College Survey of Student Engagement (CCSSE), and a campus-wide Leading from the Middle. A change made as a result of assessment results was the addition of vending machines with scantrons and other supplies for students in the evenings. Additionally, the Recruitment to Completion Committee was implemented to streamline instructional and student service programs aimed at bolstering student support and success. (II.C.2)

Golden West College assures equitable access to its students that are appropriate, comprehensive and reliable through a variety of methods. Recently, the College streamlined student services by consolidating most of them in a single location, the Student Services Center. This location houses Admission and Records, Financial Aid, Assessment, and Counseling (including specialized counseling services in DSPS, EOP/S, CalWORKs, International Students, Veterans Services), Campus Life, the Center for Global and Cultural Programs, and the Bursar's Office. Hours of operation include day and evening times for comprehensive student service. Additionally, students have access to many of these services online through their MyGWC portal (email, online orientation, registration services, educational planning tools, order transcripts, campus announcements, and class schedules). Also, students have access to the GWC app that provides mobile connections to course Canvas shell(s), student portal, campus maps, event calendar, financial aid application, unofficial transcript/grades, and other resources. 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, many of the student services departments have started using Cranium Café to offer live services via video/chat conferencing. Departments using this technology include Admission and Records, Financial Aid, Transfer Center, and Assessment.

With intentional actions supporting a student-centered and equity-minded campus culture, the College reported an impressive 11% increase (64%-75%) in student persistence from fall 2018 to spring 2019 as compared to last academic year. Student services activities reported by the College resulting in this increase include: (1) modular Canvas orientation classes for every new student, (2) intensive one-hour counseling appointments including discussions with Myers Briggs (MBTI) or Strong Inventory trained counselor, (3) mandatory Canvas workshops for students on probation; (4) Career Passport experience for students including mock interview and resume building, (5) printed material and interpreters for three primary languages (English, Spanish, and Vietnamese), (6) introduction of student engagement activities/events such as hammocks in the quad, Black History Month events and others supported by the Center for Global and Cultural Programs, (7) high impact practices for DSPS students including smooth transition to college and Puzzle Pieces program for autism, (8) student-specific and supportive

nonpayment drop strategies through Admissions and Records including warning systems (email, call, text through Regroup, (9) call, text, and email campaigns to encourage student graduation applications, (10) “triage” of students waiting in the financial aid line using mobile technology, (11) streamlining financial aid form completion online with Campus logic, (12) workshops and other outreach for special populations (high school, Puente, athletes, DSPS, and others, (13) promotion of Golden Promise for students who are a few one or two units below full-time status of 12 units, (14) support for students experiencing homelessness including food, professional clothes, backpacks with school supplies and expedited mental health counseling. (II.C.3)

There is an educational focus to GWC’s co-curricular and intercollegiate athletics programs, which align with the mission and contribute to the social and cultural dimension of the education experience of its students. The Office of Campus Life offers over 35 clubs to engage students in learning outside of the classroom including organizations, such as Associated Students of GWC, 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, EOPS/CARE/Guardian Scholars Club, Puente Club. Social justice related clubs include themes such as the environment, peace and leadership, Circle K International, Vietnamese Catholic Student Association, Cosplay Club, and Satyr Club.

Co-curricular programs are aligned with the Mission to support the development of “an intellectually and culturally stimulating learning environment for its diverse student population.” Athletics is one of the largest examples of this type of co-curricular program with 16 sports teams. Student athletes have access to the Student Athlete Success Center (SASC), which provides tutoring, academic coach mentors, specialized academic counseling, and access to technology through a dedicated computer lab and Chromebook Loan Program. This highly successful program has provided 40-60 hours of individual and direct support to student athletes per week since its inception two years ago and resulted in a 0.47 GPA improvement from fall 2016 student-athlete GPA of 2.20 to spring 2017 GPA of 2.67 GPA. Other co-curriculum programs include Puzzle Piece for students on the Autism Spectrum, Puente Program for multicultural/Latinx students, GWC Welcome Day, Cultural Connection for students to find mentors and others.

GWC has established governing board policies (BP 5400- Associated Student Organizations, BP-5420- Associated Student Finance, BP 5700 Intercollegiate Athletics, and BP 5905) authorizing and delineating the parameters of these organizations. (II.C.4)

GWC counselors utilize a number of strategies to deliver services to students including in-person appointments, same-day express counseling, and e-counseling sessions via Cranium Café. Utilizing these formats, students can obtain Student Educational Plans, career counseling and transfer planning. Other online tools include Degree Works, a degree audit program, that allows students and their counselor/advisor to access and monitor their educational plan. 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. Accurate and timely advising services to students about their programs are made available through a variety of modalities. (II.C.5)

As an open access institution, GWC adheres to admissions policies that are both consistent with its mission and ensures that students receive advising related to their completion goals. Counseling supports the College's efforts advising students using in a variety of formats about program pathways to achieving program completion goals. Suggested coursework sequencing is published in the catalog and on department websites. 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 for easy student access. (II.C.6)

GWC participated in a Multiple Measures Assessment Pilot Project to learn how high school GPA and coursework to provide placement recommendations. The Team reviewed the report of the pilot project and found that the institution discovered that these multiple measures are better predictors of success in transfer level community college courses than traditional placement tests. The College regularly engages in evaluation of its assessment placement instruments to validate their effectiveness while minimizing biases. The College reviews data relating to placement and enrollment trends each semester as part of Recruitment to Completion Committee (RCC). This committee is charged with identifying gaps and challenges, removing barriers, and recommending equity-minded solutions for student recruitment to completion. (II.C.7)

GWC maintains student records as described in the College catalog and College website. In addition, GWC complies with guidelines requiring that records be kept permanently and confidentially (BP 3310 and AP 3310 Records Retention and Destruction; Board Request for Records Destruction Log 080117). 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 has policies and procedures for addressing student complaints in the catalog and on its website. Files are retained for the previous seven years (digital *Maxient* forms and paper copies for records prior to 2018). (II.C.8)

Conclusions:

The College meets the standard.

See College Commendation 2:

Standard III

Resources

III.A. Human Resources

General Observations:

Recruiting, hiring, and evaluation policies and procedures are thorough and explicit in order to be both compliant with regulations and to ensure integrity in personnel practices. Board and administrative policies are in place that make expectations clear. Committees and program review processes are utilized to implement policies and improve practices. The College provides opportunities for professional development and orientation to employees, including part-time faculty.

Findings and Evidence:

The team reviewed Board and Administrative policies, job descriptions, and EEO training materials and found that the College ensures that 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. Selection committees are trained to address diversity and inclusion in their processes and consider implicit bias in their actions. One of the District's five EEO Recruiters, staff members who receive specialized training, is on the College staff and helped to make the equity, diversity and inclusion components of the College's search and hiring processes more robust. The College demonstrates it has processes to verify the qualifications of applicants and newly-hired personnel through the Search and Selection Screening Process, board policies and procedures, and Equivalency Oversight Committee (III.A.1).

The team reviewed job descriptions, administrative and board policies, committee minutes (MQ/EQ Committees), and found that the College establishes faculty qualifications to 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. The MQ/EQ committee has wide representation across GWC disciplines. The faculty job description offered as evidence included development and review of curriculum as well as assessment of learning (III.A.2).

The team reviewed board policies and EEO training documents and found that the College ensures that Administrators and other employees responsible for educational programs and services do possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. Additionally, the College has determined that commitment to equity and inclusion is a significant consideration of qualifications and has formed an advisory committee to assess institutional practices related to EEO guidelines (III.A.3).

The team reviewed board and administrative policies, application for equivalency and found that the College requires that faculty, administrators and other employees hold degree from institutions accredited by recognized U.S. accrediting agencies, and degrees from non-U.S. institutions only if equivalence has been established. A district committee was established

(Equivalency Oversight Committee, EqOC) in 2017 which oversees processes and training for consistency and fairness, enhancing prior practices. College staff are represented on this committee (III.A.4).

The team reviewed evaluation documents, survey instruments, and found that the College 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 groups, 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. Processes for different employee groups (full time faculty, part time faculty, classified staff, managers and administrators), while consistently followed vary in timing and schedule according to category. The College notes that the managers' evaluation tool needs updating and has plans to update the tool (III.A.5).

The team reviewed program review documents and the faculty prioritization model and found that the College maintains a enough 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. The request and ranking processes are tied to program review processes. The college ensures that the faculty ranking process is supported and includes dean input on faculty requests (III.A.7).

The team reviewed professional development training agendas, contract documents and found that the part time and adjunct faculty working at the College are supported with employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The recently created Teaching Internship with Experienced Support (TIES) program places graduate students with full-time, discipline-specific faculty members, who serve as formal mentors. The College has a goal of hiring part-time faculty to more closely reflect the demography of the student body. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution, including funding provided specifically for part-time faculty professional development (III.A.8).

The team reviewed employment data and classified staffing request prioritization processes and found that the College has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. The prioritization processes used are aligned with district-wide decision-making processes and informed by a recent class and compensation study focusing on classified and management positions (III.A.9.).

The team reviewed employment data provided by the Office of Human Resources and found that the College 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, creating new positions when needs are identified (III.A.10).

The team reviewed existing policies and procedures and determined that the District has a clear process to develop and revise personnel policies and procedures that includes approval by the Board of Trustees. During meetings with College and District representatives, the team learned that all policies and procedures are systematically reviewed and revised every four years. Human resources-related policies and procedures are also updated as needed if there are changes in legal or regulatory requirements. When changes to policies or procedures are identified, College committees recommend changes to the District Consultation Council Board Policies and Administrative Procedures Subcommittee, and once approved by DCC the changes are sent to the Board of Trustees for adoption. All policies and procedures are published and available on the District website. The College adheres to all board policies and administrative procedures to ensure consistent and equitable administration of policies and procedures (III.A.11).

The College promotes an understanding of equity and diversity in personnel practices through the work of its Equity Evidence Team and through the District Equity and Equal Employment Opportunity Advisory Committee, where student and employee composition data is reviewed and discussed. During meetings with College representatives, the team learned about how the College uses an EEO recruiter to ensure an equitable and inclusive recruitment and hiring process. The College intentionally plans for the recruitment of diverse personnel in accordance with the College mission and District EEO plan (III.A.12).

The team reviewed the existing professional code of ethics as delineated in Board Policy and Administrative Procedure, collective bargaining agreements, and Academic Senate Code of Ethics and determined the College adheres to a Board-approved ethics policy for all personnel. The policy clearly defines ethics, expectations of personnel and students, and delineates consequences of ethical violations. When ethical violations occur, they are dealt with according to the policy (III.A.13).

The team reviewed district, faculty, classified, and committee documents and found that the College 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. A recent survey of classified staff professional development needs is an example of creating relevant and appropriate programs. Another example of intentional practice is the inclusion of equity aspects within the New Faculty Academy, a year-long orientation to the College for recently hired full-time faculty. The New Faculty Academy (monthly orientation) includes equity in every component, from classroom use to content). The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement (III.A.14).

The District Office of Human Resources is responsible for maintaining official personnel files for all District employees, and the College office of human resources has responsibility to ensure that all campus personnel records are private and secure. Personnel records are stored at the District Office in a secure location. The District provides all employees access to their records in accordance with the collective bargaining agreements (III.A.15).

Conclusions:

The College meets the standard.

III.B. Physical Resources

General Observations:

Golden West College provides a campus environment that is safe, secure, and provides a healthy learning and working environment. The College involves students and employees in planning for facilities and in emergency preparedness efforts. New or upgraded equipment, technology, or facilities are aligned with and responsive to institutional need. The District and College regularly evaluates its facilities and equipment, taking utilization and other relevant data into account. Long-range capital plans support institutional improvement goals and achievement of the College mission. The College is working to fully develop a total cost of ownership of new facilities and equipment.

Findings and Evidence:

The College regularly and systematically assesses whether it has sufficient physical resources, has a process by which all personnel and students can report unsafe physical facilities, and ensures that all facilities are safe and in working order. The College regularly and systematically assesses whether it has sufficient physical resources, has a process by which all personnel and students can report unsafe physical facilities, and ensures that all facilities are safe and in working order. The College grounds are beautiful, welcoming, and excellently maintained. In addition, the buildings and their interiors are well-maintained and support a welcoming, healthful, and productive learning and working environment. The College values its grounds and facilities as an integral component to student learning. This attitude is demonstrated through remarkably clean classrooms and buildings, along with manicured and well-maintained park-like grounds that include hammocks and blankets, all of which enhance the student learning experience. Staff and students alike remarked on their pride in the facilities and grounds. The College uses APPA guidelines for maintaining the campus buildings and grounds.

New buildings are built to Division of State Architect (DSA) standards, and annual inspections are conducted by multiple external agencies such as the health department, Cal OSHA, and the fire department. The College completed a significant security upgrade project which includes installation of campus-wide security systems, access control, video surveillance, duress buttons, and emergency phones to further ensure access, safety, security, and a healthful learning and working environment (III.B.1).

The team reviewed the College's facilities master plan, space utilization report, various safety reports, and resource request protocols. Based on review of these items, the College appears to have a consistent and thorough process to ensure facilities are adequate, safe, and in good working order. Guided by a facilities plan, Vision 2020, the College ensures that the needs of programs and services are considered when planning new facilities and prioritizing facility projects. Facility planning is integrated with the College mission and bolstered by funding provided through a general obligation bond. The College anticipates the need for unanticipated

and/or emergency facility repairs and plans accordingly to mitigate or address issues. Equipment replacement and maintenance are prioritized based on institutional program and service needs (III.B.2).

The team reviewed the Campus Master Plan, scheduling systems, external analysis of capacity, program review materials and work order forms and found that the College plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. Mechanisms and processes are in place to supporting institutional programs and services with appropriate and effectiveness of physical resources. The Campus Master Plan is thorough, extensive, and has student needs and services at its focus; this plan, however, is dated 2008. The College is currently developing a new comprehensive Educational Master Plan which links to the Strategic Plan, Facilities Plan, and program review process (III.B.3).

The District and College link institutional planning to long-range capital projects in order to ensure all capital projects support college goals. The team reviewed the capital equipment lists, scheduled maintenance report, and applicable District policies and procedures. The District and College has not identified elements which constitute the definition of total cost of ownership of new facilities and equipment that is used when making decisions about facilities and equipment. During interviews with the team, the College and District indicate the college is working on a permanent plan to address total cost of ownership (III.B.4).

Conclusions:

The College meets the standard.

College Commendation 3:

The team commends the College's grounds, custodial, and maintenance teams for the extraordinary appearance of the campus and contributing to a healthful learning and working environment. (III.B.1)

III.C. Technology Resources

General Observations:

The District determines the appropriateness of technology services, professional support, facilities, hardware, and software through a system of capturing customer requests and considering committee input. The Footprints system includes tracking and evaluation features provides the District with a tool to determine the adequacy of services provided. The College demonstrates its commitment to supporting its mission, operations, programs and services through a number of technology investments including increasing the network bandwidth, modernization of wireless infrastructure, buildout and design of a Virtual Data Center, remote desktop connectivity and learning, and modernization of security control systems. The College allocates resources for the management, maintenance, and operation of its technological infrastructure and equipment to assure reliable access, safety, and security.

Findings and Evidence:

The District determines the appropriateness of technology services, professional support, facilities, hardware, and software through a system of capturing customer requests and considering committee input. The Footprints system includes tracking and evaluation features provides the District with a tool to determine the adequacy of services provided. The Team reviewed the Technology Strategic Plan and found that the District has developed shared strategic guidelines, principles, and goals to inform decisions about technology services. The Team reviewed evidence of systematic capturing of customer technology requests (Footprints Tracking), as well as customer satisfaction (Footprints Satisfaction Survey). The Team reviewed documentation related to the charge of the College Technology Committee (CTC) and found that it provides strategies and standards and reviews technology ideas before they are funded. The College assesses technology needs for professional development and how the effectiveness of technology is regularly evaluated in meeting those needs (III.C.1).

The District demonstrates that several planning mechanisms are in place to support ongoing technology planning. Starting with the Technology Strategic Plan, and including District-wide groups, such as the Canvas workgroup, Banner Implementation Team, and District-wide technology committee planning is conducted across the District and involves a broad constituency. The Team reviewed the Technology Strategic Plan and found that it is based on broad guiding values and principles, comprehensive strategic areas, and detailed goals and objectives for guiding technology services. The Team reviewed CTC minutes from an October 2017 meeting and found that the CTC is involved in making recommendations for planning across the guiding principles as outlined in the Technology Strategic Plan. The Team reviewed documents related to the Canvas Implementation Workgroup and found that the workgroup coordinates Canvas operations, modifications, and communication at each college. The Team reviewed the Banner Implementation Teams document and found that comprehensive district-wide planning structures are in place to support Banner implementation. The College has a clear process to prioritize needs when making technology purchases and acknowledges the need to develop a strategy to fund technology replacements in the future (III.C.2).

The District implements and maintains technology resources using a framework that includes the Information Technology Security Standards and Protocols (ITSSP) document, and a “Defense in Depth” security protocol. The Team reviewed the ITSSP and found that the standards and protocols described therein are based on industry standards (III.C.3).

The District determines the appropriateness and adequacy of technology training through regular surveys of faculty, management, and staff. The Team reviewed a list of training workshop topics and found that a variety of technology training opportunities existed. The Team reviewed the 2016 employee survey and found that technology needs were included in the assessment. Technology training was identified as the third highest training need, and the College has subsequently offered an array of technology-related training such as SharePoint, Banner 9, 25 Live, and Microsoft Office. The Team reviewed the vice-chancellor’s letter announcing the availability of Lynda.com to support faculty training needs (III.C.4).

The District relies on BP 3720, AP 3720 and AP 4105 to support appropriate technology use. The Team reviewed Board Policy 3720: Computer and Network Use and found that policies and procedures are in place to support appropriate use of technology resources including such concepts as ownership, privacy, rights, acceptable use, and copyright compliance. The Team reviewed Administrative Procedure 4105: Distance Education and found that policies and procedures are in place to support appropriate practices within distance education courses (III.C.5).

Conclusions:

The College meets the standard.

III.D. Financial Resources

General Observations:

Budget information, including the College's fiscal condition, is sufficient in content and timing to support realistic institutional and financial planning. The budget development process and timeline is communicated to the College, and the District provides projected revenue and expenses to aid in financial planning. The College assesses the effectiveness of internal controls and past financial plans, and how the College uses the results of such assessments to improve current and future financial plans. The District has demonstrated an ability to generally remedy audit findings in a reasonable timeframe; however, it has taken more than three years to remedy a finding related to monthly reconciliations and closing procedures.

Findings and Evidence:

The team reviewed the District Budget Allocation Model, multiple budgetary and audit documents, Board and Administrative policies and found that the College's 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 and is supported by program review processes including resource request and prioritization protocols. The institution relies on the Planning and Decision-Making Guide to ensure effective planning and manages its financial affairs with integrity and in a manner that ensures financial stability. The College utilizes both internal and external auditing reviews. During the site visit, the team learned that the College is working with an external consultant and the Vice Chancellor of Finance and Administrative Services at the District to provide feedback on the budget allocation model. Changes made to the allocation model are done within the participatory governance structure to ensure inclusion and transparency (III.D.1).

The team reviewed program review, resource allocation documents as well as Board and Administrative Policies and found that the College's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The College leverages external funding, enterprise, and partnerships to improve facilities, technology, and services that enhance the student experience. For example, the College

hosts a swap meet which brings over 700 vendors to the campus, and generates a substantial amount of revenue annually. During the site visit, the team learned that prior assessment of existing processes for allocating program review resource requests revealed deficiencies in the process. The College President and leadership is working with College constituency groups to revise the resource allocation process and improve transparency and effectiveness of the process. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution annually through the offices of the Vice Chancellor of Finance and Administrative Services and the College Director of Fiscal Services (III.D.2).

The team reviewed the Planning and Decision-Making Guide, budget development documents and fiscal plans and found that the College clearly defines and follows its guidelines and processes for financial planning and budget development, and, through the program review process, constituencies have appropriate opportunities to participate in the development of institutional plans and budgets. The Planning and Budget Committee is actively involved in College budget development and financial planning (III.D.3).

The College engages in sound financial planning, including a realistic expectation of financial resource availability, as evidenced in materials such as the budget allocation, various financial presentations, and financial reports. The College community is provided accurate information about available funds, including the annual budget showing all fiscal commitments through the Planning and Budget Committee. The College reviews past financial results as part of planning for current and future fiscal needs and codifies this philosophy through its Resource Request Protocol, Program Review, Staffing Plan, Strategic Fiscal Plan, and Enrollment Management Plan (III.D.4).

The College has sufficient internal control mechanisms that govern the preparation of financial documents and ensure dependable, accurate, and timely financial information is available for sound financial decision-making. The Bursar's Office provides oversight and support of all campus financial activities, including the provision of training to campus community members in order to support understanding of financial requirements, purchasing processes, and budget monitoring. The College initiated a review of its budget development process as part of the state Institutional Effectiveness Partnership Initiative (IEPI) in order to improve the effectiveness of the budget development structure. District policies and procedures are in place related to purchasing, bids and contracts, reserves, budget preparation, fiscal management, accounting, investments, and audits (III.D.5).

The team reviewed audit materials and a recent report from the Vice Chancellor of Finance and Administrative Services and found that the College's 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. Audit reviews demonstrate compliance with appropriate regulations such as FON (III.D.6).

The District uses the services of an independent external auditing firm to conduct an annual financial audit. All audit reports and related documents are discussed and provided throughout the college and presented to the Board of Trustees. Additionally, all such information is provided

on the District website for the general public. The College also uses the existing participatory governance structure as a mechanism to discuss and disseminate the results of the annual audit. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately to constituency groups, including the District Audit and Budget Committee as well as other internal and external stakeholders. The District generally demonstrates an ability to 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 annual independent audits (2014-15 through 2017-18) (III.D.7).

The College and District rely on the annual audit process to evaluate the effectiveness of internal controls, and audit results indicate consistent integrity of financial management practices. During interviews with college representatives, the team learned that the College reviews internal control processes annually in preparation for the external audit and during program review (III.D.8).

The District's reserves are adequate to meet financial emergencies and unforeseen occurrences, as the District maintains a 10% unrestricted reserve. The College's ending balance of unrestricted funds for the past 3 years is sufficient to maintain a reserve for emergencies, and the District has a process for the College to request additional funding in accordance with Administrative Procedure 6305. The District has sufficient insurance to cover its needs (III.D.9). The College provides substantial evidence that the District has established processes to assess its use of financial resources, demonstrates compliance with Title IV, and assesses its use of financial resources systematically and effectively through the annual audit process. During the visit, the team learned that the financial services team provides regular training to grant program managers, and the Director of Fiscal Services meets with categorical program staff once a term to discuss progress, budget reconciliations, and support needed from fiscal services (III.D.10). The team reviewed the College's Strategic Financial Plan, various committee meeting minutes, financial reports, and resource request protocol and found that the District continually assess and adjusts its capital structure and cash management strategies to ensure both short-term and long-term financial solvency. The College uses goals established in the Enrollment Management Plan to make decisions around expanding or contracting course offerings. The College indicates there are no long-term debts or future liabilities to plan for (III.D.11).

The team reviewed the most recent actuarial study and found that the District incorporates actuarially developed plans for Other Post-Employment Benefit (OPEB) obligations into its financial plans. The District's OPEB plan is sufficiently funded (III.D.12).

The College notes they do not issue locally incurred debt instruments (III.D.13).

The District's general obligation bond undergoes an annual audit and monitored by a bond oversight committee. Results of the most recent audit indicates bond expenditures are consistent with regulatory and legal restrictions. The District ensures that financial operations of all auxiliary and foundation activities are appropriately monitored. During the visit, the College verified that grants and externally funded programs regularly undergo an internal audit review (III.D.14).

The College's three-year federal student loan default rates are within federal guidelines, and all required information is reported in accordance with Federal regulations (III.D.15).

The team reviewed the contract approval form, contract signature page, and various board policies and procedures related to purchasing and determined the College has appropriate control over contracts with external entities. External contracts are managed in a manner that ensures federal guidelines are met, and agreements are consistent with the College's mission and goals (III.D.16).

Conclusions:

The College meets the standard.

College Commendation 4:

The team commends the innovative ways the College is leveraging external funding, enterprise, and partnerships to improve facilities, technology, and services that enhance the student experience (III.D.2, III.D.4).

District Recommendation 2:

In order to improve institutional effectiveness, the team recommends the District should ensure audit findings are responded to and resolved in a timely manner (III.D.7).

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

The team reviewed the College's roles and processes regarding their decision making process. The College demonstrates its commitment to institutional excellence through its core planning structure (approved 10/25/2017). The College has established campus-wide committees which provide opportunities for information to be disseminated through its participatory process. The Planning and Budget Committee is the College's recommending participatory governance committee which makes recommendations to the college President. The College has identified specific committees (Recruitment to Completion, Council of Chairs and Deans, College Technology, Student Wellbeing and Resource, Safety, Sustainability, and Facilities) which provide opportunities for feedback and consultation. The Planning and Decision-Making Guide defines the roles of the constituents and the processes which are followed. Board policy also delineates the roles of the constituent groups. The College has conducted a "Leading from the Middle" study through the Recruitment to Completion committee which has provided additional data from employees and students about challenges that are being faced by students. The results from the study have led to improvements and enhancements in Student Services. The study included interviews and surveys results.

Findings and Evidence:

The team reviewed planning structure diagram, the Planning and Decision-Making Guide, board policies and the Request for Proposal (RFP) template and found that the College's leaders create and encourage innovation leading to institutional excellence. The Recruitment to Completion Committee (RCC) administers a request for proposal process for projects specifically designed to address achievements gaps and the RFP forms are available to campus-wide. The College supports 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 through committee work and input on major projects. The Student Wellbeing and Resource Committee contributed to a successful program that is providing students with access free professional clothing for interviews and special events. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation outlined in the Planning and Decision-Making Guide. The College acknowledged that while individuals may give input to processes if involved in an RFP or serving on a committee, others in the campus community outside these structures may not have involvement in potential innovations. (IV.A.1)

The roles of each participatory group are detailed in the college decision making guide. The Classified Senate is a newly formalized participatory group on campus (previously called Classified Connection) and has been integrated into the participatory process. The Classified

Senate's role in the decision making process has been supported and encouraged by the campus leadership. Board Policy 2510 and Administrative Procedure 2510 delineate the role of the constituent groups. (IV.A.1)

The team reviewed the Planning and Decision-Making Guide, board and administrative policies, bylaws, committee structures, Office of Research, Planning, and Institutional Effectiveness (ORPIE) data and found that the College establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees. College policies make provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. The Associated Students of Golden West College (ASGWC) is the representative body for all students. The Executive Student Council, Student Senate, and student government committees represent the student body. The Classified Senate is the participatory body that represents classified staff and is now in alignment with the District's sister colleges, Orange Coast College and Coastline College. The Academic Senate represents the faculty at the College in the decision making process and the Board of Trustees relies on the advice and judgement 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 process; policies for professional development activities; and processes for program review. Program review data is easily accessible for all departments on the ORPIE website. Managers are represented through the Coast District Management Association. The College ensures participation in the decision making process through committee structure. All committee decisions are forwarded to the Planning and Budget Committee or Academic Senate as recommendations to the President for a final decision. The Office of Research, Planning and Institutional Effectiveness conducts annual evaluations of all committees. Final decisions in the decision-making processes are communicated through their committee structure. The institutional self-evaluation report indicated that communication about decisions could be improved to better inform the College community regarding these decisions. In interviews conducted during the visit, the team found that expanded methods have been employed to improve more of the college community within the decision-making communication. For instance, the entire campus is welcomed to attend Planning and Budget Committee meetings, significant because it is the primary recommending body to the College President on matters of college-wide planning and budget. (IV.A.2)

The team reviewed board and administrative policies, the Planning and Decision-Making Guide, and a description of the District Consultation Council (DCC) found that the College's administrators and faculty, through policy and procedures, have substantive and clearly defined roles in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Board and administrative policies outline a participatory governance structure that includes staff, faculty, administration, and students. The District Consultation Council is the main district participatory governance committee and is a communication mechanism between the district leadership and the College constituency groups, staff, faculty and administration from GWC serve on the DCC. The College and District have identified policies and procedures that define participation and ensure that administrators and faculty have a clearly defined role in the institutional governance

process related to planning and budget through board policy and procedures (BP/AP 2410, BP/AP 2500, BP 3250, BP/AP 4020, BP/AP 4010, BP/AP 6300, BP/AP 7120). (IV.A.3)

The team reviewed board and administrative policies, the Committee on Curriculum and Instruction materials and found that the College's 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. All academic and support departments undergo a program review process every three years. The departments evaluate their strengths, weaknesses, opportunities and threats. The departments make requests for the upcoming three year cycle based upon their program review. The Program Vitality Review process provides a method beyond program review and regular curricular review to analyze not just the content but the viability of a program in light of multiple factors. (IV.A.4)

The team reviewed board and administrative policies and found that the institution ensures the appropriate consideration of relevant perspectives through its system of board and institutional governance, decision-making aligned with expertise and responsibility, and timely action on institutional plans, policies, curricular change, and other key consideration. Further, the College works within district guidelines, timelines, and planning structures, which responds to changing requirements and resources at the state level. The College has processes in place to ensure that decision making is aligned with expertise and responsibility, the resource request protocol and the faculty prioritization process are delegated to their respective committees and decision making groups based upon board policy. The President relies upon the recommendation from the Academic Senate on faculty prioritization in making faculty hiring decisions. (IV.A.5)

The team reviewed the Planning and Decision-Making Guide, examples of professional development activities committee documents, planning documents, and survey findings and found that the College's processes for decision-making and the resulting decisions are documented and widely communicated across the institution. Efforts are made to go beyond merely recording required documentation; committee work not covered by the Brown Act can be viewed through an internal portal that all can view (SharePoint). The College is creating an Integrated Planning Manual, to make improvements in both decision-making, documentation, and communication of decisions to the College community.

The Office of Research, Planning, and Institutional Effectiveness website contains information on program review, program review reports and resource allocation decisions. The College hosts biannual flex days for faculty and staff which includes a presentation by the college president about future goals, projects and current information occurring at the College. The Board of Trustees, Academic Senate and Associated Students follow open meeting laws for public entities and have their agenda and minutes available to the public. Additional committees have their meeting agenda and minutes available through each committees SharePoint site. The Academic Senate disseminates information about decisions through the internet and intranet sites. The Council on Curriculum and Instruction disseminates information in a similar fashion as the Academic Senate as well as at regular and department meetings. The Personal Assessment of Campus Environment (PACE) survey tool is used to collect campus climate information. (IV.A.6)

The team reviewed the Planning and Decision-Making Guide, examples of professional development, committee documents, program review and related planning documents, and survey findings and found that the College's 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 communicates the results of these evaluations and uses them as the basis for improvement and the College is investigating ways to improve communication to constituents, such as providing feedback for program reviews and program review documents by Deans. The Institutional Effectiveness Committee reviews and evaluates the college's governance processes. The results are shared among the committee members and used to improve the committees charge and purpose. The resource allocation process is reviewed to ensure that the processes meet the needs of the college in the decision making process. The college utilized feedback from survey results to improve program review and resource allocation processes as well as to change the program review cycle from a two year cycle to a three year cycle. (IV.A.7)

Conclusions:

The College meets the standard

IV.B. Chief Executive Officer

General Observations:

The College President has primary responsibility for the quality of instruction and provides effective leadership for the campus to ensure institutional effectiveness. The Chancellor has delegated authority to the College President through board policy BP/AP 2430

The College President has delegated authority to the executive team which consists of Vice Presidents for Instruction, Student Services and Administrative Services. The College President has restructured the Golden West College management team to support the institutions purpose, size and complexity since the last accreditation study

The College has established policies and procedures that lead to improvement of teaching and learning. The College President ensures that the institution meets the accreditation standards and eligibility requirements, and commission policies at all times (IV.B.4). The communication from the College President to the communities served through internal and external constituents is effective.

Findings and Evidence:

The Chancellor delegates the authority to the College President to have the primary responsibility for effective leadership, planning, organizing and assessing institutional effectiveness. The team reviewed the board policy regarding the role of the Chief Executive Officer (CEO) of the College as having the primary responsibility for the quality of instruction. The College President reports to the District Chancellor who is the chief executive officer of the District. Board Policy 2430 Delegation of Authority to Chancellor and AP 2430 Delegation of Authority to College Presidents outlines the roles within the District.

The College President ensures effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The President is the co-chair of the Planning and Budget committee. The College President is the chair for the Planning and Budget committee, the College's main participatory governance committee. The Golden West College Core Planning Structure was adopted on October 25, 2017 and outlines the College's planning process and lists the college wide committees. The College leadership team meets on a regular basis and the Executive team meets weekly. The College President has monthly meetings with the college management team. The organization chart clearly defines the roles and responsibilities for the college president and executive team. The direct reports to the President are the Vice President of Instruction, Vice President of Student Services, Vice President of Administrative Services as well as the campus Director of Human Resources and the Office of Institutional Effectiveness and informs the College President on a weekly basis on matters related to institutional effectiveness, student learning outcomes, student achievement and program review. (IV.B.1)

The board delegates authority to the College President through AP 2430 Delegation of Authority to the College President. The president oversees the Executive Team which consists of a Vice President of Administrative Services, Vice President of Instruction, Vice President of Student Services and delegate's responsibility to the respective vice presidents. The College Foundation and Community Relations, Public Relations and Marketing, Human Resources, Research, Planning and Institutional Effectiveness all report directly to the President. The College President has restructured the administration to include the following new positions: Dean of Students, Director of Student Life, SSSP and Equity Coordinator, Dean of Economic Workforce Development and Vice President of Student Services. The College President delegates authority to the respective Vice Presidents to carry out the functions of the College. The Executive Team meeting agenda tracks the progress, timeline and responsibility of who is responsible to complete the items. (IV.B.2)

The College President is responsible for establishing a collegial process that set values, goals, and priorities. The district has policies and procedures in place (BP 3250 Institutional Planning) which guide institutional improvement of the teaching and learning environment. The Institutional Effectiveness Committee has established practices in place to review the institutional set standards. The resource request protocol and resource request forms are utilized to prioritize resource requests. Participation in outcomes assessment activities is required in order to be eligible for resource allocations. A review of the college mission was initiated through the Planning and Budget committee. The President serves as the co-chair of the committee and requested feedback from the participatory constituent groups to review the mission statement. (IV.B.3)

The President has the primary role and responsibility for ensuring Golden West College meets or exceeds eligibility requirements, ACCJC Accreditation Standards, and Commission policies. To the Dean of Research Planning, and Institutional Effectiveness; the President delegates the role of accreditation liaison officer (ALO). The ALO works with the Institutional Effectiveness Committee (IEC) to assist with preparing the college to meet or exceed eligibility requirements, accreditation standards, and commission policies at all times. 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 is ultimately responsible for the process and content. (IV.B.4)

The college president is given responsibility for meeting the accreditation requirements through authority charged in AP 2430 Delegation of Authority to College President. The president demonstrates leadership in accreditation through the participation in the process and delegating an accreditation liaison officer and self-study co-chair.(IV.B.4)

The President regularly attends Board of Trustee meetings and provides a report on the activities of the College. He sits on the Chancellor's Cabinet which meets with the three colleges and district to discuss issues of importance. The President also sits on the District Consultation Council which is a participatory governance committee that focuses on budget, technology and board policies and procedures. The Executive Team meetings agendas are utilized to track requests, recommendations, issues and concerns through the decision making process. (IV.B.5)

The College President communicates through internal and external communication. The internal communication includes: (Flex Days, remarks at two annual Flex Day events; Campus Conversations; Student Town Hall meetings; regular attendance at Academic Senate meetings, and Monthly Managers' meetings. The College President also communicates and External communication through outreach to community organizations; such as (The El Viento Foundation and CIELO (non-profit organizations), the President is also a CIELO (Board member with CIELO); The Boys & Girls Club of Huntington Valley is physically (located on GWC campus and college President and his designee (Vice President of Administrative Services; attend bi-annual meetings); Project Motivate a (Vietnamese Tutoring organization is on also physically located on campus and meets with leadership once per year. The College President works and communicates effectively with communities served by the institution.

The College President also participates in the local Chamber of Commerce in the surrounding cities which are within the college's service area (Fountain Valley, Garden Grove, Seal Beach) and delivers State of the College presentations to City Councils of (Huntington Beach, Fountain Valley, Garden Grove, Seal Beach) and Huntington Beach Union High School District. The Huntington Beach Chamber of Commerce will be physically located on the campus and provide opportunities for internships and guest lectures for the College through this partnership. (IV.B.6)

Conclusions:

The college meets the standard.

See College Commendation 1.

IV.C. Governing Board

General Observations:

The Coast Community College District (CCCD) is governed by a five-member board elected by citizens of the District, and a student trustee who has an advisory vote. The student trustee is chosen by the District Student Council. The governing board, assisted by the chancellor, establishes policies that uphold the District's mission and assure the quality, integrity, and effectiveness of the financial condition and the student learning programs and services of the District and its three colleges. District policies and procedures are easily found on the District website, and the evidence indicates that the governing board regularly reviews key indicators of student learning and achievement as well as plans for improving academic quality.

The governing board is an autonomous body that follows the public interest, advocates for and defends its colleges, protects them from undue influence and political pressure, and develops and employs policies that are comprehensive, publicly available, and consistent with the District and college missions. The governing board adheres to a clearly and well-established Code of Ethics and Conflict of Interest Policy.

The District offers the governing board a variety of opportunities to engage in District-funded ongoing professional development. The governing board conducts regular self-evaluations and evaluations of the chancellor including input from its constituencies. Through the evaluations, the governing board develops goals for itself and has input on the chancellor's goals.

The governing board advocates for the District and its colleges and is informed about and engaged in the Accreditation process. Moreover, the governing board went through a thorough process including special public hearings and approval of area maps, to move from District wide at large elections to by-area elections in 2018.

Findings and Evidence:

Board policy (BP 2200) delineates the scope of the governing board's roles and responsibilities which include assuring the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the District. (IV.C.1)

The 4000 series of Board Policies address in some way the academic affairs of the institution including the student learning and achievement in the programs offered in the District. The 5000 series addresses aspects of the services provided to students to ensure their successful outcomes. These services range from outreach to enrollment to registration to completion and transfer or employment. Finally, the 6000 series provides for all aspects of the business and fiscal management of the District and the colleges. (IV.C.1, IV.C.5)

The governing board speaks with one voice, and once they reach a decision, despite occasional split votes, all members support that decision. The governing board reviews Board Policy 2715 Code of Ethics annually and affirms the notion that the governing board acts as a whole and that authority rests only with the governing board and not with individual members. It also reviews its conflict of interest policy, procedure, and code. Board Policy 2720 sets guidelines for acceptable communication outside of properly-posted meetings, and the Board also adheres to the Ralph M. Brown Act. (IV.C.2)

The governing board follows clearly-defined policies for selecting and evaluating the chancellor. Board Policy 2431, Chancellor Selection, and Board Policy 2435, Evaluation of the Chancellor, outline the rules and requirements for hiring and evaluating the District CEO. In response to two failed chancellor searches, the governing board amended Board Policy 2431 to include an expedited process by which the current chancellor was hired. The peer review team found the Chancellor Selection policy to be unnecessarily prescriptive given that an expedited policy was needed to successfully complete the chancellor search. The governing board may wish to review the Chancellor Selection policy to allow them greater flexibility when they next search for a chancellor. Evidence of the chancellor's evaluation as well as the chancellor's goals for the District, specific to academic years 2017-19, are contained in the first of six separate closed session agendas over the past several years. (IV.C.3)

The governing board is an independent, policy-making body that reflects the public interest in the quality of the institution's educational programs and services. The governing board advocates for and defends the District and protects it from undue influence or political pressure. The peer review team observed evidence that documents governing board actions supporting legislation that met the interests of students, including support for dual high school enrollment legislation, support for undocumented students, and expansion of the Cal-Grant program for community college students. Completing the process to move from "at large" to "by area" voting and staggering the terms of governing board members, as well as Board Policy 2110, Vacancies on the Board, Board Policy 2715, Code of Ethics, Board Policy 2200, Duties and Responsibilities, Board Policy 2345, Public Participation at Board Meetings, and Board Policy 2340, Agendas, are also evidence of the governing board's awareness of its roles and responsibilities to its constituents. (IV.C.4, IV.C.11)

The governing board has developed, implemented, and followed policies consistent with the District's mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. Evidence of this is reflected in a host of specific policies in the 4000 series of Board Policies, Academic Affairs, the 5000 series, Services to Students, and 6000 series, Fiscal Services. These policies relate to such processes as curriculum approval, review of institutional effectiveness, and policies ensuring adequate budget capacity to serve its student population. (IV.C.5)

The governing board publishes bylaws and policies specifying its size, duties, responsibilities, structure, and operating procedures in Chapter 2 of their policies, Board of Trustees. These policies describe the size and composition of the governing board, how members are elected, how meetings are conducted, the duties and responsibilities of governing board members, and the code of ethics members are expected to follow. (IV.C.6)

The governing board acts consistently with its policies such as Board Policy 2200, Board Duties and Responsibilities. The governing board regularly reviews and updates policies in accordance with Board Policy 2410 to achieve effectiveness in meeting the missions and visions of the District and the colleges and to stay abreast of legal changes. (IV.C.7)

To keep its focus on ensuring student success, the governing board reviews key indicators of student learning and achievement and institutional plans for improving academic quality. The

most recent key indicators are contained in the District-wide Institutional Effectiveness Reports, 2017 and 2018. The reports also contain District and College performance on the California Community College Chancellor's Office Scorecard measures. Throughout the year, the governing board hears other reports at their meetings and study sessions from District and College staff members detailing achievement. Recent presentations to the governing board included topics such as strategic objectives, guided pathways, transfer success, and land infrastructure for support services at the Colleges. (IV.C.8)

The governing board has a comprehensive training program for their own education and development that includes a new member orientation, access to other trainings through such organizations as the Community College League of California (CCLC), an ethics training and certification, budget allocation workshops, and regular reports from a variety of sources. While significant training opportunities are available, governing board members indicate that they take uneven advantage of the training depending on their personal interest and available time. The Board demonstrates its commitment to professional development through Board Policy 2735, Board Member Travel, which allows each member to participate in conferences, meetings, and workshops annually. In addition, each governing board member has access to a generous budget for conference travel and training. In interviews, governing board members report that most of them take advantage of training opportunities, and they often share an oral or written report to the full governing board and the public at open meetings. Over time, various governing board members have taken on state- or national-level service to the California Community Colleges. (IV.C.9).

The governing board evaluates itself through Board Policy 2745, Board Self-Evaluation, to identify strengths and areas for improvement. This self evaluation is scheduled for once every two years since 2013. The peer review team validated that three evaluation cycles were completed by the governing board since 2013, with the most recent occurring in November 2017 and January 2018. The evaluation process assesses the governing board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The results of the evaluation are discussed in public and for each evaluation, the District establishes a website where self-evaluation surveys, surveys of District employees, and governing board goals can be accessed. (IV.C.10).

The governing board upholds a Code of Ethics, Board Policy 2715, and Conflict of Interest Policy, Board Policy 2710 and 2712, and individual members adhere to the policies. The governing board also has a clearly-defined policy for dealing with behavior that violates its code and implements it when necessary. The District has had no claims of conflicts of interest since the Code of Ethics was adopted, so there are no examples of Board members having employment, family, ownership, or other personal financial interest in the institution. (IV.C.11)

Through Board Policy 2430, Delegation of Authority to the Chancellor, the governing board delegates full responsibility and authority to the chancellor to implement and administer board policies without interference and holds the chancellor responsible for the operation of the District. The peer review team validated this through the existence of Board Policy 2430, which delegates authority for administering district policies to the chancellor, and through interviews with the chancellor, his subordinates, and governing board members. (IV.C.12)

The governing board maintains a focus on accreditation by being informed about Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the Colleges' accredited status. The governing board supports the District's efforts to improve and excel. The governing board also participates in the evaluation of their roles and functions in the accreditation process. (IV.C.13)

Conclusions:

The College meets the standard.

IV.D. Multi-College Districts or Systems

General Observations:

The Coast Community College District benefits from the leadership of an effective chancellor who was selected by the District's governing board in 2016. The chancellor provides leadership in setting and communicating expectations of educational excellence. The District has established clearly-defined roles of operation between the College and District offices, although the District has begun a review and revision of its functional map of role delineations between the District and Colleges. Policies for resource allocation and reallocation are in place to ensure that the College can operate effectively. While there is general sense of agreement across the Colleges that the resource allocation model is working, the chancellor is interested in revamping the allocation model to align it with recent changes in the state's funding formula that reward colleges for improving student success completion metrics. The District's College presidents have independence to lead and control the operation of their colleges and the chancellor won praise for his effective leadership style. District and College planning processes are well integrated and have an appropriate emphasis on student learning, achievement, and institutional effectiveness. The District has communication channels in place to ensure timely input into budget and planning processes and these channels contribute to the effective operation of the Colleges. As noted earlier, the District is in the process of reviewing its delineation of roles and responsibilities relative to the Colleges. Beyond that, the District has a regular review process for updating board policies and administrative procedures and for evaluating governance and decision-making processes. The District regularly completes climate surveys in order to document institutional effectiveness and how the College perform in meeting goals for student learning and achievement. The results of these surveys are communicated widely to the District and its relevant audiences.

Findings and Evidence:

The District CEO ("chancellor") provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District and assures support for the effective operation of the Colleges. Working with the Colleges, the chancellor establishes clearly defined roles, authority and responsibility between the Colleges and the District. The District has a clear policy, Board Policy 2430, that delegates authority and responsibility for District and College operations. The chancellor uses bi-weekly cabinet meetings that feature the three

College presidents and three vice chancellors to set expectations for the College leaders and the District. Periodic meetings with College presidents also afford the chancellor a one-on-one opportunity to set expectations and discuss the operations at the Colleges. Interviews with the chancellor and cabinet members suggest that these meetings work well to establish shared expectations and communicate areas of College divergence that are appropriate. For instance, the chancellor indicated that the College presidents feel free to agree to implement innovations at two of the Colleges while another might not if the innovation would not fit the other College's culture. The chancellor also chairs the District Consultation Council (DCC), which serves as the district coordinating governance council with representatives from the various constituencies of the three Colleges. The chancellor's annual State of the District documents, which began with his tenure in February 2017, and his regular newsletters clearly state his goals and expectations of educational excellence and integrity. (IV.D.1)

The district chancellor clearly delineates, documents, and communicates the operational responsibilities and functions of the District from those of the Colleges and consistently adheres to this delineation in practice. Various Board Policies delineate the responsibilities of the chancellor and the College presidents, including Board Policy 2430. The District and Colleges appear to rely on a detailed description of functional responsibilities in a 26-page functional map. This document helps to delineate the lines of operational responsibilities for District staff and College staff on various functional duties. Interviews with College and District staff during the visit documented that the functional map is being reviewed by the Colleges and the District leadership to bring it in line with operational expectations and to improve its utility. For example, on January 29, 2019 the key leaders at the three Colleges met to discuss the functional map. There was consensus that the current map may be too focused on the roles of each senior administrator at the District. Interviews with various leaders suggested that this document is ripe for revision and the peer review team believes that the initial progress being made on this component could lead to a clearer delineation of roles and responsibilities. The peer review team looks forward to checking in on the progress of this work as the district seeks to re-shape the lines of responsibility and ensure District operations support the overall effectiveness of the Colleges.

Even with these changes, the peer review team was able to review the functional map and inquire about the District's efforts to support effective allocation of resources and planning to support the accredited status of the college. No concerns emerged and the functional map revision represents evidence of on-going institutional improvement. In addition to these changes, District services were evaluated through the 2016 Personal Assessment of the College Environment (PACE) Survey, which indicated that a majority of respondents at the College and District level were satisfied with the working environment of the Colleges and the District. All evidence indicated that the District's documents and operations were seen as supporting the effective operation and improvement of the colleges.

Besides the functional map and board policies mentioned above, the peer review team was able to elicit very positive views about the manner in which the chancellor communicates about College and District governance and lines of responsibility. Interviews with governing board members, College presidents, and College faculty and staff leaders indicated that the chancellor had brought a calming, trustworthy sense of confidence to the District's operations. The

chancellor's communications about District wide projects and College updates are frequent and well received. Despite an ambitious series of construction projects that were underway using Measure M dollars, overall perceptions concerning the District and College governance were extremely positive and the chancellor received praise from a number of sectors for his communication and leadership style. (IV.D.2)

The District has a policy for allocation and reallocation of resources that is adequate to support the effective operations and sustainability of the Colleges and District and the current chancellor ensures effective control of expenditures. Board Policies and Administrative Procedures (6200, 6250, 6300, 6902, and 6903) define and ensure the allocation of District general fund resources to the Colleges. The chancellor and College presidents expressed general satisfaction with the District's budget allocation model, although some concerns were voiced in the Golden West College Institutional Self-Evaluation Report about the model not providing a fair amount of resources to their campus. Additionally, the chancellor indicated that the overall budget allocation model would be reviewed to bring it in closer alignment with recent changes in state funding principles in the California system in ways that would reward the Colleges for strong performance on student success metrics. As described earlier in this report, the District has policies in place that ensure a sufficient budget reserve of 10 percent of general fund unrestricted revenue, while also allowing for surplus funds to be designated for one-time projects at the Colleges or the District. The 2017 Fiscal Plan has three clearly defined goals for allocation of funds: supporting student access and success; meeting all long-and short-term obligations; and proactive budgeting for financial stability in on-coming years. Besides a desire to revamp the budget allocation process to align it more closely with new statewide funding formula principles, interviews with College and District leaders indicated that there were no on-going concerns about the budget and resource allocation model used by the District. (IV.D.3)

The Chancellor delegates full responsibility and authority to the presidents of the Colleges to implement and administer delegated District policies without interference and holds the College presidents accountable for the operation of the Colleges. Board Policy and Administrative Procedure 2430 outline the delegation of authority to the College presidents at the campus level. The District's functional map also speaks to the role delineation between the chancellor and College presidents, and as suggested earlier, the District leadership is making progress on re-drawing this functional map. Interviews with the current College presidents and the chancellor indicate that the designation of CEO responsibility and accountability is an area of strength for the District. College presidents expressed the view that they had clear authority to lead their Colleges without interference and conveyed a very favorable impression of the chancellor's style of "quiet leadership." This sense of collegial independence was expressed by both an experienced college CEO and a newly hired one in interviews. The chancellor expressed the view that he sees his role as a supporting one for the College presidents. Overall, the chancellor won strong praise for his style of interacting with College leaders and allowing them the space to lead their respective Colleges. (IV.D.4)

District planning and evaluation are integrated with College planning and evaluation to improve student learning and achievement and institutional effectiveness. As discussed earlier in Standard I, the College's Educational Master Plan (EMP) and goals are aligned with the District's strategic goals via a crosswalk that is highlighted in the College EMP

documents. There are appropriate emphases in the planning documents on student access and success. This integration across District and College plans is strengthened by a six-year planning cycle that ensures a connection is made between College and District planning processes. As noted in Standard I, the College has effective resources in place to communicate the linkages between planning processes. The District also has a District Facilities Master Plan, a District Strategic Technology Plan, and a District Strategic Fiscal Plan each of which were established collaboratively with the major councils and committees of the District. District wide plans for facilities and technology provide strategic priorities and incorporate college-specific goals and activities to achieve these priorities and goals. The effectiveness of the integration is evaluated through the outcome metrics included in the District wide Strategic Plan and it is evaluated and discussed throughout the District on an annual basis. (IV.D.5)

Communications between the Colleges and District office ensures effective operations of the Colleges and are timely, accurate, and complete in order for the Colleges to make decisions effectively. Communication flows between the two levels via the Chancellor's Cabinet, the DCC, which has representation of College constituency leaders and bargaining groups, and through various subcommittees with responsibility over District wide resource issues. The chancellor also uses a weekly email brief and communications documents that are distributed widely and prepared by his marketing staff. Budget development timelines appear to be consistent with a process that allows the Colleges to provide timely input into the budget and resource allocation process. Interviews with key College leaders, the chancellor and governing board members documented a high level of satisfaction with communication flows between the District and the Colleges. (IV.D.6)

The chancellor appears to regularly evaluate 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. While the Institutional Self-Evaluation Report for the three Colleges provided just slim evidence of this, it was clear to the peer review team that policies like Board Policy 2430 and Administrative Procedure 2430, which outline roles and responsibilities for the chancellor and College presidents, undergo regular review for their relevance to the effective operation of the Colleges. Moreover, the Colleges conduct periodic climate surveys that provide evidence of satisfaction with the college-District role delineations. The District widely communicates the results of the climate surveys processes and uses them as the basis for improvement. Interviews conducted during the visit also documented that the functional map that outlines role delineations is currently under review to ensure it remains up to date in addressing District and College roles and responsibilities. The peer review team encourages the District and College to continue this work in revamping its functional map document. (IV.D.7)

Conclusions:

The College meets the standard.

District Commendation 1

The chancellor is commended for his ability to promote a calming leadership style and to communicate effectively about College and District governance roles, resulting in a climate that emphasizes a strong sense of confidence about College and District operations. (IV.D.2, IV.D.4)

Quality Focus Essay

Golden West College's Quality Focus Essay (QFE) outlines three areas of focus that address success rates and equity gaps in certificate, degree and transfer programs. Under the umbrella of Guided Pathways implementation, the College will work on course mapping and student-driven scheduling, basic skills acceleration, and integrated student supports. The College has assigned accountable units and personnel to planning and development, including measurable outcomes. All QFE projects are ambitious and grounded in evidence-based research, and the projects have the potential to make dramatic impacts on student success and closing achievement gaps.

The three areas of focus are in-line with areas identified in the Institutional Self Evaluation Report. The first action plan, course mapping and student-driven scheduling, aligns with and supports several of the elements contained in Standards II.A.1, II.A.6, and II.A.12. This work will be a key part of the Guided Pathways initiative regarding strategic enrollment management, and the work should have very positive results for student success. A timeline is established for the area of focus that includes identified activities and goals. While administrators have been assigned the responsibilities for this areas of focus, one element the College might consider is how to include all constituent groups in the planning, development, implementation and evaluation of strategic enrollment management, including course mapping and student-driven scheduling. Additionally, the College might consider the identification of resources that would support multi-constituent collaboration.

The second action plan, basic skills acceleration, aligns with and supports several of the elements contained in Standards II.A.4, III.C.1, II.A.8, and II.C.7. The timeline established is a four-year plan and is reflected in the Self-Evaluation as an area where improvement is needed. Regarded as a priority, the scaling of efforts that provide success in Math, English, and ESL could have tremendous impacts on institutional success. The team suggests that the college more explicitly identify resource needs, acknowledge that existing financial resources may need to be allocated to support the scaling of current piloted practices, and provide professional development across the institution.

The third and final focus area, integrated student supports, aligns with and supports several of the elements contained in Standards II.C.3, II.C.5, III.A.14, and III.C.4. Ambitious and technology oriented, as well as professional development centered, this plan will focus on actively connecting students with support, including academic advising and career exploration, in order to increase persistence and success. A key feature will be shifting to an "opt-out" process for students for services—rather than "opt-in." A timeline is established for the area of focus that includes identified activities and goals. As with the other areas of focus, the College might consider the identification of resources that would support collaboration and professional development across the campus.

The team admires the commitment to a student-centered campus that resonates across the Quality Focus Essay and the focus areas identified. The QFE is well planned, and with proper resources and evaluation, the projects should help in the areas of equity, persistence, and success.