Progress Report to
Accrediting Commission for Community and Junior Colleges
March 2009

Golden West College
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Coast Community College District Board of Trustees Date of Review: February 18th, 2009
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A Confidential Report Prepared for the Accrediting Commission
For Community and Junior Colleges

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Statement on Report Preparation

Various appropriate groups drafted responses to the visiting team Recommendations. Members of the Institutional Effectiveness committee (IEC) prepared the responses to Recommendation 5 and the Commission Concern. The IEC membership includes seven faculty (two are on the Academic Senate Executive Board), five managers, two classified, and two students. The Student Equity committee prepared the response to Recommendation 7. The Equity committee is composed of seven faculty, two managers, and one student. The Interim Vice Chancellor of Educational Services prepared the response to Recommendation 16 and submitted it for review to the Colleges and the Board of Trustees prior to inclusion in this report.

A draft report was posted on the campus electronic bulletin board for college-wide review January 30, 2009 and submitted for review to the Coast District Board of Trustees subcommittee on Accreditation on February 2, 2009. The final report was posted on the college-wide electronic bulletin page for review on February 10, 2009 and submitted to the Coast District Board of Trustees for final review at the February 18, 2009 meeting.

Throughout the report, evidence that is available via the internet is highlighted in blue underlined text. If you are viewing this document electronically and have Internet access, click the active links and they will go to the evidence document posted on the web. If you have trouble viewing any document, go to the web address below to view all of the evidence cited in this report. All evidence on the Internet is published in Adobe Acrobat's pdf format. You will need to have an Adobe Acrobat Reader installed on your computer to view the report and evidence online.

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Progress Report on the Web:
https://research.gwc.cccd.edu/oir/Accreditation/ProgressReport/2009/GWCAccreditationProgressReport2009March.pdf

Progress Report Evidence Webpage:
https://research.gwc.cccd.edu/oir/Accreditation/ProgressReport/2009/GWCAccredProgRptEvidenceList2009.htm

Signature on file	2/23/2009
Wes Bryan, President Golden West College	Date

Responses to the Recommendations of the Commission

from the Action Letter dated June 30, 2008

Recommendation 5

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

Current Progress

      The College uses two methods to evaluate its current progress in defining and establishing SLOs. One, as part of the Program Review process, each department reports the status of SLO development and assessment for every course and program. Status is determined on a 6 point scale from 0 to 5.

      0-No development at all
      1-SLOs have been identified
      2-Assessments have been developed
      3-Assessments have been conducted
      4-Assessemnts have been summarized and analyzed
      5-Changes, where necessary, have been identified and implemented

These SLO progress reports are aggregated and summarized to form the basis for the college's response to the Accreditation Annual Report Update on Student Learning Outcomes.

      The second method the College uses to monitor progress is with the California Assessment Institute's (CAI) SLO framework rubric. Members of the Institutional Effectiveness Committee (IEC), College Planning & Budget, Academic Senate, and Student Services Planning Team will again in the spring of 2009 complete a survey based on the CAI rubric characterizing four stages of SLO implementation and six components of a student learning outcomes framework. Results of the initial self-assessment done during the Fall of 2007 indicated that the college is at the SLO Framework "Stage 2: Development" on all SLO components except the Evidence component. These results might imply that more SLO assessment and development is occurring than is being documented. Through the discussions in planning team, division, and department meetings, it is our goal to move quickly to Stage 3 during the 2008-09 academic year and Stage 4 in 2009-10.

      Efforts this year focus not only on advancing our SLO framework but also ensuring full documentation of our efforts. This is evidenced by program SLO progress reporting embedded in program review and the continued implementation of eLumen. eLumen is a software application designed to manage SLO development and assessment at the institution, program, and course level. It has great potential for expediting the mapping of SLOs from course to program and course to GE.

Common Understanding

The College has undertaken a number of activities aimed at expediting broad based and inclusive dialog to achieve a common understanding of student learning outcomes. These include the Institutional Effectiveness Committee (IEC)'s website, IEC dialog prompts, SLO dialog embedded in every core planning team meeting, appointment of a faculty SLO coordinator, and the College utilizing the CAI SLO framework rubric.

The IEC website serves as a point of entry for SLO information and as a repository of resources that forms the basis for a common understanding of student learning outcomes. It is available on or off-campus. The site contains but is not limited to the campus adopted Assessment Philosophy Statement, a glossary of terms, references to the college-wide assessment process and the role of SLOs within Institutional Effectiveness, and materials for assessing SLOs.

The IEC asked the question, "How could the committee assist the College to engage in dialog about student learning outcomes?" One solution was to develop a series of discussion prompts that could be used by various groups on campus. The prompts were designed with respect to the four levels of SLO framework development and the nature of the group. That way the prompt would be appropriate to the development level of the group and the aspects of student learning the group was formed to address. For example, a group that was at Stage 2 might be prompted with questions focusing on the assessment of SLOs while a group at Stage 4 might be prompted with questions about strategies to use the assessment results to improve student learning. These questions are framed differently depending on whether the group is instructional or student support services and vocational or transfer or basic skills.

The College has a newly appointed faculty SLO coordinator. This is the point person for faculty and staff with questions regarding SLOs, and he will facilitate a common understanding of SLOs. The coordinator is charged with evaluating the SLO training needs of faculty and staff, planning and conducting training and workshops, serving as an information resource, and communicating to the campus through developing SLO materials.

The CAI SLO framework rubric is used as an assessment tool but also as a dialog prompt and guide to creating a common understanding. The College has agreed to set aside some time at every core planning team meeting for SLO dialog. On a periodic basis the CAI SLO framework rubric has been used to prompt this dialog (see IEC meeting summary and Planning & Budget meeting summary).

Institutional, Program, and Course SLOs

Golden West College (GWC) has made exceptional progress establishing student learning outcomes for courses, programs, and degrees. The College has defined SLOs in all 962 active courses, all student services programs, all of our 38 majors, and all of our degree General Education (GE) Area and Groups. Work this year is focusing on defining SLOs in the remaining certificates, developing assessments for GE and courses satisfying GE requirements, and mapping course-level SLOs to program and GE SLOs.

Recommendation 7

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

GWC is wholly committed to student equity and diversity. This commitment is evidence by the full implementation of the goals of the Equity Plan, by the programs and activities the College engages in to ensure equity, and by statements addressing equity and diversity in the College's primary planning documents (the College Mission/Vision Statement and our College Goals for 2004-2011). The visiting Accrediting team in 2008 also indicated that GWC had fully satisfied Recommendation 7. The following is more detail about each.

Student Equity Plan

A standing subcommittee of the College Student Success Committee was formed (Student Equity) during the spring of 2008, and it reviewed the GWC Student Equity Plan. This subcommittee, led by the Vice President of Student Services, reviewed the recommendations identified in the 2005 Student Equity Report and in the 2007 Update to determine their current status, review updated metrics, and update or make new recommendations.

In the 2005-06 Golden West College Student Equity Plan, the student equity task force recommended five goals to assure equitable access and learning support for GWC students. The college has since implemented all of the goals and is developing new goals. The new goals will be developed and vetted during the spring of 2009. Below is a brief listing of the current goals along with a general description of the status of each goal (follows the same format as the 2007 Progress Report):

> Goal 1: Establish an early outreach and career education effort… (Fully implemented)
> Goal 2: Hire a FT temporary counselor to... (Fully implemented)
> Goal 3: Develop a strategic plan to improve success in ESL, English, and Math basic skills... (Fully implemented and On-going)
> Goal 4: Expand GWC's tutoring program to offer more tutors… (Fully implemented)
> Goal 5: Assign a task force to review degree and certificate attainment progress… (Fully implemented and ongoing)

A more detailed account of the College's activities and plans related to each student equity goal is contained in the Student Equity Progress Report 2008.

Research has shown that access and success as measured by course success, certificate completion, and degree completion are not significant equity issues at GWC. However, success as measured by the percent of students transferring to four-year universities appears to be an issue. The primary barriers to student transfer appear to be student's basic math and English skills as well as basic study and life skills. Discussions with the Student Equity subcommittee as well as the Student Success Committee have focused on addressing these basic skills as a means to student equity since at GWC, a higher proportion of students of color place into math and English courses below transfer level. Research is continuing to identify other barriers to transfer. Additional activities will be engaged as we more clearly identify the issues.

The college has developed a comprehensive planning matrix that identifies our long-term goals and activities related to basic skills. (GWC Basic Skills Planning Matrix) The plan is structured around four areas that research has found to be key to effectively serving students' basic skills needs. These are Organizational/Administrative Practices, Program Components, Faculty and Staff Development, and Instructional Practices.

Programs, Activities, and New Projects

It is clear that the college is committed to student equity and diversity as evidenced by the great many ongoing programs, services, and activities the College provides or engages to students to assist in developing basic skills. Additionally, with the advent of the Basic Skills Initiative, the college implemented 12 new projects in 2007 to address the basic skills needs of students.

Programs and Services
- Counseling
- Accessibility Center for Education (ACE) formerly Disabled Students Services
- Student Success Center
- Writing Center
- Math Lab
- ESL Language Lab / ESL Conversation lab
- Tutoring Center
- Puente Program
- EOPS/CARE
- Library Services
- CalWORKs/Re-entry
- Intercultural Program
- STAR (Student Textbook Access Reserve)
- College 100
- El Viento (Community Outreach)
- College 090

Activities:
- Chicano/Latino College Day
- Mi Casa (AB540 Scholarship Program)
- College Preview Day
- KinderCaminata
- SOAR (High school outreach to assist future **S**tudents to **O**rient to college, **A**ssess basic skills, and **R**egister)
- Diversity Week
- Peace Conference
- Selected Student Clubs

New Projects in 2007
- Intercultural Center: Volunteer Conversation Program
- English/ESL Mastery Tests
- Expanded Tutorial and Learning Center Hours
- Additional section of College 100 for Athletes
- PLATO Learning Software
- Basic Skills Reading, Writing, and Grammar Workshop Series
- Development of 8 new ESL Writing Center Classes
- Crossroads: A Career Ed/Basic Skills Learning Community
- New Course-College090 (College Learning Skills)
- ESL for Health Professions

The success of these efforts is evidenced by the lack of disproportionate impact in the College's awarding of degrees and certificates ([Research Related to Student Equity 2008](#)). This is in contrast to the basic skills status of a number of traditionally under-represented groups of students at the time of admission to the College.

College Planning Documents

The College's commitment to student equity is also supported in our educational master plan called [Pathways](#). The College Mission and Vision statements refer to 'responding to community needs…' through 'learning communities' and 'will be demonstrated by innovation which embraces demographic and technological changes'. Our Educational Philosophy addresses open access, diversity, respect, and service. One of our seven primary College Goals for 2004-2011 specifically addresses campus diversity. (Bold highlights statements or terms related to student equity and diversity.)

COLLEGE MISSION STATEMENT
The mission of Golden West College is to support students' goals and interests in higher education, develop their employment skills, prepare them to be productive citizens, and **respond to community needs** by providing a range and variety of educational programs; two year degrees; transfer preparation; career and technical training, and remedial activities. We encourage all members of our **learning communities** to grow to their maximum potential as they contribute to the **well-being of our diverse society**.

COLLEGE VISION STATEMENT
Golden West College is committed to excellence and endeavors to provide an optimum teaching and learning environment. This will be demonstrated by **innovation which embraces demographic** and technological changes.

COLLEGE EDUCATIONAL PHILOSOPHY
Our educational philosophy is founded on ethical conduct and teamwork. To ensure institutional excellence, we continually challenge, test, reevaluate and raise our standards. As an educational organization, we have high expectations and believe that our success depends upon the combined capability and contribution of faculty, staff, students and members of our community.
At Golden West we value:
- Quality education
- **Open access to education and opportunity for student success**
- **Diversity in our staff, students, and ideas**
- **Respect for our students, colleagues, campus and community**
- Accountability in our fiscal, environmental and human resources
- Institutional integrity
- **Service to our community**

COLLEGE Goal #6 of 7: Campus Diversity
The College will support an environment to **enhance diversity** among staff and students and **respond to the changing demographics** of our district population through the development and implementation of a student equity plan and a staff diversity plan.
These plans will include:
1. An annual review of enrollment patterns in order to identify any **disproportionate impact** and the development of plans to address any identified needs.
2. Hiring and training practices which address the needs of an increasingly **diverse workforce**, in accordance with the policies of District Human Resources.
3. Staff Development and training opportunities to address the **needs of our diverse staff and students.**

1. In practice, monitoring for disproportionate impact (DI) is built into the instructional program review process. Data for every program, every division, and college-wide is provided with access and success information broken down for each traditionally protected student group. For all programs the faculty completing the program review see the data, are asked to monitor for (DI), and respond where it exists. For example, Nursing is addressing low enrollment issues with male and Hispanic students. (Nursing program review data, Nursing Equity Objective Excerpt)

2. Diversity emphasis in hiring. The District has developed and presents to all hiring committees a uniform Equal Employment Opportunity (EEO) presentation. This presentation emphasizes the Colleges commitment to Diversity among faculty and staff. The College's efforts in these areas are monitored by an EEO compliance Officer.

3. Staff development conducted workshops and training opportunities:
   - Strategies to Increase Success of Students with Diverse Learning Styles
   - Improving Student Success Through Technology
   - In the Spring of 2009 the Basic Skills Initiative (BSI) lead faculty are putting on a Workshop series (9 hours) called "Effective Strategies to Help Students Succeed" focused on modern pedagogical techniques involved with teach basic skills students.

Visiting Accrediting Evaluation Team 2007

The visiting team of William Andrews and Pam Eddinger, in their report to the Commission in 2008, made the following observations with regard to GWC's response to the Commission's Student Equity recommendation:

> "The college has provided the Student Equity Progress Report 2007, which illustrated the progress made in the goals of the student equity task force. Further, the Student Equity Committee has been reconstituted as the Student Equity and Access Committee, whose work is now embedded in the college planning process cycle. The committee produces an annual report, and in accordance with the college's planning cycle, a Student Equity Plan with five standard goals."

> "The college has also aggregated the Skills Committee, the Matriculation Committee, and the Student Equity and Access Committee into a larger umbrella group called the Student Success Committee. It processes the collective strategies of the three groups to ensure that there is a holistic approach to solutions. The Student Success Committee is a subcommittee of Planning and Budget. Resources are allocated through the Student Success Committee for the Student Equity plan. The assessment of Student Equity strategies is done through Student Services SLOs; the assessment of the committee process is conducted through the planning assessment process."

The visiting team further concluded:

> "The college has made substantial progress on this recommendation, both in building an appropriate process, a committee, plans, and related resources to conduct the work of student equity."
> "The college has met this recommendation."

Recommendation 16

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

The Coast Community College District (CCCD) has, over a significant period of time, maintained a relatively collegial atmosphere with all its constituent groups operating in a decentralized model. This was an informal and undocumented process. The Accreditation Recommendations submitted in 2007 prompted the college and the district to examine the "delineation of specific district functions as distinct from those of the colleges' functions".... At that time, the District and the college began a process to clarify and formalize the respective organizational roles, authority, and responsibilities.

In response to the observations of the evaluating team and the Commission Recommendation, the following documents were created:

- *Organizational Delineation of Responsibility and Process for Decision Making*
- *District Office/College Functioning Map*
- *Summary of Functions*
- *District Organizational Chart*

These documents were vetted and will be reviewed periodically through the Chancellor's Cabinet, the participatory governance structure for the District. (Chancellor's Cabinet Committee membership and committee summaries from July 7, 2008, October 6, 2008, and December 1, 2008) Additionally, each document has been communicated to and critiqued by constituent groups at the district and college levels.

The governing Board of Trustees has been informed on the progress of these ongoing discussions. They heard reports regarding our progress report at their regular meeting on November 19, 2008. They have also had under discussion the revision of the current Board Policy – 020-1-2 Duties of the Chancellor. A new policy 010-2-6.1 Delineation of Authority to District Chancellor and College Presidents has been under discussion and was finalized at their meeting on January 21, 2009.

The documents related to the delineation of responsibilities will be disseminated to all college and district constituencies via existing communication channels and organizational structures during the spring of 2009. These documents will be posted on District and College electronic bulletin boards, websites, or portal. Established District and College committees such as planning teams, advisory councils, and Academic Senates will review and discuss them. In some cases, training workshops are expected to be conducted for the purpose of solidifying a clear understanding of respective organizational roles, authority, and responsibilities.

It should be noted that on January 7, 2009, the Board announced that the Chancellor is on leave and that the Vice Chancellor for Human Resources was appointed Acting Chancellor. On January 21, 2009, the Board appointed the President of Coastline College to serve as Acting Chancellor. During this brief period of transition, there was some concern regarding the Board and Chancellor. To some in the District, the governance process appeared to have been impacted. At the time of this report, there is close cooperation and organization of the Board and the Acting

Chancellor. There is strong a commitment between the Board, District, and the three colleges to ensure that the business of the entire District remains a top priority.

The Board, District staff, college presidents, and constituent groups take the accreditation process very seriously. As evidence of this ongoing commitment to meeting the standards, the Trustees have established a Board Accreditation Sub-Committee to work with District staff and the college presidents. In turn, the presidents have been working with their respective staffs to address the recommendations of the Accreditation Teams.

The challenge now is to further define and revise the various functions between the District and colleges to improve effectiveness and efficiency as well as leverage resources under the challenges of the current economic environment. The initial anxiety caused by the changes in leadership has calmed, as the Board of Trustees, Acting Chancellor, and college leaders continue to dedicate their efforts to conducting daily operations without interruption. The Acting Chancellor has already begun working with the Board to facilitate the transition, organize work on Board Committees, and engage in discussions to clarify areas of responsibilities at the Board, District, and college levels.

Commission Concern

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

Define and Publish Program SLOs

The college has completed the process of defining SLOs for all 10 of our degree General Education Areas/Groups/Competencies, all 38 of our approved majors, all of our student services programs, and 11 of our 32 certificates of achievement. Last year, the College had a goal of defining SLOs for a total of 20 majors and certificates of achievement. We far exceeded that goal. We have the goal of defining SLOs for the remaining certificates of achievement by the end of spring 2009 as well as defining and mapping assessments for all GE Areas and Groups. All program SLOs, identified to this point, are published on the College website.

All 962 active courses in GWC's instructional portfolio have identified SLOs. These SLOs are on record in the official course outline and will be accessible to students via Banner's online Class Schedule Search by the end of spring 2009. This is significant since assessments of student learning in the classroom will form the basis of assessments of student learning for students who complete a program once mapping is complete.

Evidence

Recommendation 5

Program Review process
SLO progress reports
Accreditation Annual Report Update on Student Learning Outcomes.
California Assessment Institute's (CAI) SLO framework rubric
Program SLO Progress Reporting Sample
eLumen
CAI SLO framework rubric
IEC Website
Assessment Philosophy Statement
Glossary of terms
SLO Dialog Guidelines
IEC Meeting Summary
Planning & Budget Meeting Summary
Student Services Programs
Major SLOs
Degree General Education (GE) Area and Groups SLOs
Assessments for GE Assessment Plan

Recommendation 7

2005-06 Golden West College Student Equity Plan
Student Equity Progress Report 2008
GWC Basic Skills Planning Matrix
Research Related to Student Equity 2008
Pathways
Nursing program review data
Nursing Equity Objective Excerpt
Uniform Equal Employment Opportunity (EEO) presentation

Recommendation 16

Organizational Delineation of Responsibility and Process for Decision Making
District Office/College Functioning Map
Summary of Functions
District Organizational Chart
Chancellor's Cabinet Committee Membership
Chancellor's Cabinet Meeting Summary July 7, 2008
Chancellor's Cabinet Meeting Summary October 6, 2008
Chancellor's Cabinet Meeting Summary December 1, 2008
Board Policy 010-2-6.1 Delineation of Authority to District Chancellor and College Presidents

Commission Concern

SLOs for General Education Areas/Groups/Competencies
Approved Major SLOs
Student Services SLOs
Instructional Program SLOs Posted on the Web
Banner's online Class Schedule Search