

Institutional Self-Evaluation Report
in Support of an Application for
Reaffirmation of Accreditation



GOLDEN WEST COLLEGE
August 2025





**Institutional Self-Evaluation Report
in Support of an Application for
Reaffirmation of Accreditation**

Submitted by
Golden West College
15744 Goldenwest Street, Huntington Beach, CA 92647
to
Accrediting Commission for Community and Junior Colleges
August 2025

Certification

To: Accrediting Commission for Community and Junior Colleges


From: Meridith Randall

Golden West College

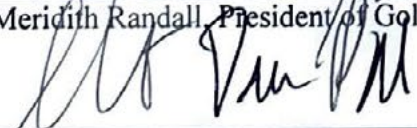
15744 Goldenwest Street, Huntington Beach, CA 92647

This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.


Signatures:

 5/21/25
Whitney Yamamura, Ed.D., Chancellor of Coast Community College District

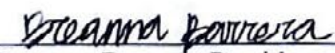
 5/20/25
Meridith Randall, President of Golden West College

 5/21/2025
Elizabeth Dorn Parker, Ed.D., President Coast Community College District Board of Trustees

 5-19-2025
Jennifer Kallsbeek-Goetz, Accreditation Liaison Officer

 5/19/25
Damien Jordan, Accreditation Faculty Co-Chair and Academic Senate President, 2024-2025

 5/20/25
Ben Olague, President, Classified Senate, 2024-2025

 5/19/25
Breanna Barrera, President, Associated Student Government, 2024-2025

Contents

Certification	3
Forward to the Institutional Self-Evaluation Report	6
A. Introduction: Institutional Context	9
History of Golden West College	9
College Service Area and Population	10
GWC Student Description and Achievement	13
Major Events and Developments Since the Last ACCJC Visit	17
Innovations to Increase Student Completion, Success and Transfer	18
B. Institutional Self-Evaluation of Alignment with Accreditation Standards	22
Standard 1: Institutional Mission and Effectiveness	22
Standard 2: Student Success	33
Standard 3: Infrastructure and Resources	57
Standard 4: Governance and Decision-Making	79
C. Required Documentation	92
Standard 1: Mission and Institutional Effectiveness	92
Standard 2: Student Success	93
Standard 3: Infrastructure and Resources	95
Standard 4: Governance and Decision-Making	96
Other Federal Regulations and Related Commission Policies	96
D. Appendix 1: Verification of Catalog Requirements (ER 20)	98
E. Appendix 2: Organizational Structure	99
Appendix 3: Evidence Document Index	100



STUDENT SERVICES CENTER

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Forward to the Institutional
Self-Evaluation Report

Forward to the Institutional Self-Evaluation Report

Golden West College (GWC) began preparing its ISER report in Spring 2024, involving faculty, classified professionals, and administrators from across campus to review the updated ACCJC standards, identify strengths, and pinpoint areas for improvement. Key governance groups, including the Academic Senate, Planning Council, President's Cabinet, and Classified Senate, evaluated the standards and provided feedback.

The evidence collection phase led to writing in Fall 2024. The College shared drafts with the campus in December 2024, January 2025, and March 2025. Through these reviews, the ISER writing team considered feedback from across the campus and incorporated changes into the narrative to accurately reflect GWC's growth over the last seven years.

Refining Institutional Focus: Through the self-evaluation process, GWC identified high-level themes and findings. The College recognized that prior ISER reports focused more on processes than outcomes. By reflecting on its work through the new accreditation standards and gathering input from all constituency groups, GWC sharpened its focus on outcomes, enhancing its ability to showcase accomplishments and institutional effectiveness.

The self-reflection also identified five areas of strength of GWC, including:

- 1. Basic Needs (BN) Resources for Students:** Post-COVID, GWC strengthened its basic needs infrastructure to provide comprehensive student support, enabling learners to meet essential needs and stay focused on their education. Key improvements included enhanced partnerships and more robust service delivery, becoming a vital institutional strength. Data show students who receive BN support are more likely to successfully complete classes than those who do not utilize BN resources.
- 2. Reducing Instructional Costs for Students:** Over the past several years, GWC has committed to 1) removing materials fees for courses, 2) covering the cost of instructional content/materials by utilizing state-allocated funds for costs previously paid for by students, and 3) supporting faculty to create Zero Textbook Cost (ZTC) courses by adopting Open Educational Resources (OER) and other course content sources provided by the College through library databases. In 2024, President Randall set the goal for the College to be 100% ZTC; in 2024-2025 GWC offered 60% of its courses as ZTC.
- 3. Dual Enrollment Opportunities for Traditionally Underserved Students:** GWC developed strong partnerships with all local feeder high schools, creating pathways in general education and career-technical disciplines. The program aims to reach students who may not initially see themselves as college-bound, increasing access and helping them build confidence in their academic abilities.
- 4. Professional Development for Faculty and Staff:** The development of the Center for Innovation and Learning (CIL) for faculty including Data Coaching (equity-driven inquiry-based training), was developed to increase capacity among faculty to keep up-to-date on key skills, develop new equity-minded knowledge and skills, and use data effectively for continuous improvement and equitable outcomes. Today, the CIL works

in partnership with Human Resources to develop and provide professional development opportunities for all employees based on employee group needs and interests.

5. **Equity, Leadership, and Governance:** After leadership challenges, GWC made significant changes in 2023. Meridith Randall became President with a laser focus on safety and student success. Governance structures were clarified, fostering stronger faculty, staff, and administrator participation in decision making. The DEIA committee engaged the campus to set new equity priorities. In 2024, new faculty leadership revitalized HSI STEM grant activities, making them a central focus of campus initiatives.

Continuous Improvement and Strengthening Processes: GWC believes it meets ACCJC standards and regulations and has used the self-evaluation process as an opportunity to identify areas for improvement. In many cases, the College has already taken steps to enhance processes for stronger outcomes. One employee expressed enthusiasm, saying, “I am happy to go through this process because it is providing important data to help us improve,” illustrating the institution’s commitment to continuous improvement. Current improvement initiatives include updating the Planning and Decision-Making Guide to align with process changes, implementing classified staff hiring prioritization, enhancing outcomes assessment, and refreshing enrollment planning.



A. Introduction: Institutional Context

A. Introduction: Institutional Context

History of Golden West College

As one of three colleges in the Coast Community College District (CCCD), Golden West College (GWC) strives to be a leader in higher education and workforce preparation with students, alumni, and staff who are prepared to meet the challenges of an increasingly complex physical and cultural environment. GWC serves a region of several cities — including Huntington Beach, Westminster, Stanton, Garden Grove, Long Beach, Seal Beach, Sunset Beach, Midway City, Santa Ana, Fountain Valley, Costa Mesa and Newport Beach — which is one of the most ethnically diverse regions in the state. The College service area includes communities that experience wealth, income stability, and high rates of education and home ownership, alongside those which face challenges of under- and unemployment, endemic poverty, low levels of educational attainment, housing and food insecurity, and immigration documentation status insecurity. These demographic and disparate characteristics underscore the importance of GWC as a viable pathway to higher education and a higher quality of life for all students.

Since opening its doors in 1966, GWC has provided post-secondary education access and a path to university transfer and living-wage employment to residents in its surrounding communities. GWC is currently a single-site campus with more than 122 acres of grounds. The main address for the campus is 15744 Goldenwest Street, Huntington Beach, CA 92647, which is adjacent to several industrial and large shopping centers and the Goldenwest Transportation Center. The College is just minutes away from the Pacific Ocean and major amusement parks. It is nestled between several major Southern California highways, and it is less than an hour drive from Los Angeles, the port of Long Beach, and the San Gabriel and Santa Ana Mountains. GWC is also located within a few miles of more than a dozen major public and private universities, as well as eight Fortune 500 companies and dozens of acclaimed health care centers, employing thousands of regional residents and hundreds of GWC graduates annually. The College serves close to 19,000 students each academic year and offers more than 100 academic and career programs. GWC consistently ranks above the statewide average in persistence, college completion, and career education completion.

Approximately two-thirds of GWC's student population identifies as Asian or Indigenous/Hispanic descent. Since 1966, GWC has developed within the context of the cultural and historical roots of its local community. The passage of the 1965 Immigration Act led to a rise in the number of Asian immigrants who brought their family members to Orange County. In the late-1960s and early 1970s, the Vietnam War impacted the Asian population growth in the United States and Orange County as thousands came as refugees. Between 1975 and the early 1990s, Asian refugees, mostly of Vietnamese descent, found their way to the U.S., and hundreds of thousands settled in Orange County and in the educational service area of GWC. These developments unfolded as GWC was taking shape, contributing to the College's emergence as a thriving, dynamic, and culturally rich institution.

Looking back into the region's origins a bit further in time, for more than 3,000 years the coastal region of Orange County, including Huntington Beach and the GWC service area, was inhabited by the Tongva Indigenous people. The Tongva lived in dome-shaped homes, were skilled boat builders, and thrived as one of the wealthiest and most technologically advanced people of the Americas. However, the Spanish mission period of the 1700s and 1800s placed the indigenous people of Orange County as workers on ranches owned by Europeans. Agriculture replaced open foraging, fishing and hunting; Spanish became the language spoken most predominantly in the county and it is still spoken widely in the region today.

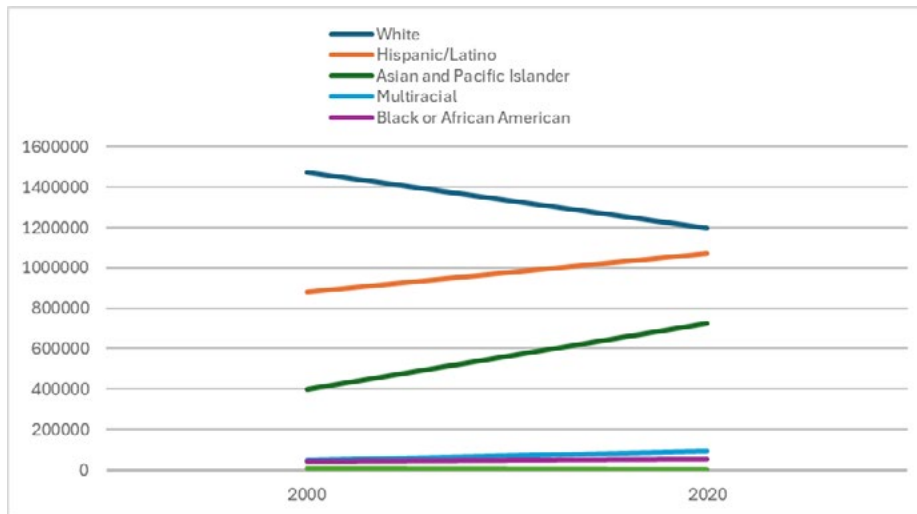
Orange County continued to evolve through the 1900s, welcoming German and French farmer immigrants, and a widespread growth of cattle ranching and intensive crop production across the region. In the decades just before GWC was founded, cities took over farms and ranches, as agricultural ways of life were replaced by large populations of people and industrial businesses. As the local economy changed, advanced education became increasingly important to the residents of Orange County, setting the stage for more community colleges, where high school graduates could learn skills for the emerging economy and changing workforce. Nonetheless, in the middle of the last century, school segregation between Hispanic and white students in Orange County was widespread, with 80% of students of Mexican descent attending segregated schools. Yet less than 20 years before GWC was established, the outcome of *Mendez v. Westminster* (1947) overturned racial segregation in California schools. Today, GWC is the primary college partner with Westminster High School as a collaborative provider of dual enrollment to its students, 46% of whom identify as Hispanic/Latine, 37% as Asian/Pacific Islander, and the remaining 17% as white, black or Native American.

As defined by the California Master Plan for Higher Education, GWC is an open-access community college committed to serving all students seeking to improve their lives and gain workforce skills. The College reflects the cultural diversity of the region resulting from historical and contemporary forces. The College designs culturally relevant programs and services to meet evolving student needs. The College also serves as an economic foundation for the region by preparing the future workforce.

College Service Area and Population:

Located in the northwest corner of Huntington Beach, GWC serves a wide and diverse population in terms of socio-economic status, race/ethnicity, and educational background. Since 2000, Orange County has seen demographic shifts, with growth in Asian and Hispanic populations and a decline in the white population, which remains the largest regional race/ethnicity group, as seen in Figure 1.

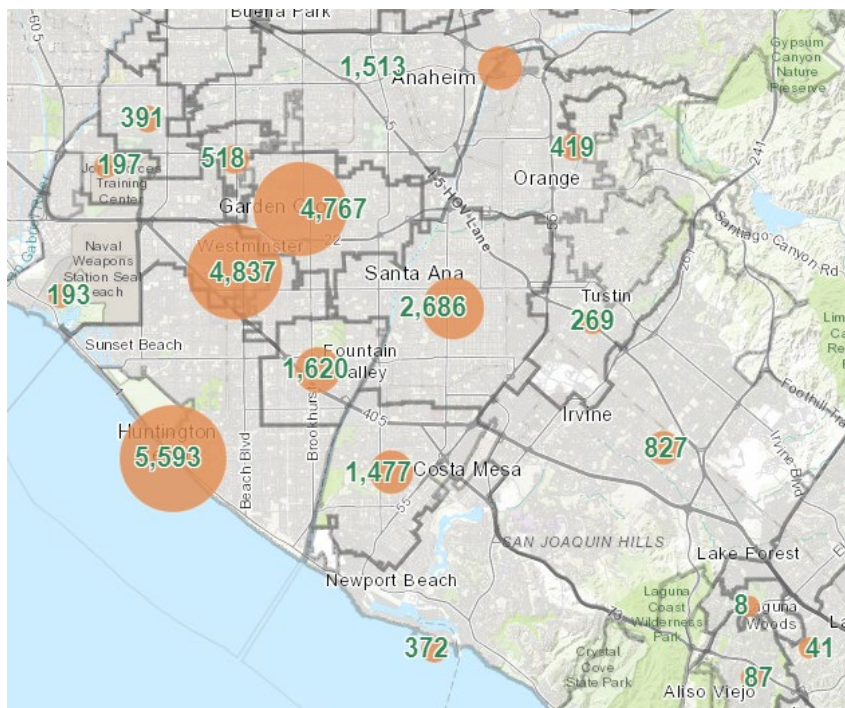
Figure 1. Population Count by Ethnicity Change in Orange County from 2000 to 2020



Source: US Census

The largest concentrations of GWC students are from Huntington Beach, Westminster, Garden Grove, Santa Ana, Fountain Valley, and Costa Mesa. See Figure 2 below.

Figure 2: GWC Student Enrollment by City from Fall 2021 to Spring 2023



GWC's service area is defined by an aging population, with an average age of over 40 in all cities except Santa Ana, see Table 1 below. Pockets of Huntington Beach include significant

wealth, while other cities such as Westminster, Garden Grove, and Santa Ana have lower median household incomes and larger populations who speak languages other than English in the home.

Table 1: Census Demographics of Service Area Cities

	% with less than an Associate Degree	Speak other language in home (CA Average 45%)	Employment Rate (CA Average 60%)	Median Household Income (CA Median \$95,521)	Median Age (CA Median 38.2)
Huntington Beach	40%	24% 9% Asian language; 10% Spanish	63%	\$120,231	43.9
Westminster	42%	66% 46% Asian language; 18% Spanish	59%	\$81,443	42.0
Garden Grove	40%	67% 38% Asian language; 33% Spanish	59%	\$87,407	40.8
Santa Ana	44%	79% 10% Asian language; 69% Spanish	64%	\$85,914	35.4
Fountain Valley	38%	45% 31% Asian language; 9% Spanish	58%	\$108,860	44.3

Source: US Census

The College partners with three K-12 districts: Huntington Beach Union High School District (HBUHSD), Garden Grove Unified School District (GGUSD), and Newport-Mesa Unified School District (NMUSD), as well as local adult schools. The local K-12 districts all report projected declining enrollment for the next decade, as the service area population continues to age. In response to these demographic trends, the College is actively engaging traditionally underserved and post-traditional populations to offset these declines and meet the needs of the greater community. Examples of these efforts include:

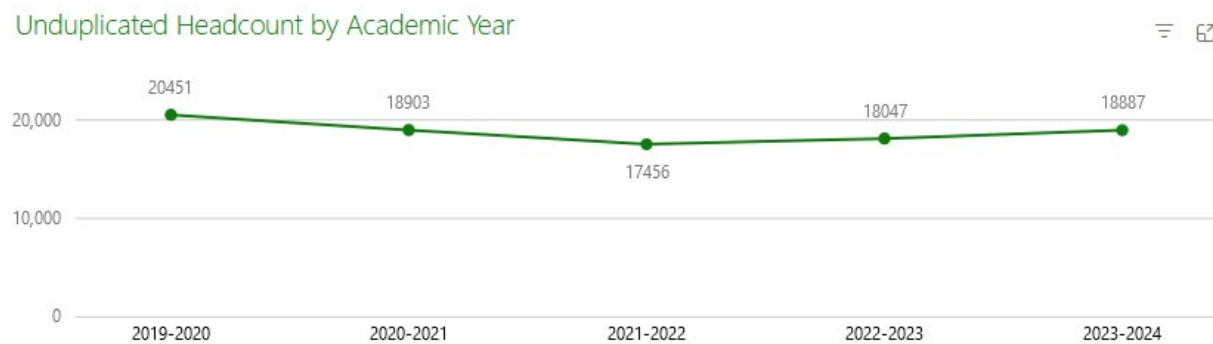
- Initiating and expanding GWC's dual enrollment programs at local high schools, targeting students who do not initially identify as college bound.
- Expanding the GWC nursing program to include an entry-level Certified Nursing Assistant (CNA) program, endeavoring to double nursing enrollments over the next three years, starting a nursing cohort program via dual enrollment, and partnering with CSU-San Bernadino to offer an RN-to-BSN program to adults seeking to advance in nursing.
- Offering a successful Police Academy, enrolling adults learners aiming to change and advance in their careers.

- Expanding opportunities for English Language Learners in free-of-cost ELL courses in the local Spanish- and Vietnamese-speaking communities.
- Expanding educational opportunities in living wage jobs (as identified in Orange County) in Automotive Technology, Esthetics, and Accounting.
- Establishing “local preference” status for GWC students at California State University Long Beach, making GWC a preferred college for local students interested in admission into otherwise admissions-impacted CSULB.
- Establishing a preferred transfer status with California State University Fullerton for GWC students, increasing the likelihood GWC students will be accepted into CSUF.

GWC Student Description and Achievement

GWC serves approximately 19,000 unique students each year. The College experienced a decline in enrollment in 2021-2022 during the heart of the pandemic, shown in Figure 3 below. Since then, the College has seen a rise in enrollment, reaching 18,887 students in 2023-2024 — an 8% increase in unique student headcount. As of Spring 2025, GWC is also projecting a 2% overall increase in enrollments for the 2024-2025 Academic Year (AY).

Figure 3: GWC Unique Student Count Over Time

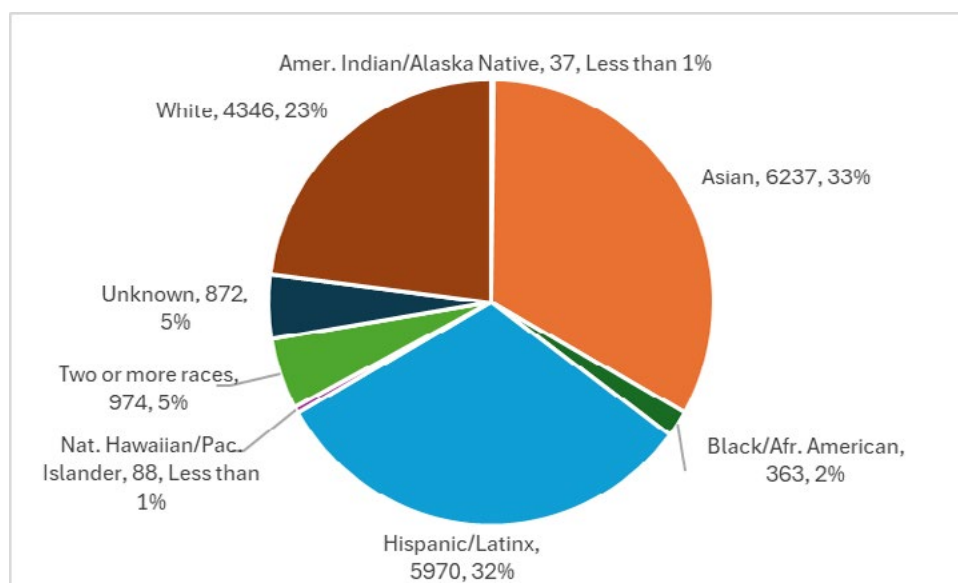


Source: Completion and Transfer Dashboard

Culturally Responsive Educational Opportunities at GWC

Much like the local community in the College’s service area, the student population at GWC includes three major race/ethnicities: Asian (33%), Hispanic/Latine (32%), and White (23%). Smaller groups include Black or African American students (2%), students of Two or More Races (5%), and students of Unknown ethnic origin (5%), see Figure 4 below. GWC also offers educational support programs that aim to create classrooms and learning settings that are culturally responsive and affirming, including the ASPIRE program to support Asian American, Native Hawaiian, and Pacific Islander (AANHPI) students, Puente and Raíces programs to support Hispanic/Latine students, and a Umoja program for Black/African American students.

Figure 4: 2023-2024 GWC Unique Student Count by Race/Ethnicity



Source: Institutional data

Educational Opportunities for Economically Disenfranchised Populations

While the student population overall has been growing over the last few years (8% from 2021-2022 to 2023-2024), two areas of study have grown dramatically: noncredit and dual enrollment. Since 2021, enhanced noncredit has increased 73% with a total of 3,496 enrollments in 2023-2024. Enhanced noncredit programs are workforce or college preparation programs that are free of tuition charges, allowing students to earn needed credentials at no cost so they may advance into living-wage and high-wage jobs. In 2022 through 2024, a record number of these courses and programs were approved by the GWC curriculum committee, in areas like Senior Healthcare Technician, CNA, Security Guard, Automotive Technician, Cosmetology, Police Academy, and just-in-time mathematics essentials courses, with an expected launch date of Fall 2025.

Dual enrollment increased 330% from 2021-2022, with 4,697 enrollments in 2023-2024. Dual enrollment efforts at GWC have focused on serving students in high school who traditionally do not see themselves as college bound due to limited educational attainment among family members, a history of housing and food insecurity, and other systemic barriers. GWC is proud to generate more than half of the early college dual enrollment students in the Coast District.

Coming Back to Campus: Balancing In-Person and Online Offerings

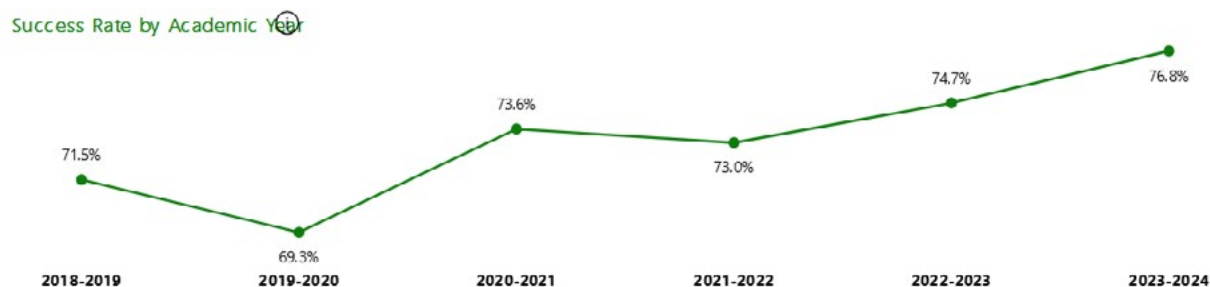
The College also has made a concerted effort to bring students back to campus after pivoting online during the pandemic. Most labs and activity classes are offered fully in-person with some still having online and/or hybrid sections where pedagogically appropriate. The challenge faced by all of higher education today is balancing student needs with student desires; more specifically, the contemporary college student has learned to balance school, work, and family commitments

and they are no longer willing or able to sacrifice any of these priorities. However, students today also express a desire to be in person when possible. To that end, the College has done the following: 1) surveyed students regarding mode of delivery preference and intent and responding accordingly, 2) shifted course offerings to include more classes that meet on campus only one day a week, allowing for more time with family and at work, 3) increased hyflex offerings that allow students to choose to be in-person or live-online (i.e., synchronous) as needed throughout a given course, and 4) guaranteed several small (lower enrolled) classes that meet in-person to support students who prefer in-person learning and to increase confidence among current and prospective students that the College will run high-need, lower enrolled classes in person.

Increased GWC Student Success

Over the last six years, GWC students have increased their course success rates (i.e., completing a class with a grade of A, B, C, or Pass) to 76.8%, see Figure 5 below, which is well above the state average.

Figure 5: Success Rates Over Time



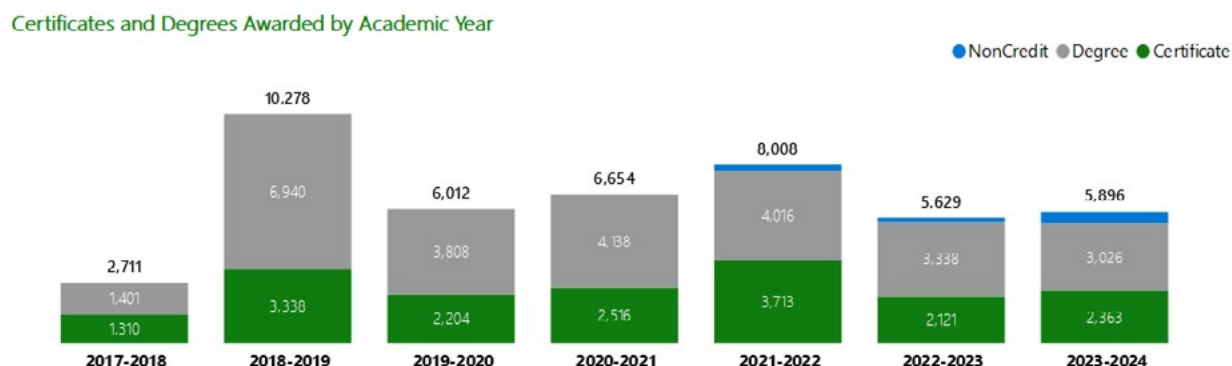
Source: Instructional Program Review Dashboard

Students at GWC choose from more than 100 degrees and certificates leading to transfer or living-wage employment. In 2023-2024, the most common degree students earned was a Liberal Arts Associate Degree (1,809) and the most common certificates earned were Transfer Certificate (1,285) and University Core Certificate (557). Other examples of popular GWC degrees and certificates include: 1) English Language Learning Certificate of Competency (257), 2) Business Administration Associate Degree for Transfer (196), 3) Economics Associate Degree for Transfer (185), 4) Nursing Associate Degree in Science (99), 5) Automotive Certificate of Completion (116), and 5) Criminal Justice Certificate of Achievement (106).

Award counts overall have fluctuated over the years as the College has implemented and modified an “auto-award” program, see Figure 6 below. In 2018, the College reviewed all graduating student records to determine if they earned degrees and/or certificates in addition to what they had petitioned to receive. Award numbers increased significantly with the auto-award program. However, upon further investigation, it was determined that many of the added credentials were not needed to propel student success, and the perception of awarding several awards without student interest, as well as the extensive staff time to assess if additional awards were in fact

earned, was determined to be unnecessary and inefficient. To that end, in 2023 the College reduced the number of auto-awarded degrees offered, and in 2024 the College agreed upon a process by which additional certificates and degrees would be awarded in a student-centered and resource-efficient manner. For this reason, data on degree and certificate conferral will fluctuate and appear to be on a downward trend.

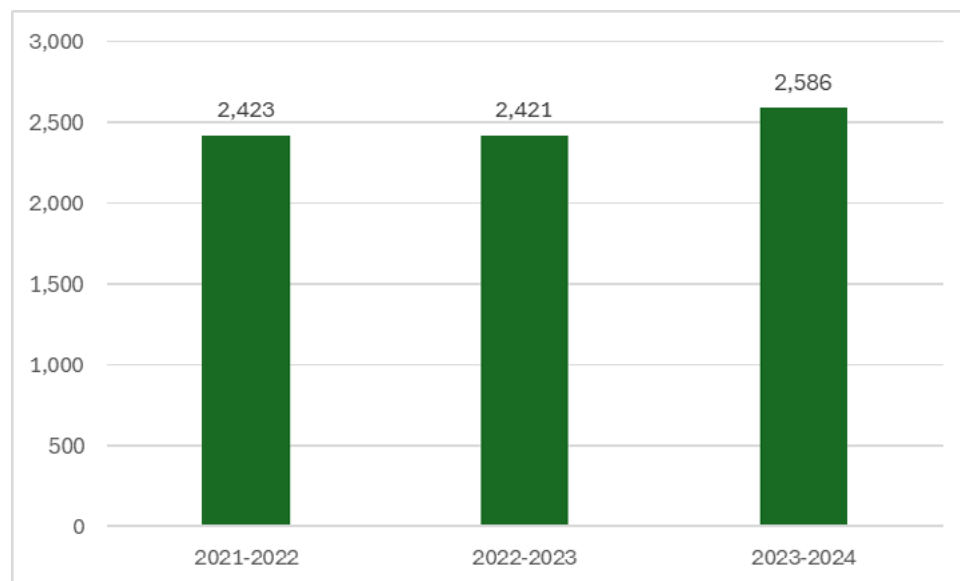
Figure 6: Award Counts by Type of Award



Source: [Completion and Transfer Dashboard](#)

GWC transfer counts among students who continue their education at Universities of California (UC), California State Universities (CSU), or private 4-year universities have been stable over the last three years, see Figure 7 below. The transfer data are directly from the National Student Clearinghouse, instead of the data that has traditionally been used to count transfer reports from the systems based on student self-reporting of their home college. GWC believes more students are attending multiple colleges and may not report GWC as their home college. The counts in Figure 7 are based on students who earned at least 12 units at GWC in the previous year and are found to have a university enrollment in the subsequent year. GWC will continue to explore these data in the coming year to better understand student transfer behavior. GWC boasts one of the highest CSU transfer acceptance rates in Orange County at 91.4% and leads the county among Hispanic/Latine students with a 92.6% rate, highlighting the College's effectiveness in supporting students who aim to transfer. The College continues to focus on improving transfer by: 1) committing special attention to the GWC University Transfer Center by advocating for, and investing in, additional counseling resources; 2) re-invigorating the Title V HSI-STEM grant by re-directing funds to support STEM transfer among Hispanic and other ethnically disenfranchised student populations; and, 3) investing in transfer partnerships with local universities.

Figure 7: Transfer Count of GWC Students who Subsequently Enroll at a 4-year University



Source: GWC National Student Clearinghouse Analysis

Major Events and Developments Since the Last ACCJC Visit

GWC has encountered significant challenges since the last ISER submission in 2019, including transitioning to being predominantly online during the COVID-19 pandemic and experiencing a major change in senior leadership, most notably the President. Considering these challenges, GWC has emerged stronger and more student-centered as it enters this new accreditation cycle and shares its story in this report.

Since the 2020 pandemic, when GWC went 100% online for a period of time, the College has been working to bring students and employees back to campus. While most primary term sections are now face-to-face and in-person, GWC continues to offer approximately half of its sections with some form of distance education (46.3% of sections in Fall 2024). Many students are taking advantage of distance education flexibility in reaching their educational goals; in Fall 2024, 69% of GWC students were enrolled in some form of distance education at the campus. GWC also has piloted and institutionalized a newer hybrid modality called “hyflex,” which provides the student with flexibility to attend their course in-person or online, based on student need during any given class session. The College started to pilot the hyflex model in 2022-2023 and continues to offer this modality in a select number of courses to offer maximum flexibility to students. GWC also offers many different lengths of classes to meet student needs, including but not limited to 16-week traditional length courses, 8-week courses, and 4-week courses. GWC is continuing to evaluate student success through different modalities and course lengths to ensure students’ learning needs are met.

In addition to providing courses online and in-person post-COVID, the College also has become exceedingly adept at providing wraparound student services in-person and online. Since the last ISER, the College has invested resources into bolstering the basic needs support on campus, applying a case management approach. New support programming also has been designed to support student connection and success in Science, Technology, Engineering, and Math (STEM), including a new MESA program and the College's federal Title V, Hispanic Serving Institution- (HSI) STEM grant. The HSI STEM Grant activities, and the College's ASPIRE and Puente programs engage the largest populations of traditionally marginalized students on campus (i.e., Hispanic/Latine and Asian American, Native Hawaiian, or Pacific Islander students) to ensure culturally relevant and targeted interventions. The Puente and ASPIRE programs have dedicated coordinators and part-time counselors who regularly engage with students and serve as points of contact for issues or concerns.

Recently, GWC has updated its facilities to better serve students and bring them back to campus. In Fall 2023 the Language Arts and Social Sciences building (LASS; formerly the Language Arts Complex) was opened, increasing the learning facilities footprint by 65,000 square feet. LASS houses a division office for GWC's Arts and Letters area as well as offices for Language Arts and Social Sciences faculty, in addition to 30 standard classrooms including classrooms with hyflex technology (i.e., students can attend class in-person or via Zoom), 10 specialized instructional spaces, a student resource center, and four group study rooms. GWC has completed a Nursing building renovation to support learning through real-life simulations, and moved and revitalized "The Stand," an on-campus food pantry dedicated to combating food insecurity in a way that does not stigmatize GWC students. Additionally, the Student Union has been renovated and a Multicultural Center has been created and furnished to support students of color, LGBTQIA+ students, and Dreamers, among others. These physical space enhancements have created more learning and communal spaces to support not only a welcoming environment but to foster a sense of empowerment and belonging for all students.

In 2023, in an effort to improve transparency in shared governance, support continuous improvement, and eliminate redundancy, the College refined its decision-making processes. Both program review and the committee structures have been assessed and modified to more clearly document and include representative voices in the governance and decision-making processes across campus.

Innovations to Increase Student Completion, Success and Transfer

Since the last ISER, GWC has developed innovations to increase student completion, success, and transfer. These major advancements and innovations include, but are not limited to the following:

- Academic and Student Services Advancements
 - ♦ Institutional commitment to basic needs services including opening "The Stand" food and resources pantry, the implementation of basic needs case management, and the institutionalization and growth of Basic Needs grants.

- ◆ The development of the Center for Innovation and Learning (CIL) for faculty, including data coaching (equity-driven, inquiry-based training), was developed to increase capacity among all employees to keep up-to-date on key skills, develop new equity-minded knowledge and skills, and use data effectively for continuous improvement and equitable outcomes.
- ◆ Expansive dual enrollment program, focused on developing offerings that appeal to students who do not see themselves as college bound – supporting more than 50% of the District’s dual enrollment Full-Time Equivalent Students (FTES).
- ◆ Zero Textbook Cost growth to 60% of all sections and continuing to increase.
- ◆ Classroom support services including, expanding embedded tutoring expansion in high-attrition, disciplines with lower success rates, and development of the PASS Mentors Program (supplemental instruction) for math classes.
- ◆ Commitment to the advancement of student spaces that are welcoming, support a sense of belonging, and are culturally affirming, including a new Multicultural Center supporting ethnicity-based affinity groups, LGBTQIA+ student populations, and Dreamers, and a re-designed Student Union with meeting spaces and food services for students.
- ◆ Success coaching in STEM and nursing areas.
- ◆ Development of noncredit offerings.
- ◆ Establishment of transfer agreements with local universities, such as California State University, Fullerton.
- Decision-Making and College Culture Advancements
 - ◆ Re-design of the College committee structure and program review process to support increased transparency, clarity in decision-making, and efficiency.
 - ◆ Adoption of new Mission, Vision, and Values statements
 - ◆ Adoption of a campus-wide Anti-Racism Statement.
 - ◆ Development of affinity group employee opportunities to organize and provide targeted support to employees and students.



**B. Institutional Self-Evaluation of
Alignment with Accreditation Standards**



STANDARD 1:
Institutional Mission and Effectiveness

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

- 1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)

FEATURED OUTCOME: In academic years 2023-2024 and 2024-2025, the campus community embarked on updating GWC's Mission, Vision and Values statements and developed and adopted an Anti-Racism Statement. ([1.1_01](#)).

The GWC mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the population it seeks to serve ([1.1_02](#); [1.1_03](#)). The mission statement defines the GWC institutional commitment to student learning, achievement, and equity, as well as reflecting its values and vision.

Mission Statement

The new College mission reads as follows: *Golden West College provides culturally affirming educational opportunities for our students and community to achieve upward mobility. Our academic excellence, exceptional student services, and community partnerships empower students to achieve personal and academic goals and contribute toward an inclusive and equitable society.*

The College's mission reflects the institution's commitment to serving a diverse student population to pursue their educational and career goals. The mission defines the College's broad educational purpose and its students as they seek to improve foundational skills, earn workforce and transfer certificates, associate degrees, or transfer to four-year institutions and advance in the workplace. These skills, certificates, degrees, and transfer/career goals are aligned with those of a degree-granting institution of higher learning.

The GWC mission is further articulated through the College's Vision, Values, and Anti-Racism statements that provide more context of the College's values and commitment to equitable opportunities and outcomes for students. The Vision and Values statements are as follows:

Vision

Elevating students to their highest potential.

Values

Equity Through Servingness: We are committed to culturally affirming classroom approaches, fostering community engagement, and identity development. As a minority-serving institution, we are equity-centered in curriculum, programs, and hiring practices to advance social mobility and civic engagement.

Faculty Excellence: Our faculty exemplify expertise and excellence through rigorous and transformative teaching, which fosters a supportive and inclusive environment. They are deeply committed to preparing all students to contribute meaningfully to society and excel in their chosen paths.

Advancement and Innovation: We promote individual growth and agency by inviting diverse perspectives and driving meaningful institutional advancements and innovation.

Collaboration and Partnerships: We value collaboration that advances educational opportunities and shared goals by nurturing partnerships with local school districts, the arts, business, industry, non-profits, and other organizations that align with our mission.

Environmental Sustainability: We are dedicated to cultivating a rich and engaging campus by strengthening practices that support and protect our natural resources.

Stewardship and Accountability: We are committed to the responsible management of College fiscal and human resources, engaging in the effective and transparent use of funds, nurturing employee potential, and strategically planning for a sustainable future.

Continuous Improvement: We are committed to a culture of continuous improvement, where innovation, learning, and collaboration drive our success. We strive to enhance processes, embrace change, and intentionally seek ways to improve the student experience and learning.

In 2024, GWC also created an Anti-Racism Statement based on the College's character and values, as well as many discussions at the Diversity Equity Inclusion and Accessibility (DEIA) Committee, which includes broad representation from all constituent groups. The Anti-Racism Statement reads:

Anti-Racism Statement

At Golden West College, we are a community of students, classified professionals, administrators, and faculty with varying racial and ethnic identities, abilities, perspectives, and backgrounds. We recognize that structural racism, ethnic discrimination, and other forms of oppression have contributed to persistent disparities in our educational structures. Acknowledging our history, we stand in solidarity as a diverse community. We will first and foremost educate ourselves, hold ourselves accountable to uphold anti-racism, create a supportive space for all within our community to grow, learn, and collaborate towards social justice and equity. To fully realize our vision and

implement our mission of inclusive and equitable education, we must dismantle structural racism as it currently exists. Golden West College pledges the following:

- We will not tolerate racism and discrimination in any form.*
- We will continue to value intersectionality with other identities, aiming to advance equity for all persons experiencing marginalization.*
- We will cultivate inclusivity, belonging, and anti-racism among the campus community.*
- We will promote the recruitment, retention, mentorship, and advancement of a diverse campus community.*
- We will advance diverse and equitable instruction, curriculum, and pedagogy.*
- We will continue to foster a culture in which people of diverse racial and ethnic identities thrive and succeed.*
- We will continuously examine and transform our practices, policies, and beliefs to ensure we do not perpetuate oppressive systems.*
- We will advance opportunities for community engagement and outreach to promote social equity in our local and global community. We ask our alumni, supporters, and community to join us in this transformation and hold us accountable. When we fall short, we will admit our mistakes and remedy our errors. We acknowledge that fighting against racism is a life-long commitment and that we must be vigilant as we listen, learn, and take action.*

GWC regularly and systematically reviews and updates the institution's Mission, Vision and Values statements. The GWC Planning and Decision Making Guide outlines a regular three-year review and update process ([1.1_04](#)) to maintain a mission statement responsive to and appropriate for the intended student population and reflective of the commitment to exceptional learning experiences and student success. Despite the three-year review cycle, the College experienced delays in revising the mission in 2021 due to other pressing priorities during the COVID-19 pandemic.

The President's Cabinet established a participatory governance workgroup to review and update the mission statement in Fall 2024. This workgroup presented a recommendation to the campus and governance groups ([1.1_02](#); [1.1_06](#)), which considered additional refinement and submitted a final recommendation to the President for approval ([1.1_07](#)) and finally Board of Trustees approval ([1.1_08](#)). The mission will again be reviewed in Fall 2027. The Anti-Racism Statement was developed by the Diversity, Equity, Inclusion, and Accessibility (DEIA) Committee and approved by the President's Cabinet in Fall 2024 ([1.1_09](#)).

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

FEATURED OUTCOME: GWC has developed new post-pandemic goals for the campus, and successfully created, vetted – through the participatory governance process – and approved a new Strategic Plan, launched in 2025. These developments have invigorated the campus and shifted the College community’s focus to the future.

GWC has established goals to achieve its mission. These goals are data informed and developed from broad participation of stakeholders. A Vision 2030 Taskforce of faculty, staff, and administrators informed the Vision 2030 Comprehensive Master Plan ([1.2_01](#)) that outlines the 10-year vision for educational and facilities at GWC. A subsequent and complementary four-year 2021-2025 Strategic Plan ([1.2_02](#)), and a new 2025-2029 Strategic Plan ([1.2_03](#)), operationalize how the College will achieve the goals codified in the Vision 2030 Comprehensive Master Plan. The 2025-2029 Strategic Plan represents a shared voice from faculty, staff, and administrators ([1.2_04](#)), reflects the needs of GWC’s community, and includes the Vision for Success emphasis on college completion and equity.

GWC goals are:

1. Enrollment: GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
2. Equity and Success: GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.
3. Completion: GWC will ensure students’ timely completion of degrees and certificates by providing high quality academic programs and student services.
4. Workforce Preparation: GWC will support student success by developing and offering academic programs that maximize career opportunities.
5. Facilities: GWC will provide flexible, accessible, and sustainable learning environments that keep pace with program needs and support the success of students, faculty, staff, and communities.
6. Professional Development: GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of College Goals.
7. Communication (and Engagement): GWC will effectively communicate and collaborate within the College and its communities. GWC also will engage students, staff, and the community to increase student success and connection to the College.

Since developing the Vision 2030 Comprehensive Master Plan and the 2021-2025 Strategic Plan, the College has also developed Key Performance Indicators (KPIs) to measure how well it is achieving the goals set forth in the guiding plans. These KPIs are updated annually, available publicly, and reviewed by the campus ([1.2_05](#); [1.2_05a](#); [1.2_06](#)). The KPIs include ambitious goals related to the metrics to drive improvement across the campus. The KPI dashboard disaggregates data by race/ethnicity, gender identity, and age, and the College has future plans to disaggregate

by other key groups including financial aid eligibility, Disabled Students Programs and Services (DSPS) participation, and Veteran Status, Foster Youth status, and Dreamer status, to ensure a greater focus on achieving equitable outcomes through informed decision making processes.

In addition to the KPIs, GWC has established an Internal Student Equity Plan (ISEP) to address disproportionate outcomes by student groups. Vetted through campuswide “equity walks,” GWC’s ISEP established activities to reduce equity gaps in academic performance across the campus (1.2_07). The College is now implementing these activities, and the ISEP is regularly assessed and updated throughout the course of the CCCCO mandated Student Equity and Achievement Plan and reviewed by the Planning Council (1.2_08).

The GWC Program Review process links individual department, division, and wing goals to the seven main goals established by the Vision 2030 Comprehensive Master Plan (1.2_09). These program review goals are assessed annually to reflect on progress and continued areas for improvement (1.2_10; 1.2_11). The program review process allows all areas to plan and fund innovative and equitable practices across the campus.

Finally, it is well understood at GWC that a college should invest its resources based on its values and goals. GWC invests in evidence-based initiatives and projects that are aligned with College goals. Examples include, but are not limited to, the following major initiatives and investments of human and fiscal resources and are driven by the Colleges’ goals to improve, innovate, and achieve equity.

GWC Investment	Alignment with GWC Goal
Dual Enrollment staff, faculty, and supplies – including Early College investments	#1 – Enrollment (increase)
GWC offers an expansive Basic Needs program including investing in food and other supplies for “The Stand” food pantry, case management support, and basic needs grants.	#2 – Equity and Success (enhance services to support classroom success)
CTE investments including building renovations, equipment, supplies, faculty and staff	#4 – Workforce Preparation (advancement)
Funding faculty leadership and stipend support to create, maintain, and use the Center for Innovation and Learning (CIL)	#6 – Professional Development (faculty learning for student achievement)

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

FEATURED OUTCOME: Through the data informed decision-making processes established by the College, GWC has determined areas for future growth, and has begun to develop and implement the expansion of nursing and healthcare programs, public safety programs, dual enrollment offerings, and accelerated college education opportunities for adult learners.

GWC regularly assesses its progress toward meeting its mission and goals, and explores disaggregated data to understand how it is serving all students to achieve success and how to improve its services.

Evaluating Progress Toward College Goals and Advancing the Mission

The College assesses overall progress through strategic planning and annual reports to the ACCJC, and individual departments/disciplines also strategically aligned goals and measure progress annually. The 2025-2029 Strategic Plan establishes standards for student achievement by integrating several state initiatives with the College's agreed-upon goals and outcome expectations for student success. Publication of, and progress on, the student achievement standards specified in the 2025-2029 Strategic Plan are reported through the KPI dashboard, which is published on the Institutional Effectiveness website and distributed through annual trainings and College Planning Council meetings ([1.3_01](#); [1.3_02](#)). The Strategic Plan's objectives, which indicate progress on strategic goals, are updated annually and communicated through publications at College meetings and through participatory governance councils and committees ([1.3_03](#); [1.3_04](#)). These varied communication methods help broaden shared understanding of the standards and the methods used to evaluate mission success.

Beyond the ACCJC Annual Report and 2025-2029 Strategic Plan goals and objectives, student achievement and fulfillment of the College's mission also are measured through student learning outcomes (SLOs). The College uses Nuventive, a software platform, to collect data for course-level SLOs which provides the data for program student learning outcomes (PLOs) and institutional student learning outcomes (ILOs). Like many colleges that struggle with meaningful outcomes assessment, GWC determined that not all departments/disciplines were using assessments for improvement, and therefore, re-initiated a Faculty Student Learning Outcomes Coordinator in Fall 2024 to improve understanding and usage of SLOs ([1.3_05](#)). Since this investment, the College is continuing to build structure and guidance for outcomes assessment.

Within annual program reviews, SLOs are reviewed to identify and analyze performance gaps, determine the impacts of prior initiatives or resource allocations, and create new plans for improvement with or without resource requests. For example, the Chemistry department reviewed the chemistry laboratory skills being taught across the curriculum with the aim of eliminating unnecessary redundancies and of ensuring that all necessary skills were being taught. Faculty identified that the proper use of weighing paper was a gap in content, and the faculty integrated instruction in the proper use of weighing paper in General Chemistry A (CHEM G180) ([1.3_06](#)). This example shows how institutional data is used to affect the way students experience the mission.

Meaningful Data Used for Improvement

A culture of transparent processes and broad constituent representation has led to meaningful discussions centered around the use of data for coherent planning. Data are collected for assessing the College's strategic goals and objectives, institution-set standards, and institutional learning outcomes. Together, these data are used by the Institutional Effectiveness Committee and the Planning Council to make informed updates and revisions to the 2025-2029 Strategic Plan, when needed, and for annual planning through the Program Review process at the unit level ([1.3_07](#)).

Additionally, other data are disaggregated in ways that are meaningful to the College. For example, the development of the 2025-2029 Strategic Plan used both internal and external environmental scan data projecting population, demographic, and labor market changes and how they might direct educational priorities for the College ([1.3_08](#); [1.3_09](#); [1.3_10](#)). Incorporating this information with the goals and ideas from program reviews has suggested the College prioritize initiatives such as:

1. expanding nursing and healthcare as well as public safety and auto pathways,
2. expanding dual enrollment, and
3. developing programs and services, with specialized systems, to support the growing post-traditional student population that GWC can anticipate serving in the coming decade and beyond.

In response to these data points, GWC is actively working towards doubling the current nursing program, developing a Fire Technology/Fire Academy program, significantly expanding upon an already successful dual enrollment program, and developing an online program for accelerated college education for returning and re-skilling adult learners.

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services.

FEATURED OUTCOME: The College regularly evaluates programs to understand how GWC is implementing programs and how they can be improved. Through an assessment of the Basic Needs program, findings demonstrated that Basic Needs grants are positively correlated with student success in the classroom, prompting the College to secure additional financial resources to support institutionalizing these grants for students.

To achieve its mission, GWC conducts systematic planning and evaluation of its programs and services to prioritize resource allocation, identify innovative practices, and continuously improve. In the Planning and Decision-Making Guide ([1.1_04](#)), GWC outlines how decisions are made through robust participation among faculty, staff, and administrators. The guide also outlines planning processes, including program review and strategic planning, which are informed by learning and success outcomes. Finally, the Office of Research, Planning, and Institutional Effectiveness (ORPIE) conducts regular program evaluations to inform the major College initiatives and continued investment in these efforts ([1.4_01](#)).

Program Review

GWC implements a three-year program review cycle. Program review includes a comprehensive reflection on success and outcome data for each department/discipline, as well as goal setting to identify innovative and ambitious ways to improve and that is aligned with 2025-2029 Strategic Plan high-level goals. On non-program review years, GWC departments/ disciplines complete an Annual Plan that reflects on progress made toward set goals. Departments/disciplines again

consider their progress and improvement over the last 12 months and identify any necessary resource allocation to meet their goals ([1.4_02](#)).

Program review and the Annual Plan are supported by reflection on learning and success outcomes. GWC has an outcomes assessment cycle for the campus that includes student learning outcomes (SLOs), service area outcomes (SAOs), and administrative unit outcomes (AUOs). Faculty, staff, and administrators assess outcomes regularly, SLOs every three years, and SAOs and AUOs every year ([1.4_03](#); [1.4_04](#)). Program review also includes a reflection and report about outcomes and how disciplines/departments plan to improve outcomes ([1.4_05](#)).

Instructional areas measure course-level and program-level learning outcomes (cSLOs and PLOs). The cSLOs are aligned with the eight institutional learning outcomes (ILOs). Faculty use assessment findings to reflect on how to improve courses and programs. For example, the Digital Arts program review outlined how it had made changes to courses and programs based upon outcomes findings. The discipline changed its mid-term assessment in DART G174 to a project-based assessment from a more traditional exam assessment. The Digital Arts program outcomes suggested that the program equipment and software needed updating to remain up to date with industry trends and technologies ([1.4_06](#)). The English learning outcome assessment also led to innovation. Once learning outcome data are assessed, faculty use the information to tweak their courses for improvement and share their innovations with each other. In Fall 2023, one part-time instructor shared her contract-grading rubric with the department. Students decide what grade they would like and commit to complete the work associated with that grade. The instructor checks in with her students four times during the semester to discuss how they are doing with their contract, in addition to providing feedback via graded assignments. Many of those faculty members attending were inspired to use contract grading in their future instruction ([1.4_07](#)).

ORPIE established data dashboards for the program review authors to consider as they reflect on their progress, improvement, and goals for the next three years ([1.4_08](#); [1.4_09](#)). The multi-year enrollment and student milestone data measured in the KPI dashboard provides insight into how the College has performed over time and may be drilled down to specific disciplines or divisions to inform planning and goal setting at all levels.

The recommendations from the program review are vetted and prioritized through the participatory governance process, with the Planning Council recommending items and the Budget Council recommending funding sources. In Fall 2024, GWC prioritized faculty positions through the program review process, and the Chancellor approved three full-time faculty in Cosmetology, Automotive Technology, and Ethnic Studies ([1.4_10](#); [1.4_11](#)).

Strategic Planning

GWC also conducts high-level planning to meet its mission. The College created the Vision 2030 Comprehensive Master Plan to create enriching and innovative programs and to support students in achieving their goals ([1.2_01](#)). This plan includes educational goals and the facilities requirements to meet those goals. To achieve the Vision 2030 high-level goals, the College also established a four-year 2025-2029 Strategic Plan that provides more specific strategies to achieve these goals ([1.2_03](#)), as well as the Internal Student Equity Plan (ISEP) to intentionally address equity gaps across the campus ([1.2_07](#)).

The College conducts regular assessment of its high-level goals established through strategic planning. The College established KPIs as its outcome metrics to assess its progress ([1.2_05](#)). The College recently held a Strategic Plan Progress Report retreat where participants reviewed key actions completed to address the goals, as well as the KPIs and other data related to the College's major goals ([1.4_12](#)). This reflection provided direction to the Task Force in writing the 2025-2029 Strategic Plan for the campus.

The College also reflects on specific metrics when appropriate. For example, in Fall 2023, GWC reviewed the most recent student equity metrics and gaps in outcomes to establish the new ISEP. The DEIA committee held campuswide data equity walks sharing new and innovative ways to reduce equity gaps and integrating feedback from these walks into the final plan ([1.4_13](#)).

Evaluation of Programs and Services

ORPIE regularly evaluates programs to understand how GWC is implementing programs and how they can be improved, such as the Puente, Basic Needs, Embedded Tutoring, and the Starfish Early Alert programs. Recently, ORPIE evaluated basic need supports, such as emergency grants, bus passes, The Stand food pantry, and housing referrals ([1.4_14](#)). Findings suggest that Basic Needs Grants are related to student success in the classroom, which has prompted the College to look for additional financial resources to support institutionalizing these resources.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

FEATURED OUTCOME: Under the leadership of President Meridith Randall, the president's office and each of the vice president's offices regularly (weekly or bi-weekly) share updates with the campus community to ensure progress toward achieving College goals are well known and accessible. More specifically, President Randall publishes the "5 Things to Know" message every Monday. Clear communication from campus leaders has become commonplace at GWC.

The College uses a variety of methods to regularly communicate progress toward achieving its mission and goals with internal and external stakeholders to promote understanding of institutional strengths, priorities, and areas for continued improvement. Communication is intentionally conducted through participatory governance structures, emails, open forums, meetings, websites, Flex Day presentations, and regular updates provided by the president and each vice president ([1.5_01](#); [1.5_02](#); [1.5_03](#); [1.5_04](#); [1.5_05](#)).

The participatory governance structure serves as a means of regular communication with internal stakeholders, including students, faculty, classified professionals, and administrators. The Professional Development Advisory Committee utilizes not only email, but also Microsoft Teams for communicating information and decisions. This communication provides summaries of agenda items and progress made toward the achievement of mission and goals, links to governance committees, previous monthly communication, and contact information. In addition, each

committee completes an annual evaluation that tracks progress toward goals each year. This report is shared with all committee members and collated by the Planning Council ([1.5_06](#); [1.5_07](#); [1.5_08](#))

As discussed in Standard 1.3, through the participatory governance structure, Program Review writers examine disaggregated data for disproportionately impacted (DI) groups and use the information to support informed programmatic changes aligned with GWC's Mission, Vision, Values, and Strategic Plan Goals. Access to the data dashboards and the ability to request additional data provides the opportunity to communicate strengths, priorities, and areas for continuous improvement. Through the Institutional Effectiveness Committee (IEC) and Planning Council reporting procedures, Program Review activity is regularly reported to constituency groups (Academic Senate, Classified Senate, and Associated Student Government). The College considered major activities over the last few years related to GWC's Strategic Goals that informed the new Strategic Plan ([1.4_12](#)). All committees reporting to the Planning Council must submit annual year-end reports ([1.5_09](#)).

Flex Day is an essential means of communication at the beginning of the fall term. Equity- and student-success-centered presentations inform internal stakeholders of institutional strengths, priorities, and areas for continued improvement. Leadership continued this practice during COVID-19 using Zoom. Division meetings held after Flex Day provide the opportunity to update stakeholders regarding equity-centered professional development opportunities that support the progress of the mission ([1.5_10](#)).

In Spring 2024, the College president established an Employee Resource Group program to facilitate support for, and communication with, employees based on identities including SOMOS, an employee resource group for Hispanic/Latine employees ([1.5_11](#); [1.5_12](#)). The president also hosts an Ice Cream Social to communicate directly with students ([1.5_13](#)). This is an opportunity for students to ask questions and engage in dialogue with the president. These meetings have resulted in improvements of student spaces and better communication with the student body. The president also meets monthly with the ASGWC president to discuss areas of concern and growth. Each semester, ASGWC hosts a student town hall for all students to hear from College leadership about current issues and concerns. ([1.5_14](#)).

Information is readily available to internal and external stakeholders through the GWC website. The Golden West College homepage website provides a variety of information and links to ensure ongoing communication of institutional strengths, priorities, and areas for continued improvement ([1.5_15](#)). External stakeholders and community members at large can view student achievement data available in different views covering a variety of data points including but not limited to: Institution Set Standards; Success, Retention, and GPA; and Course Success. Data dashboards, reports, and institutional plans are two "clicks" away from GWC's homepage for easy navigation ([1.5_16](#); [1.5_17](#)). Program Review participants, including faculty, staff, and administrators, are provided training on how to access institutional data ([1.5_18](#); [1.5_19](#)).

GWC also shares information about the College with the public through press releases, and with key fundraising stakeholders through Foundation Board meetings and events ([1.5_20](#); [1.5_21](#); [1.5_22](#), [1.5_23](#); [1.5_24](#); [1.5_25](#)).



STANDARD 2:
Student Success

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

FEATURED OUTCOME: GWC effectively engaged the participatory governance process and the Council for Curriculum and Instruction to respond to student and industry demand for several programs in multiple modes of delivery including the successful development of new programs in Engineering to support STEM transfer and high-wage job placement, Marine Safety Lifeguarding in partnership with the City of Huntington Beach, and a pathway into Nursing through dual enrollment in which high school students complete the pre-requisite course requirements while in high school, and seamlessly transfer into the GWC nursing program and a BSN program in partnership with California State University San Bernardino.

GWC's processes for curriculum development ensure that all academic programs in all modes of delivery (in-person, online, hybrid, and hyflex) are offered in fields of study consistent with the College's mission and reflect appropriate breadth, depth, and expected learning outcomes ([1.1_02](#)).

GWC academic programs are structured to lead to the completion of degrees, certificates, transfer, employment, English language acquisition, citizenship, and other similar credentials ([2.1_02](#), [2.1_03](#), [2.1_04](#), [2.1_05](#), [2.1_06](#)). The College's Catalog clearly articulates each program of study's academic pathways, program major course requirements, and program student learning outcomes. In addition, general education and elective courses that lead to program completion are outlined for students ([2.1_07](#)).

The College offers clearly stated policies to transfer academic credits, complemented by many Associate Degree for Transfer and articulation agreements with universities to ensure students transferring will earn course credit. ADTs and articulation agreements exist to ensure students do not need to take unnecessary courses, such as the articulation agreement with CSULB ([2.1_08](#)) and the articulation agreement with UCI ([2.1_09](#)). The College offers technical certificates and degrees that are based on professional standards and competencies expected of students for them to be certified or licensed in several fields, such as the nursing program ([2.1_10](#)) that requires accreditation by the California Board of Registered Nursing (BRN) ([2.1_11](#)).

The College's curriculum design and development processes are evidence based and inclusive to ensure that all academic programs align with the institution's mission. The College's curriculum committee is known as the Council for Curriculum and Instruction (CCI), and it is a

subcommittee of the Academic Senate. The purpose of CCI is to provide “guidance and oversight to ensure all GWC curriculum is academically sound, comprehensive and responsive to the evolving needs of our students and is compliant with Title 5, California Education Code and the policies of the Coast Community College District” ([2.1_12](#)). CCI follows curriculum development processes and timelines as outlined in the Curriculum Procedures Handbook ([2.1_13](#)). When faculty are proposing new academic programs, CCI utilizes the “New GWC Program Proposal Form” to review and determine how the program aligns with the College’s mission in completion of degrees, certificates, transfer, employment, and noncredit development ([2.1_14](#)).

The College’s processes for curriculum design and development are consistent and reflect generally accepted practices in higher education for ensuring breadth, depth, and rigor appropriate to the level of instruction. Before new courses, programs, and revisions are brought to CCI, curriculum proposals go through Technical Review. Technical Review is a standing work group of the CCI where a body of curriculum representatives at GWC initially review the proposal, make recommendations, and ensure accuracy and completion of curriculum proposals ([2.1_15](#)). Following Technical Review, curriculum is reviewed by way of first and second reads, at different meetings of the CCI, to ensure quality, accuracy, and compliance. The review process is highlighted on page 2 of Curriculum Procedures Handbook ([2.1_16](#)).

The College engages in continuous quality improvement through Program Review, a mechanism in which programs are assessed and reviewed for quality, currency, and rigor. The College’s Program Review process occurs every three years, and a component of Program Review includes curriculum and student learning outcomes (SLOs) ([2.1_17](#)). Within the Program Review process, departments review their SLOs assessment data to determine areas of improvement for teaching and learning, as well as review dates of the last outline revision. Per the curriculum handbook, non-CTE course outlines are reviewed and revised every five years, and CTE course outlines are reviewed and revised every three years. Further, CTE programs also examine labor market data, enrollment and completion data, and address changes in student outcomes through the Biennial Program Reviews for the Board of Trustees. Departments track the last time their courses were reviewed, and denote whether courses have not been updated within the required timeframe as part of the Program Review process ([2.1_18](#)).

To address increased student demand for flexibility in course offerings, the College offers a variety of modalities that include fully online-asynchronous, fully online-synchronous, hybrid, and hyflex ([2.1_19](#)) courses. Hyflex is a modality that provides students the option of attending class either in-person or via Zoom on any given day ([2.1_20](#)). Hybrid courses at GWC involve some seat time in an in-person classroom and some seat time mediated by a computer and the internet via asynchronous online means. Regardless of modality, all sections of courses offered must follow the same course outlines, meet the same levels of rigor and student-instructor interaction, and use the same SLOs on the official Course Outline of Record. Syllabi from the English department illustrate three modalities ([2.1_21](#); [2.1_22](#); [2.1_23](#)), and a syllabus from Philosophy illustrates a hyflex model of teaching and learning at GWC ([2.1_24](#)). Additionally, courses must have a Distance Education addendum to be offered fully online (synchronously or asynchronously), as hybrid classes, or as hyflex classes ([2.1_25](#); [2.1_26](#)).

The modality of courses and programs offered by GWC are outlined in both the GWC New Program Proposal and advertised in the Searchable Class Schedule.

In addition to offering concurrent-type dual enrollment courses at GWC, the College offers courses through dual enrollment at local high schools. Dual enrollment courses cover the same Course Outline of Record as traditional classes at GWC. Faculty members who teach these courses are evaluated in the same way that faculty who teach classes on campus or online are evaluated. Faculty are supported through an orientation each term to review high school logistics and expectations of rigor. Further, a Dual Enrollment Work Group meets regularly to plan and troubleshoot issues that have arisen in dual enrollment classes ([2.1_27](#)). Dual enrollment classes allow GWC to meet its mission by providing post-secondary access to more students who may not see themselves as college-going ([2.1_28](#); [2.1_29](#)).

GWC provides ongoing support for faculty who are teaching online. In Fall 2024, the College identified gaps in its online professional development and initiated a series of trainings related to regular and substantive interaction (RSI). This series of trainings included content about practical and structural recommendations for online course content, RSI, and accessibility, as well as the legal and accreditation obligations for RSI ([2.1_30](#)). Approximately 140 full- and part-time faculty participated in the RSI trainings in Fall 2024 and Winter 2025 ([2.1_31](#)). Part-time faculty were compensated for their participation, and full-time faculty count their participation as part of their flexible calendar, or Flex, obligation, or they could be paid for participation when they were “off-contract.”

In addition to RSI training, the Center for Innovation and Learning (CIL) offers a wide range of professional development to ensure faculty are prepared to effectively teach. Professional development in inclusive practices, accessibility, GWC policies, data coaching, dual enrollment, and open educational resources prepare faculty to meet the demands of online or in-person instruction ([2.1_30](#)). Further, the Institute for Professional Development (IPD) offers faculty financial support to seek additional opportunities for outside professional development to enhance skill and knowledge.

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals. (ER 3, ER 9, ER 11, ER 14)

FEATURED OUTCOME: Academic courses and programs must be approved by the Council for Curriculum and Instruction (CCI), a committee of faculty at GWC who maintain a culture of compliance, innovation, and inclusion. GWC is always prompt in reviewing and approving new and revised courses and programs while also implementing timely changes responsive to legislative mandates including AB 705, AB 1705, AB 928, and AB 1111.

GWC’s CCI oversees the development of curriculum through regular meetings in accordance with the Brown Act (Curriculum Procedures Handbook) ([2.1_13](#)). The voting membership of the committee is composed of faculty representatives from each of the instructional areas/

departments, the articulation officer, and an adjunct faculty, as well as nonvoting members representing various other College stakeholders ([2.2_01](#)). The curriculum committee shares with its members relevant documents through SharePoint ([2.2_02](#)). When creating new programs, faculty must complete all steps outlined in the GWC New Program Proposal Form ([2.1_14](#)). Proposals are vetted through the Technical Review process before final approval by CCI. These guidelines include considerations for diversity, equity, inclusivity, and accessibility. Additionally, CCI approves any updated or newly proposed course offerings, and the committee's charge clearly describes responsibilities in upholding professional standards and expectations to stakeholders. Outcomes for courses and programs are defined through the processes of CCI. All courses approved by CCI include SLOs outlined on Course Outlines of Record (COR), such as the ART G100 COR ([2.2_03](#)), the BIOL G100 COR ([2.2_04](#)), the HIST G180 COR ([2.2_05](#)), and the MATH G100 COR ([2.2_06](#)).

Programs are revised according to educational standards as documented through Transfer Model Curriculum, such as the Business Administration 2.0 Associate Degree for Transfer (ADT) ([2.2_07](#)) and the Communication Studies 2.0 ADT ([2.2_08](#)). Changes to the Local General Education pattern based on Title V changes are reflected in the local Associate in Arts degree general education requirements ([2.2_09](#)). Changes to the transfer patterns for California State University (CSU) and Intersegmental General Education Transfer Curriculum (IGETC), such as including approved ethnic studies coursework, are seen in the approved CSU and the IGETC patterns ([2.2_10](#); [2.2_11](#)). These changes are distributed to the campus via CCI, and communication to Counseling via the Articulation Officer and Transfer Center coordinator and posted to the Transfer Center website.

Changes to the CSU pattern to include ethnic studies were implemented at GWC, active Fall 2021. Changes to the IGETC pattern to include ethnic studies became active Fall 2023. The CalGETC (AB 928) single general education pattern is set to become active on July 1, 2025, which will lead to a reduced General Education unit count for students seeking transfer to CSUs or UCs from GWC. As the College realizes the new transfer pattern, the impact of a reduced need for students to earn units in lifelong learning and self-improvement courses, the social sciences, the humanities, and in global languages will be assessed and enrollment management strategies and schedules will be modified to respond to this curricular evolution.

In the wake of AB705 and AB1705, faculty have authored several support courses approved by CCI, such as ENGL G100S COR ([2.2_12](#)), MATH G160S COR, ([2.2_13](#)), and MATH G140S COR ([2.2_14](#)). Changes to curriculum will continue based on assessment of student learning and legislation regarding placement. The development of non-transfer math curriculum is ongoing.

The curriculum process is informed by the Strategic Plan, Goal 2, Strategy 1 and Goal 3, Strategies 1 and 3 ([1.2_03](#)). Within the program review process, faculty from each program collect data on the effectiveness of their program via the Instructional Program Review Dashboard ([1.4_08](#)). There are several sources of data in this process: student learning outcome assessments, institutional research, and industry partners as appropriate. Several programs look at workforce needs in the area as part of their program review process, like the Automotive Program Review 2023 ([2.2_15](#)) and the Nursing Program Review 2023 ([2.2_16](#)). All Career Technical Education

(CTE) programs are informed by industry advisory board recommendations that faculty and administration incorporate into the classroom and facilities to ensure alignment with workforce and industry standards ([2.2_17](#)). CTE programs requesting special funding through categorical funds also review data and metrics based on special populations outlined by funding sources, usually focused on equitable outcomes for all students. CTE programs also examine labor market data, enrollment and completion data, and address changes in student outcomes through the Biennial Program Reviews for the Board of Trustees ([2.2_18](#)).

Four CTE programs — automotive technology, criminal justice, Certified Nursing Assistant (CNA) and Registered Nursing — are accredited by industry standard outside accreditors. Each of these programs fulfills rigorous additional accreditation requirements to ensure programs are conforming to industry standards, defined by the Auto ASE Education Foundation ([2.2_19](#)), Nursing BRN Report ([2.1_11](#)), Criminal Justice Training Center POST Accreditation ([2.2_21](#)), and the California Department of Public Health.

The College has communicated the importance of including student learning outcomes within the course syllabus via College-wide meetings, faculty-wide emails, and program specific trainings, including Regular and Substantive Interaction (RSI) trainings. Including SLOs in syllabi is mandated in the faculty contract ([2.2_22](#)) and standards are checked via the evaluation process ([2.2_23](#)). The following are samples of syllabi indicating this standard practice of faculty: COUN G150 Syllabus ([2.2_24](#)) and MATH G180 Syllabus ([2.2_25](#)). Further evidence includes the ongoing support of an SLO coordinator position for the 2024/2025 academic year ([2.2_26](#)). A goal for this academic year is the facilitation of a College-wide discussion on the alignment of course SLOs to program learning outcomes (PLOs) and institutional learning outcomes (ILOs). Faculty will more efficiently assess PLOs and complement existing ILO assessment based on aggregating SLO data to PLOs and ILOs. Each division will establish this alignment and aggregated assessment by the next Program Review (Fall 2026), and a sample based on the nursing program is currently being used to explore the possibilities within the Nuventive Platform ([2.2_27](#)).

GWC also designs programs for special populations with equitable learning outcomes and achievement of educational goals in mind. GWC's noncredit GED preparation program prepares students to successfully earn their GED, satisfying high school graduation requirements (General Education Preparation program) ([2.2_28](#)). GWC's noncredit senior health care technician program prepares the student for an entry-level healthcare career profession as a Senior Healthcare Technician ([2.2_29](#)). The College also has worked with the Garden Grove Unified High School District to design an Early College Academy (ECA) ([2.2_30](#)), a dual enrollment program that offers students at Los Amigos High School 60 college units beginning in their freshman year of high school and concluding in their senior year. Through this program, students earn an Associate Degree in Liberal Arts with an Emphasis in Social and Behavioral Science.

The Center for Innovation and Learning (CIL) offers professional development to faculty and other stakeholders to successfully deliver programs and achieve equitable outcomes. For example, the CIL has hosted several faculty-led professional development opportunities for full-and part-time faculty regarding equitable grading practices and inclusive instruction practices ([2.2_31](#)).

The CIL also hosts regular sessions about outcomes assessment, and most recently the data coaching model was enhanced to contextualize data use in the program review process. While GWC is building new, robust programs, it is also ensuring that faculty have the resources they need to support student learning and inform their work with data.

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

FEATURED OUTCOME: GWC has embraced the AB 928/California General Education Transfer Curriculum (CalGETC) transfer pattern to be implemented on July 1, 2025. The Counseling department has communicated the new transfer pattern to all students, discipline faculty have updated degree patterns to align with CalGETC, and in Spring 2024, the Council for Curriculum and Instruction approved a local General Education pattern that aligned with CalGETC and also preserved “Area E” Lifelong Learning and Self Development.

Golden West College (GWC) offers degree programs that include a general education framework to ensure the development of broad knowledge, skills and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. GWC follows the district philosophy, as outlined in BP 4025 ([2.3_01](#)), Philosophy and Criteria for an Associate Degree and General Education.

General education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must have mastered principles, concepts, and methodologies both unique to and shared by the various disciplines. A general education program should create coherence and integration among the separate requirements and involve students actively in examining values inherent in proposed solutions to major societal problems. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most important, general education should lead to a better understanding of the environment, culture, and society.

Further, the College’s Catalog outlines the General Education requirement fulfillment as:

1. Local General Education ([2.3_02](#)): Completion of a minimum of 18 units as listed under Areas A through E, including the Cultural Diversity Requirement.
2. CSU General Education Breadth ([2.3_03](#)): Completion of a minimum of 39 units of CSU General Education requirements. Students who complete this pattern are also eligible to receive the Certificate of Achievement in CSU General Education Breadth.
3. Intersegmental General Education Transfer Curriculum - IGETC (UC or CSU) ([2.2_11](#)): Completion of a minimum of 34 (UC) or 37 (CSU) units of Intersegmental General

Education Transfer Curriculum (IGETC) requirements. Students who complete this pattern are also eligible to receive the Certificate of Achievement in IGETC.

The general education requirements of the College provide students with the opportunity to explore and engage in disciplines in the following areas: English Composition, Philosophy and Critical Thinking, Natural Sciences, Arts and Humanities, Social and Behavioral Sciences, and Lifelong Learning and Understanding.

The College process to include new courses into the local general education pattern begins with discipline faculty developing courses needed for student success. Following course development, faculty submit new and revised courses for approval through the Council for Curriculum and Instruction (CCI), GWC's curriculum committee that reports to the Academic Senate. New courses go through the CCI for consideration. Courses that meet the CSU and IGETC standards are automatically considered and approved for local GE. Courses not meeting these standards are reviewed for minimum standards by CCI utilizing IGETC, CSU, and CalGETC standards, course SLOs, and general education SLOs. Approved courses are sent for external review for inclusion in general education areas. Recently, the College has been considering shifts to CalGETC and predicting the impact these changes will have on GWC courses and student course-taking. These considerations have highlighted the potential demands on certain courses, such as communication studies, and areas where demand may decline, such as Area E courses.

GWC is fully compliant with AB928 and has been working toward compliance for the past three years at every change in legislative requirements regarding curriculum. Changes to the CSU pattern to include ethnic studies were implemented at GWC, active Fall 2021. Changes to the IGETC pattern to include ethnic studies became active Fall 2023. The CCI implemented the ethnic studies course approval procedure (2.3_05) and competency requirement (2.3_06) in advance of the Title 5 mandate to require ethnic studies in local general education requirements. GWC was also recently approved to hire a tenure-track ethnic studies faculty for a Fall 2025 start date.

The CalGETC single general education pattern is set to become active Fall 2025 and will be reviewed by CCI this Spring 2025. Title 5 changes also require transfer-level math as part of the local general education pattern and Common Course Numbering for select classes, beginning Fall 2025. Work toward advertising all academic and career programs via Program Mapper is taking place in Spring 2025 (2.3_07). Further, the Counseling department has communicated the new transfer pattern to all students.

GWC is committed to the collaboration and support of faculty to engage faculty in the process and review of general education requirements. An example of this collaboration is the inclusion of the Local Area E requirement in Spring 2024. Articulation officers made a comparison chart across the Coast Community College District (2.3_08). An Area E Taskforce (2.3_09) was created to review the pros and cons for students who decide to take these courses (2.3_10). Faculty members discussed Area E concerns within CCI and garnered the support of the Academic Senate. Ultimately, both entities voted and supported the inclusion of Area E in the local general education pattern.

GWC ILOs demonstrate how students are achieving skills in communication, quantitative reasoning, information literacy, civic responsibility, and the ability to engage with diverse perspectives through GWC programs of study. In the most recent assessment, GWC demonstrated the highest outcome ratings in the Analytic Skills category, defined as the ability to identify, evaluate, and apply logical and ethical reasoning to solve problems (70%), and Broad Knowledge category, or to demonstrate an understanding of the diverse perspectives, core concepts, and methods in the sciences, humanities, and arts (68%), and Lifelong Learning category, defined as the ability to demonstrate life-long learning strategies that are based on on-going self-assessment, education, appreciation of diverse perspectives, and acceptance of personal responsibility ([2.3_11](#)).

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

FEATURED OUTCOME: The College developed and now maintains an online app where students can ask questions, share resources, and engage in a social-media-like format. Within the same communal system, GWC employees can respond to student questions and post updates and announcements in a format that is responsive to student communication styles and easily accessed on smart phone and tables devices.

The College communicates clear, accurate, and accessible information regarding curriculum, services, and all resources that foster success in students' unique educational journeys. The Catalog contains all degrees and certificates that are approved by the State Chancellor's Office, Board of Trustees, and are locally approved ([2.4_01](#)). Additionally, the Catalog provides students and the community with the program sequences and duration of each certificate and degree to help them plan their educational journeys and indicates whether a program is eligible for financial aid ([2.4_02](#)).

GWC uses multiple modalities to communicate important information to students, including resources, programs, and services. The College continues to adjust the way it communicates with students based on their preferences and feedback.

Students communicate with our counselors in General Counseling and Special Populations Counseling utilizing in-person appointments, via phone calls, and through Zoom appointments. All of GWC's student services advertise a LiveChat where students can find assistance from 8 a.m. until 5 p.m., Monday through Friday ([2.4_03](#)).

Students are greeted at the start of each semester with a welcome letter outlining timely services that support students' success ([2.4_04](#)). Counselors created My Academic Plan (MAP), which is a tool for students to complete self-placement for math and English, select general education courses, and identify major/career goals ([2.4_05](#)). A counselor-approved Student Education Plan (SEP) is then generated based on the student's declared major and selection of general education courses supporting their goal.

GWC keeps the needs of the students and the community at the forefront to develop and enhance equity-minded services and academic programs that lead to student success. The College is sensitive to the needs and experiences of the diverse academic, cultural, socioeconomic, gender identity, ethnic, and disability backgrounds of the community and students, providing various services and resources to meet those needs. The Catalog is both easily accessible and ADA compliant (print and online) and includes information for admissions and registration, student services, student life, student programs and resources, graduation requirements, general education requirements, transfer information, and policies and regulations that comply with Title 5 and the Education Code ([2.4_01](#)).

GWC's website provides comprehensive details on academic programs, student services and available resources that support students in their educational pursuits ([2.4_06](#)). The website helps prospective and current students navigate the College's programs and services to make informed decisions about their career or transfer path. Recently upgraded or enhanced features include intuitive navigation menus, the addition of a newsroom and social media ticker, increased accessibility via alt text for screen readers and ADA compliant color schematics, and a translation button with 243 language options ([2.4_07](#)).

GWC's social media platforms provide timely updates, engaging content, and interactive features that aid students in their educational journeys. GWC's Instagram and Facebook pages provide information about academic programs, student services and campus resources. Posts, stories, and live sessions highlight key aspects of college life, from registration and financial aid deadlines to mental health resources and extracurricular activities. The use of different media formats - such as videos, infographics, and photography - ensures that information is easily digestible for all students ([2.4_08](#); [2.4_09](#); [2.4_10](#)).

The College utilizes multiple modalities to communicate clearly and regularly with students. Slate, the District's customer relation management system (CRM), is the primary email communication method. Students receive an email at the start of each semester from the vice president of student services ([2.4_11](#)). The email welcomes students to the College and informs them of important deadlines, requirements, and resources. Throughout the semester, job openings, grant, and scholarship opportunities, campuswide events and announcements are sent to students via email. In addition, the College utilizes Signal Vine, a two-way texting platform, to communicate with students. Texting allows students to respond immediately with questions and comments and staff respond quickly with guidance ([2.4_12](#)).

GWC utilizes a mobile app to communicate clear, accurate, and accessible information regarding student services, campus programs, and other academic resources ([2.4_13](#); [2.4_14](#)). From the home page of the app, students can access this information by clicking on clearly labeled tiles that route them directly to specified webpages or document links. The app also provides students with several communication feeds and a chat function where they can communicate directly with College administrators, staff, and other students. Communication feeds include a general student feed, "buy and sell", "lost and found", housing, GWC news, ride sharing, and graduation. Additionally, the app provides a calendar of events, so students are aware of the various activities available to them on campus. The app is also used to highlight resources available to students,

often in multiple languages, including Spanish and Vietnamese, such as TimelyCare (24/7 mental health support) ([2.4_15](#)), QPR suicide prevention training, Orange County Transportation Authority bus pass ([2.4_16](#)), or basic needs resources through The Stand ([2.4_17](#); [2.4_18](#)). The app serves as an online community for students to connect with their peers and College personnel.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

FEATURED OUTCOME: Several years ago, GWC moved to a block schedule model to support student success. This model allows students to take more classes as sessions rarely overlap with other potential classes in their schedule.

GWC continues to improve its scheduling practices that would allow students to complete their degree and certificate programs in the expected timeframe. GWC puts a strong focus on enrollment and scheduling and demonstrates this in the 2025-2029 Strategic Plan Goal 1- Enrollment, Strategy 4; Goal 3- Completion, Strategies 1, 3, 4, 5; and, Goal 4- Workforce Preparation, Strategy 4 ([1.2_03](#)).

GWC's Council for Chairs and Deans (CCD) is a collaborative body that focusses on commonalities across instruction at the College, including counseling. CCD is comprised of each department chair and all deans. CCD meets biweekly and regularly discusses scheduling strategies and provides opportunities for faculty and administration to consider best practices around scheduling. In addition, departments discuss coordination of scheduling, including block scheduling and multidisciplinary scheduling discussions. For example, the business and economics departments, subjects that overlap students, have discussed scheduling of in-person classes to ensure that students can take both classes in one day ([2.5_01](#)). CCD continues to have scheduling as its primary focus, and a review of block scheduling is a primary goal for CCD in the 2024-25 academic year ([2.5_02](#)).

In Fall 2020, GWC CCD established a block schedule to support student course and program completion ([2.5_03](#); [2.5_04](#); [2.5_05](#)) The College adheres to a block schedule wherever possible. The block schedule ensures that students can stack classes efficiently and avoid time conflicts. This allows students to progress more quickly at the College. In Fall 2023, 71.3% of GWC students were part time students, so efficient scheduling for in-person classes is essential for students to complete their educational goals ([2.5_06](#)).

The Institutional Effectiveness (IE) office, at the request of the VPI and Planning Council, conducted a student survey to determine the preferred modality, times, and days of the week students wanted for classes. This modality survey was undertaken as the College began to return to campus after the pandemic. The IE team brought the survey results to CCD, CCI, Academic Senate, and Planning councils to ensure that the College could use the survey in decision making. It has been important for the College to hear directly from students ([2.5_07](#)). Based on the

findings of this survey, the College has strived to increase the number of sections available on-campus/in-person over the last few years.

GWC has taken an innovative approach to scheduling both in-person and online classes, offering classes in a wide variety of modalities and lengths. The College used the Student Modality Survey to identify areas where students wanted additional hybrid classes which meet one day a week on campus and then asynchronously the remainder of the time. This allows students who want the in-person interactions but also need a flexible schedule to enroll and be successful ([2.5_08](#)). The IE team conducted telephone interviews during Winter 2025 semester to expand on the Student Modality Survey. Students reported that although they prefer in-person courses, they take online courses to fit into busy schedules (i.e., work, childcare). Students also reported that the online course was the only one scheduled or that had space. Additionally, the College monitors the average units of program completers as one of the primary KPIs. This KPI provides additional insight on the College's progress of helping students complete their degree and certificate programs within the desired time. The College has seen a decline from 81 units in 2018-2019 to 74 units in 2021-2022. Students experienced a slight uptick to 75 units in 2022-2023 (the most recent year of data) ([2.5_09](#)).

A primary focus has been on scheduling courses sequentially so that students can complete classes with prerequisites in one semester. An example of this is Financial and Managerial Accounting. These two accounting classes are a core part of the Business ADT and Financial Accounting must be taken successfully prior to Managerial Accounting. In Spring 2024, GWC piloted running these two classes as fully online 8-week classes with the same instructor for both classes. This allowed students to complete this requirement in one semester rather than two. Using the same instructor for both classes allowed the students to have consistency of expectations, and the faculty member understands exactly where the students are coming out of the Financial Accounting class and into the Managerial Accounting class ([2.5_10](#)). This same strategy has been employed in several divisions of the College including drafting, English, and Spanish ([2.5_11](#)).

The Council for Curriculum and Instruction (CCI) has also emphasized course sequencing when new and updated certificates and degrees are approved through the committee. This ensures that the College Catalog is an up-to-date resource for students. Collegewide Guided Pathways work also continues with addressing clear pathway mapping for all programs across the College ([2.5_12](#)).

CCI has a resource page for faculty to use while creating curriculum and includes an example of how a course sequence should look. These program sequence templates are then loaded into both the Curriculum Management System and the Course Catalog so that students and counselors can see the faculty-recommended course-taking pattern ([2.5_13](#)).

The College has a clear process for students to request course substitutions for courses they have taken at other institutions or for classes that GWC has had to cancel or not been able to offer. This process allows students to complete on their own timeline while maintaining faculty control over the curriculum process. Students wishing to take this route schedule an appointment with an academic counselor who reviews transcripts, advises on the student's educational plan, and submits an electronic form for approval ([2.5_14](#)).

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

FEATURED OUTCOME: GWC invested in regular and substantive interaction (RSI) training for faculty in 2024-2025 to support excellence in teaching and learning in online and hybrid classrooms. Part-time faculty were compensated for their participation and full-time faculty were able to count their attendance toward their “flex” hours. More than 140 faculty participated in the training and assessments of the training indicated faculty modified their courses to improve interaction with students based on learning from the RSI training sessions.

The uniqueness of GWC’s student population, the geographical area in which the College sits, and historical data about enrollment are some of the influences on the variety of teaching and delivery modes that characterize instruction at GWC. The College offers in-person, online (synchronous and asynchronous), hybrid, and hyflex courses. The courses available to students cover the entire semester (16-weeks), or are offered in two, four, eight, 10, and 12 weeks ([2.6_01](#); [2.6_02](#); [2.6_03](#); [2.6_04](#); [2.6_05](#); [2.6_06](#)).

Regardless of the modality, Student Learning Outcomes (SLOs) are collected to ascertain instructional effectiveness. SLOs assessment may include examinations, projects, presentations, performances, paintings or discussions. Enrollment trends and program reviews render data that represent the way the College’s programs and courses are meeting students’ academic goals ([2.6_07](#); [2.6_08](#); [2.6_09](#); [2.6_10](#); [2.6_11](#)).

Approximately 62% of the College’s courses have an online component. Therefore, the online courses represent a variety of instructional methods that address the learning styles unique for most students. The online courses include collaborative activities, lectures (live and filmed), discussion boards, group activities, faculty-initiated activities and contacts, and synchronous and asynchronous instruction. Success rates suggest robust online learning, with some room for continued improvement. In 2023-2024, 78% of in-person course enrollments resulted in a passing grade, compared to 77% of online enrollments. Furthermore, the College focuses on educating equitably via its courses and the academic support services that complement instruction. The Internal Student Equity Plan identifies disproportionately impacted students, and such identification leads to instructional changes aimed to maximize students’ academic success ([1.2_07](#)).

Seeking increased success in math and English courses, GWC brought back a former intervention called “PASS” in Fall 2024. This program provides supplemental instruction with supporting PASS leaders who provide the supplemental instruction in close collaboration with classroom faculty. The College is currently evaluating the program and continuing to adjust implementation to best support students ([2.6_12](#)).

GWC’s Distance Education Advisory Committee (DEAC) — a faculty advisory committee to the Academic Senate representing every instructional division and department in the College — developed the Distance Education Handbook. This handbook includes mention of the best practices to ensure ongoing alignment with all federal requirements for distance, and direct

assessment, as defined by AACJC's Policy on Distance Education and on Correspondence Education and Policy and Competency Based Education, when applicable ([2.6_13](#)).

It is standard practice for courses to have a Canvas shell. The Canvas shell invites instructors to augment course material available to students that, in turn, enhances the richness of the course. The College provides a substantial amount of training regarding online instruction to all instructors, either live or on modules available online. The trainings are divided into two levels. Level 1 covers the basics of Canvas and the peripheral software, such as but not limited to CopyLeaks, Panopto, Canvas Studio, DesignPlus, Turnitin ([2.6_14](#)). Level II addresses the best practices in instruction and covers topics such as interaction with students, compliance with federal and state laws about accessibility, use of videos, and others ([2.6_15](#); [2.6_16](#); [2.6_17](#)). The training is complemented by one-on-one, online, and live assistance provided by staff of the Online Instruction Department to students and instructors ([2.6_18](#)). Additionally, the Center for Innovation and Learning (CIL) offers faculty training specifically focused on online instruction efficacy.

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

FEATURED OUTCOME: GWC boasts the highest rates of acceptance to the UC system in the Coast Community College District. This achievement reflects the dedication of the faculty and staff in the Transfer Center, throughout student services, and teaching in GWC classrooms.

GWC offers student Services and academic support services designed to meet the unique needs of its students. As students' needs change, the College adjusts the services and support provided accordingly. Student services are offered in multiple modalities and languages to address the student population. This section outlines many different services that support GWC student success.

Basic Needs

Basic Needs provides an umbrella of services to prioritize student well-being and address basic needs to support students as they pursue their academic goals. This commitment extends beyond providing traditional resources to support nutritional needs and housing security, but also includes emergency grants, technology access (Chromebooks and hotspots), public transportation passes, and access to personal hygiene items, clothing, and referrals to community resources ([2.7_01](#)). GWC provides one-on-one case management to students in crisis which allows for personalized support that tailors resources to meet each student's primary needs and educational goals. This holistic approach fosters student well-being and sets them up for success in all aspects of college life. By meeting these fundamental needs, the College creates an equitable environment where all students can focus on maximizing their potential and thriving on their

unique educational journeys. In 2023-2024, 233 students completed the comprehensive intake process for basic needs support, while 317 students applied for and received an emergency basic need grant. These grants were related to more positive student course success ([1.4_14](#)).

My Academic Plan (MAP) Project

GWC has taken several actions to design and improve services for students while improving student persistence from term to term and maximizing student success. Through collaboration between counseling, math, English, and ESL faculty, the College established a My Academic Plan (MAP) project to provide course enrollment guidance ([2.7_02](#)). MAP is easily accessible through the campus new student registration website, which lets students access their first semester education plan. The MAP tool assists students with a guided placement for the appropriate math, English, and ESL courses for the first year. MAP is also aligned with Guided Pathways efforts; case counselors use a student's MAP results to create an appropriate first semester education plan based on the student's chosen academic goal/pathway. As a result, students enter their chosen path and know what their next steps are to promote persistence from fall to spring semesters. Students have the option to self-place into support corequisite courses for English and math through this process, and pilot efforts to link counseling courses with English courses for first-generation and students utilizing Disabled Students Program and Services were implemented Fall 2024 ([2.7_03](#)).

Agile and Responsive Academic Counseling

Counseling services are offered in multiple modalities: in-person, phone, and Zoom appointments are offered. Evening counseling appointments are also offered from 5-8 p.m., Monday through Thursday to accommodate students' schedules ([2.7_04](#)). During 2023-2024, the Counseling Center had 14,218 student intakes where counselors assisted students by appointments or on a drop in bases. Of these 14,218 student intakes, almost 5,300 were assisted in-person, while 5,200 were assisted via Zoom. In addition to counselor appointments, classified staff answered students' questions throughout the day via a live-chat function. During 2023-2024, more than 6,000 live chats were answered by classified staff in the Counseling Center.

Transfer Center Advancement

The College's Transfer Center has designed services that improve student success and assist with the transfer process. An example of newly established services is Transfer Awareness Week in 2023-2024 ([2.7_05](#)) and the development of the Transfer Academy ([2.7_06](#)) in 2022-2023. Transfer Awareness Week helps students familiarize themselves with transfer options and provides access to information and resources such as the annual Transfer Fair, application workshops, and one-on-one transfer support. Transfer Awareness Week also engages campus faculty and staff with workshops to help them understand the transfer process to help create a transfer culture on campus. Another example of a newly designed service is the Transfer Academy, a program designed to support all students, especially students from historically underrepresented groups, as they transfer to four-year institutions. Benefits of participating in the

yearlong academy include: a designated transfer counselor, transfer-focused counseling courses, personalized assistance with transfer applications and university tours. Through these efforts, the Transfer Center achieved a 92.6% acceptance rate for Hispanic/Latine students to the CSU system and the highest in Orange County for Fall 2023. GWC also boasts the highest rates of acceptance to the UC system in the Coast Community College District ([2.7_07](#)).

Student Health Center

The Student Health Center offers short-term medical services, individualized mental health therapy, community referrals, and health education to all enrolled students ([2.7_08](#)). Medical services are a convenient option for students to address their illnesses or concerns efficiently and confidentially. The mental health therapy services support students through crises, help them develop skills to manage life stresses, and teach them how to become more resilient. All students may receive in-person or remote therapy depending on their preference. Mental health crisis intervention is available 24/7 year round through TimelyCare ([2.7_09](#)). The Student Health Center also collaborates with local community clinics and the Orange County Public Health Department to give students additional services free of charge. By helping students stay healthy physically and emotionally, the College ensures the students can stay in school and reach their academic goals. In 2023-24, the Health Center served 477 unique students and 68 unique students through TimelyCare, with a total of 956 patient visits at the Health Center and 456 patient visits through TimelyCare in that time frame.

Library Services

The GWC Library delivers equitable services and curricular programs that support students in meeting their educational, career, and personal goals ([2.7_10](#)). Library services are provided in a variety of modalities ensuring that students can access library resources remotely, such as databases with online periodical articles, e-books, and streaming media as well as librarian research assistance in-person, via chat, or Zoom. The Library also addresses student academic needs by hosting the Student Textbook Access Reserve (STAR) Collection with textbooks available for student loan for many GWC courses. Within the library, students have access to computers, photocopiers, printers, a book scanner, and group study rooms. Additionally, librarians teach information literacy concepts in-person, online, during library instruction sessions and library classes. During library instruction, students learn about the scope of information: how to locate and retrieve relevant information; how to organize, analyze, and evaluate information; and understand the ethical and legal issues surrounding information and information technology. The librarians regularly develop library research guides that organize critical information on a variety of topics, such as citation guides, course-specific guides, and cultural guides that align with heritage and cultural celebrations ([2.7_11](#); [2.7_12](#)).

Tutoring and Academic Success Center

The Tutoring and Learning Center (TLC) — formerly the Academic Success Center — provides academic support resources to address the diverse needs of students ([2.7_13](#)). Peer-to-peer

support is available online and in-person through embedded tutoring, peer tutoring, the writing and math assistance labs, and the English conversation lab. From 2021-2022 to 2023-2024, peer tutoring has increased from 95 unique students using the service to 459 students. The number of courses that have embedded tutors has also increased over the last three years, with 135 courses in 2021-2022 and 187 courses in 2023-2024. The increase in the number of courses with embedded tutors has led to an increased number of students that have these tutors as a resource. In 2021-2022, 3,547 students had access to embedded tutors and in 2023-2024, 4,680 students had access to embedded tutors. Through the ASC, students have free access to NetTutor online tutoring platform and the Star-CA consortium, which expand support to more subjects and additional hours. Students have multiple asynchronous support options, including Directed Learning Activities, instructional videos, and writing assignment drop-off. The ASC houses the main computer lab on campus, at the time of this writing, offering more than 100 computers and access to a variety of software programs, as well as the use of laptops, calculators, headphones, and other equipment. The ASC also offers free student supplies, such as paper, pens, pencils and scantrons ([2.7_14](#); [2.7_15](#)).

MESA

In 2023, GWC launched a MESA (Mathematics, Engineering, Science Achievement) Program. MESA is designed to foster math and science expansion and excellence by supporting first-generation, low-income, and other marginalized student populations in their STEM career pursuits. The GWC MESA program supports collaborations between Counseling, the Transfer Center, and the College STEM Center located in the new Science & Math building. Since its inception, Mesa has served 76 students.

HSI (Hispanic Serving Institution) Title V STEM Grant: Raíces Program

The central goal of the HSI Title V STEM grant at GWC is to support Hispanic/Latine STEM students' academic, professional, and personal achievement, and the Raíces Program ("Raíces") is the cornerstone of these efforts. Hispanic/Latine STEM students who participate in Raíces become part of a vibrant, collaborative STEM community that aims to increase academic and transfer success. Participants in Raíces are actively involved with their peer mentors and mentees, receive individualized support from our dedicated STEM Barrier counselor, have access to loaned textbooks and materials, enjoy university tours and local field trips that focus on STEM programs and motifs, and engage in dedicated workshops and trainings. Raíces students also benefit from discipline specific tutoring and priority access to speakers and professionals in the field. Three dedicated success coaches, led by a STEM transfer expert, regularly check in with Raíces students to chart their academic and transfer progress, support their opportunities and sense of belonging in STEM fields and spaces, and keep the community thriving. Raíces offers GWC's Hispanic/ Latine STEM students a sense of community in their current and future academic and professional spaces.

Though all STEM students are welcome, Hispanic/Latine students and those who are Pell grant eligible receive priority access ([2.7_16](#)). To date, 98 students have participated in Raíces at GWC.

HSI Title V STEM Grant: Financial Literacy Programming

The HSI Title V STEM Grant includes a strong focus on enhancing Hispanic/Latine STEM students' access to information about financial wellness and values the significant relationship between the financial realities of higher education and students' ongoing success and persistence. In an effort to develop the target population's financial literacy and to institutionalize these efforts so that all College constituencies, including the local community, can benefit from this information in the future, the grant team worked with key faculty in related areas and with representatives from learning communities like Puente and Umoja to build a financial wellness workshop series. Topics include budgeting, tracking spending, scholarships, and investing. The workshop content is culturally relevant, and presenters are culturally competent. Attention to these details allows disparate student participants to feel safe and understood when asking questions about the relationships between family dynamics and finances and academic pursuits with external pressures ([2.7_17](#)). In the 2024-2025 pilot year, 50 students have participated in financial literacy programming.

Athletics

GWC offers exceptional athletic opportunities that align with the College's mission and enrich the social and cultural aspects of students' educational experience and serves approximately 500 athletes per year. The mission aims to "empower students to achieve personal and academic goals and contribute toward an inclusive, informed, and equitable society." GWC student-athletes excel in their sport, pursue transfer goals, and build a strong community within their academic journey. The GWC athletic counselor supports athletes by ensuring they meet critical milestones and access essential resources for success in the classroom and their sport ([2.7_18](#)). GWC also offers athletes the Foundations for Academic Success and Transfer (F.A.S.T.) Center to provide academic counseling and supports for student athletes.

Career Center

First-generation students or those unsure of their career path can access the GWC Career Center. The center provides career exploration, assessments, resources, job searches, and events. These services connect students to employment opportunities and help them prepare to reach their career goals ([2.7_19](#)). The Career Center serves 2,403 students each year, while the center collaborates with 4,150 employers who provide job postings for students to access.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

FEATURED OUTCOME: Despite the isolation experience during the recent pandemic, GWC has rebounded well, offering thriving services and events through the Basic Needs Center, culturally affirming celebrations and events, the race-conscious ASPIRE, Puente and Umoja programs, the College Autism Program (CAP), an annually held Undocumented Week of Action, The Stand food pantry, the Veterans Resource Center, and the newly formed MESA program for underrepresented STEM students.

Creating a sense of belonging is a core value for GWC. The College provides many activities throughout the year for students to engage and develop community. Before the start of each fall term, the College hosts a Fall Kickoff new student orientation event ([2.8_01](#)), which introduces all new students to the campus and provides support and guidance to have a successful semester. The first week of the term is Welcome Week, which consists of multiple events and activities for students to feel engaged with the campus. Students are provided free lunch in spaces that are designed to build relationships and connections.

The College celebrates student milestones along their academic journey at GWC. In Spring 2024, the Transfer Center hosted the first Transfer Celebration and Signing Day to celebrate GWC students accepted to four-year universities. More than 110 students attended the inaugural event and received a GWC certificate acknowledging the important milestone in their academic career. The event was attended by local universities such as California State University, Fullerton (CSUF); University of California, Irvine (UCI), California State University, Long Beach (CSULB); University of California, Los Angeles (UCLA), and California State University, Dominguez Hills (CSUDH) ([2.8_02](#)). In addition to the events designed to bring all students together, the College also hosts events that meet specific student needs and celebrate student heritage.

Connection through Meeting Specific Student Need

Classified staff in the Basic Needs Center ([2.8_03](#)) foster a sense of belonging by actively engaging with students. The staff promote awareness of resources through campus-wide events, hosting workshops and programs to address food insecurity, housing challenges, transportation needs, technology access and access to clothing. Additionally, the Basic Needs program acts as a bridge, connecting students with relevant support services across campus through a personalized case management approach. The center has established partnerships with several community organizations to meet basic needs, such as:

- Food Assistance: CalFresh;
- Housing: Huntington Beach Police Department social worker; Robyne's Nest, Covenant House, Colette's Children's Home, Huntington Beach Navigation Center;
- Transportation: Orange County Transportation Authority (OCTA) Bus Pass;

- Health: 24/7 virtual therapy, regional mental health clinics;
- Childcare: Family Support Services, Orange County Citizens' Commission for Children, the Neighborhood Centers for Families, Children's Home Society of California, Orange County Department of Education; and,
- Technology: OC Public Library System (Internet), OC Economic and Business Recovery Call Center.

By prioritizing and addressing these fundamental needs, the center creates a foundation of well-being that allows students to optimize their experience within the community while ensuring their primary needs are met ([2.8_04](#); [2.8_05](#)). In 2023-2024, 250 students completed an intake request form, and 233 students completed the one-hour intake process. In Spring 2024, GWC added a new basic need grant that allows students to apply for housing, childcare, or other living expenses, such as expenses to fix a vehicle, address utilities, or pay bills. During that same time period, 497 students applied for this basic need grant, and 317 (64%) applicants received one or more grants, averaging \$811, and the College disbursed \$264,211. Grantees had positive course outcome success; especially male students who had an 84% success rate compared to the comparison group at 71% ([1.4_14](#)).

Nearly 8,000 GWC students receive financial aid each year. In addition, the Financial Aid office hosts annual events supporting Undocumented Student Action week and Homeless and Hunger Awareness month. The Undocumented Student Action Week raises awareness of the challenges undocumented students face, and advocates for their success. Throughout the week guest speakers share their personal experiences and how they overcame various challenges. In addition, opportunities are provided to staff and faculty to attend presentations which provides insight on terms, concepts, policies that may cause challenges and or barriers for undocumented students ([2.8_06](#)).

Hunger and Homelessness Awareness Week is an annual event focusing on increasing awareness of students of housing insecurity. During this week, the Financial Aid office provides data regarding hunger and homelessness, shares student testimonials, and receives donations and distributes them to students in need. In addition, campus departments come together to donate department food/hygiene boxes for students ([2.8_07](#)).

Connection through Celebrating Student Heritage and Identity

The College is intentional in providing students with opportunities to promote a sense of belonging on campus while celebrating culturally important holidays and emphasizing success in academics. Examples of these opportunities include cultural programs that reflect the diversity on campus such as Puente and ASPIRE (for students interested in learning about the Hispanic/Latine and AANHPI communities). The Puente program has served GWC students for 33 years. Through its cross-disciplinary and multi-cultural approach Puente provides academic, counseling, and mentoring support to students with the goal of promoting transfer culture ([2.8_08](#)). Students in the program benefit from university field trips, and cultural activities such as Dia de los Muertos, which is deeply rooted in the Mexican American community ([2.8_09](#)).

As such, the Puente Program students proudly organize a campuswide Dia de los Muertos event where they showcase their personal “altares,” which honor family and friends who have passed on. As part of this event, the campus community comes together to partake in traditional activities such as sugar skull making and flower making, and to witness cultural dancers.

ASPIRE was created in Fall 2023 when GWC received funding from the State Chancellor’s Office for AANHPI students, who comprise more than 30% of the student population. ASPIRE provides dedicated academic counseling, mental health resources, weekly Tea Talks, university visits, and cultural events and programming (2.8_10). Students feel connected to one another through regular meetings and discussions, which focus on cultural identity and shared experiences. GWC also celebrates Lunar New Year by inviting the campus and local community to a celebration featuring lion dance performances, cultural arts and crafts, and educational activities (2.8_11). During Asian American Pacific Island Heritage Month every May, the campus hosts guest speakers, employee and student mixers, and art exhibitions. These programs demonstrate how the campus ensures that students feel supported and valued.

Umoja actively promotes student success, with an emphasis on Black/African American student success, through culturally responsive curriculum and practices. In 2024, the College committed more robust resources and services to include a faculty coordinator, program coordinator and Umoja-centered counseling (2.8_12). In 2023-2024, the College served 45 students in this program, and in 2024-2025, the program is expecting to double the number of students served. These structured services provide mentorship, leadership development, support for basic needs, employment opportunities, holistic health and wellness, and community building through culturally focused programming and events. GWC commemorates Black History Month each February with a series of inspirational guest speakers, performances, art, and wellness activities that highlight the community’s legacy and impact (2.8_13).

GWC hosts annual events that foster a sense of belonging, community, and support for LGBTQ+ students such as Lavender Graduation and Queer Prom (2.8_14). These events affirm and celebrate LGBTQ+ identities and create opportunities for students to engage with the College and peers. Queer Prom is an inclusive and celebratory event that invites LGBTQ+ students to enjoy a prom experience in a safe and inclusive environment. This event is free and open to all LGBTQ+ students in the Coast Community College District. Lavender Graduation is an annual event that celebrates the academic achievements, contributions, and resilience of LGBTQ+ students. It is an empowering experience for the graduates and their family and friends. Lavender Graduation participants are provided with a lavender stole to wear at the College’s commencement ceremony. Each of these events reflect GWC’s commitment to supporting, recognizing, and affirming LGBTQ+ students (2.8_15).

The College Autism Program (CAP) was developed in 2014 to support autistic students (2.8_16). Students receive academic, social-emotional, career and transfer counseling and create connections with peers, staff, and faculty. CAP has a dedicated counselor that works with students from intake to graduation. Within CAP, The Loop is a student organization that meets weekly to discuss topics related to successfully navigating college. Students can showcase their talents, connect with peers, and attend workshops.

The Veterans Resource Center (VRC) at GWC provides a welcoming and supportive environment for student veterans to assist them with the transition from military life. The VRC offers personalized guidance, mentorship, and assistance in navigating the enrollment and financial aid process to at least 80 students each year. The VRC provides wraparound services to remove barriers to success, including access to a dedicated financial aid liaison, educational counselor, veteran-specific scholarships, tutoring, nutritional support through a stocked kitchen, school supplies, and technology assistance ([2.8_17](#)).

GWC is committed to honoring and supporting veteran students and the broader veteran community. Each year, GWC hosts a Veterans Day Celebration to commemorate the sacrifices made by veterans and to express gratitude for their service. The event typically includes a ceremony with guest speakers, musical performances, and a recognition of veteran students. In addition, GWC also hosts holiday celebrations and other events that include veteran students' families as part of keeping veteran students engaged in the community. The Student Veteran Graduation Dinner is a special event that honors GWC's graduating veteran students and provides inspiration for current student veterans as they work toward their own academic goals.

Since 2022, the Noncredit Adult Education department hosts an inspiring annual award ceremony to celebrate the achievements of English Language Learning (ELL) students. This event marks the culmination of a year of hard work and dedication, recognizing students who have earned certificates and honoring outstanding students nominated by their instructors. The ceremony serves multiple purposes: it acknowledges the students' progress, motivates them to continue their educational journey, and fosters a sense of community. Guest speakers share their personal success stories, providing inspiration and real-world examples of the opportunities that await. Additionally, the event showcases the rich cultural diversity of the student body through performances, creating a vibrant atmosphere of celebration and mutual respect. This ceremony not only highlights individual accomplishments but also underscores the department's commitment to empowering ELL students with the skills they need to thrive in their personal and professional lives. In the 2023-2024 program year, the Noncredit Adult Education department awarded 471 students with certificates of completion or competency ([2.8_18](#)).

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implements improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

FEATURED OUTCOME: Through the Program Vitality Review process, developed by the GWC Academic Senate and approved by the College, struggling programs are regularly and systematically reviewed by peers. Outcomes for recent programs include the discontinuation of basketball, a program that had never fully taken off at the College, and additional and intentional College support for programs that needed to be enhanced, including integrating American Sign Language (ASL) and digital arts in local dual enrollment programs where courses in these fields are in high demand.

GWC conducts systematic review and assessment of its programs to implement improvements and innovations for student success. The College achieves this review and assessment through

the program review and regular outcome assessment processes. In addition to these campuswide processes, the College identifies programs that may be struggling to participate in the Program Vitality Review to provide recommendations for improvement and, potentially, discontinuation. ORPIE also conducts regular program evaluations on major academic, learning support, and student services programs to improve services and equitable student achievement.

Program Review

As described in section 1.4, program review provides a comprehensive reflection point every three years for academic, learning support, and student services disciplines and departments across the campus ([2.9_01](#); [2.9_02](#); [2.9_03](#)). This process allows faculty and service area leaders to reflect on student outcomes and consider new and innovative ways of improving to meet student needs. Program review includes an analysis of student learning and service area outcomes, and student success metrics. In addition to this review, Career and Technical Education (CTE) programs undergo a two-year district program review to abide by CTE timelines for review.

In Fall 2024, GWC aligned its data coaching program, described in detail Standard 3.2, to support stronger program assessments and to identify areas for improvement. The Center for Innovation and Learning (CIL) strategically aligned data coaching to instructional areas to target classroom practices, where students arguably receive the most connection to the College. In subsequent years, data coaching will extend this aligned training to student service areas and then administrative areas to ensure the entire College is empowered to conduct a strong, data-driven program review. This new approach is intended to contextualize professional development to elevate participants' skills in the critical program review evaluation of practice.

Part of the program review process is outcomes assessment. All departments, including academic, learning support, and student services programs, are responsible for conducting regular outcomes assessment through defined student learning outcomes (SLOs), service area outcomes (SAOs), or administrative unit outcomes (AUOs). These outcomes are collected on a regular basis and stored in Nuventive ([2.9_04](#); [2.9_05](#); [2.9_06](#)). These outcomes are a part of the comprehensive review and assessment through program review.

Program Vitality Review

GWC also may conduct Program Vitality Review (PVR) for disciplines that are experiencing declining enrollment or student success ([2.9_07](#)). Cross-disciplinary teams conduct a comprehensive deep-dive into student achievement data and the challenges/barriers faced by the disciplines to offer new perspectives to support improvement ([2.9_08](#)). In the most difficult circumstances, PVR teams will recommend that programs of study are discontinued to allow the College to maintain quality programs that meet its students' needs and continue to meet its mission. Recently, American Sign Language and Interpreting, Athletics, and Digital Arts received PVR recommendations for improvement ([2.9_09](#)).

Planning and Program Evaluations Leading to Improvements and Innovations

GWC conducts regular planning and program evaluation work across the College. For example, in 2023 the College conducted a review of the student equity metrics to define strategies for its Internal Student Equity Plan ([1.2_07](#)). This process culminated in several strategies to improve equity in outcomes at the College. One such innovation is called the “Golden Futures” event where students who have applied but did not register were invited to registration workshops. The College implemented this new strategy in Summer 2024 with more than 200 students enrolling during the workshops. A piloted cohort focusing on first-generation students was offered during Fall 2024, where students took both ENGL G100S (Freshman Composition with Support) and COUN G105 (Strategies for College Success), resulting in 70 students in both classes (minimum of 9 units). Three sections were offered, with one designed to support the Disabled Students Programs and Services (DSPS) population.

ORPIE evaluates other major initiatives to assess outcomes and improve. For example, ORPIE completed evaluation dashboards for the Student Equity and Achievement Program (SEAP) grant recipients. Funded equity projects got their own dashboard to look at progress toward their equity metrics ([2.9_10](#)). A few projects did not make progress on equity outcomes and established program improvement plans to address these outcomes. ORPIE has also conducted outcome assessments for the Basic Needs grants. Overall, students who received these grants had a higher course retention and success rates than the comparison group and the GWC average. Grant recipients also had significantly higher GPAs than their matched comparison group ([1.4_14](#)). The positive student outcomes support the continuation of these grants at GWC.

Counseling Services

During Fall 2023, Counseling had been discussing how to expand appointments to reach students who could not meet with counselors during working hours but requesting appointments after 5 p.m. Starting in Spring 2024, the department began offering evening appointments (5-8 p.m.) via Zoom for working adults or students who could not otherwise meet with a Counselor during the 8 a.m. - 5 p.m. window. These appointments were offered twice a week: Monday and Wednesday (six appointment slots). Based on the fill and show rates, the department expanded evening appointments to four nights a week — Monday through Thursday for the Fall 2024 semester (12 appointment slots) ([2.9_11](#)).



STANDARD 3: Infrastructure and Resources

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

- 3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)**

FEATURED OUTCOME: 139 GWC administrators, faculty, and staff have completed the District's Equal Employment Opportunity (EEO) training to ensure the College maintains employment practices that promote equity, diversity, and mission fulfillment.

Human Resources staff at GWC work with the Coast Community College District Human Resources department to hire qualified faculty, staff, and administrators to support and sustain educational services and improve student success.

GWC has a process to determine the staffing levels and organizational structure it needs to support its mission, educational programs, and operations as part of the cyclical program review process ([3.1_01](#)). This ongoing process is used to maintain and improve the effectiveness of every College program and service, and of the institution, and allows GWC to focus available resources, including staff, on the achievement of goals and objectives intended to maintain or improve effectiveness. As a part of the program review process, programs may request funding to be allocated for new or additional positions as illustrated in the dual enrollment program coordinator position which was requested and hired through this process ([3.1_02](#)). The College then ranks and prioritizes these needs, and with District approval, GWC establishes and fills new positions ([3.1_03](#)).

Employees working for GWC must meet or exceed the minimum requirements for their positions as defined by the state of California and/or by the board-approved job descriptions. The administrative procedures on employee recruitment and selection provide detailed descriptions of hiring procedures and processes, including how defined search committee members evaluate candidates against minimum qualifications as part of the hiring process ([3.1_04](#); [3.1_05](#); [3.1_06](#); [3.1_07](#); [3.1_08](#); [3.1_09](#)).

When questions related to equivalency arise, a discipline-based minimum qualifications/ equivalency committee (MQ/EQ Committee) determines equivalency of candidates applying for faculty positions ([3.1_10](#); [3.1_11](#)). Each MQ/EQ shall consist of three faculty members who serve for two years. The composition of a MQ/EQ committee is also based on the number of colleges with the specific discipline under review for equivalency.

The district recruitment and selection policies and procedures meet the requirements of the California Education Code and Title 5 of the California Code of Regulations. The minimum and preferred qualifications and characteristics are used as evaluation criteria for the screening of the candidates and in interview questions when hiring. A clear description of the position and responsibilities are detailed in the job announcement. As a part of these minimum qualifications, applicants for all positions are required to demonstrate sensitivity to and an understanding of diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students ([3.1_12](#)).

Job descriptions are drawn from a standardized bank of previously board approved announcements, with the opportunity to add minor augmentations describing the unique location of the assignment or any specific courses an instructor might be expected to teach. Job descriptions for faculty include participation in department and division meetings to ensure that faculty members are aware of and engaged in identified goals and priorities of the institution ([3.1_13](#)). For classified employees and classified administrators, job descriptions identify the required training and experience for the position, which include a minimum educational requirement ([3.1_14](#)).

The District posts job openings on the Human Resources page of its website, as well as in numerous publications and electronic media, including the California Community College Registry, Chronicle.com, Academic Careers, Government Jobs, Latinos in Higher Education, Higher Ed Jobs, and other specialized publications and websites that are related to the particular subject matter. All job announcements highlight the institution's mission and goals and include duties, responsibility, and authority ([3.1_15](#)).

Recruiting strategies and the process for utilizing data to determine whether monitored groups are underrepresented within district job categories are fully described in the Equal Employment Opportunity Plan and include the District's process in meeting hiring goals and objectives ([3.1_16](#)). The District assesses progress toward goals for equity in hiring and shares this progress with the Board of Trustees ([3.1_17](#); [3.1_18](#); [3.1_19](#)). The College implements strategies to meet the goals, such as ensuring employees actively participate in EEO and diversity training before they can serve on a screening/selection committee. Human Resources also provides a comprehensive training program on EEO, unconscious bias, diversity, and inclusion and provides the participant with a certificate of completion.

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

FEATURED OUTCOME: Since its inception, GWC's Center for Innovation (CIL) has trained 30 data coaches to assess equity gaps across the campus. In the most recent year, the CIL has integrated program review data use into data coaching to contextualize the training and ensure this professional development is aligned with College goals and integrated into College processes.

GWC's Strategic Plan highlights professional development as one of its high-level goals ([3.2_01](#)). The College values, plans for, and provides personnel with opportunities for professional development aligned with its mission.

The District has established policies and procedures for professional development opportunities, which are codified in Board Policy and Administrative Procedure ([3.2_02](#); [3.2_03](#)). Full-time faculty are required to fulfill 12 hours of Flex training annually in support of the College's commitment to excellence, while part-time faculty have a pro-rated Flex training obligation ([3.2_04](#)). In Spring 2025, GWC hosted a Spring Summit, inclusive of faculty Flex and classified professional development to serve all employees ([3.2_05](#)).

Golden West College has four groups organizing professional development on campus: the Institute for Professional Development (IPD), the Professional Development Advisory Committee (PDAC), the Center for Innovation and Learning (CIL), and the Human Resources department. These resources serve to identify opportunities for groups or individuals to participate in various professional development opportunities. Professional development is encouraged by the College and every attempt is made to fund or assist with funding for professional development. For example, the Student Equity and Achievement Program (SEAP) includes an annual allocation specifically for professional development. The College regularly provides professional development for all College employees by offering professional learning opportunities throughout the year. IPD helps faculty members to design, plan, and achieve their own professional growth objectives, funding external professional development opportunities and facilitating sabbatical leave requests. PDAC meanwhile coordinates committee chair and recorder training, manager retreats, DEIA series, performance management workshops, Classified Leadership Development Academy, job training on districtwide databases, interview essentials workshops, and safety workshops such as Stop the Bleed and CPR, and a number of other topics as noted in the training summary ([3.2_07](#); [3.2_08](#); [3.2_09](#); [3.2_10](#); [3.2_11](#); [3.2_12](#); [3.2_13](#); [3.2_14](#); [3.2_15](#)).

The CIL provides professional development opportunities for all stakeholders. For example, in 2024-2025, CIL has established an anti-racism Open Education Resources/Zero Textbook Cost cohort of faculty and trained nearly 150 faculty and administrators in Regular and Substantive Interaction (RSI) for the online classroom ([3.2_16](#)). Further, the CIL runs the data coaching program, the new faculty orientation, and various professional development topics such as but not limited to: Leadership Academy; Inclusive Instructional Innovation; Part-time Faculty Toolkit Sessions; Introduction to HyFlex Classes; Let's Talk About AB 1705; The Dual

Enrollment Collaborative; Curriculum Open Lab; Behavioral Assessment Team (BAT) Updates, Best Practices, and Collaboration; Equitable Pedagogies and Practices for Hispanic/Latine Students; Gender and Inclusion in the Classroom; Equity Walk for Equity Plan; and, Creating and Measuring Service Area Outcomes (SAOs) and Administrative Unit Outcomes (AUOs).

GWC recognizes that an effective orientation program helps new employees acclimate to the College culture, understand their roles and responsibilities, and become productive members of the team which increases employee engagement and improves retention. All new GWC employees are invited to a variety of new employee activities and a campus tour ([3.2_17](#); [3.2_18](#)). The CIL also offers a New Faculty Academy, which is a 10-month program where a cohort of new full-time faculty engage in collaborative learning and discussion to acclimate them to the tenure-track, full-time faculty job responsibilities as well as receive coaching and instructional practices in the classroom space. The academy is modified based on the size of the cohort each academic year ([3.2_19](#)).

Moving forward, the CIL is continuing to assess what professional development is critical for the campus and all stakeholders with topics such as conflict resolution, academic dishonesty, and how to develop credit, noncredit, and enhanced noncredit curriculum. This will require further institutionalization of the CIL. To that end, in Spring 2025, the College engaged in an Institutional Effectiveness Partnership Initiative (IEPI) grant opportunity in which a Partnership Resource Team (PRT) met with key GWC personnel, learned about the goals and activities of the CIL, and recommended models and methods for CIL sustainability and institutionalization ([3.2_20](#)).

Human Resources also contributes to the professional development opportunities on the campus, with a focus on new employee orientation, sexual harassment and new employee orientations. HR holds the New Employee Orientation multiple times a semester to formally introduce all new employees to GWC, the College's mission and values, and the College goals. The orientation includes an introduction to the Executive Team, an overview of important College processes and tools, a review of diversity, equity, inclusion, and accessibility concepts and expectations. Human Resources also arranges mandatory sexual harassment prevention training for all new employees. The required training is one hour of sexual harassment and abusive conduct prevention training to nonsupervisory employees, and two hours of sexual harassment and abusive conduct prevention training to supervisory employees, every two years ([3.2_18](#)).

Finally, Golden Greetings is a monthly meet and greet to welcome the College's newest employees. The College comes together for introductions, conversation and building connections. New employees also have the opportunity to share what they know and look forward to about their roles ([3.2_21](#)).

Evaluation of Professional Development

While the early implementation of professional development was only sporadically evaluated, the College has developed a systematic evaluation process through Cornerstone. Cornerstone has a feature in which a default evaluation is automatically sent out to workshop participants after they

are marked as having attended the session. Administrators can customize evaluations to fit the workshop or use the default evaluation.

Cornerstone is set up so that administrators can create three different levels of evaluation:

- **Level 1 Evaluation — Reaction** — gather participants' immediate reactions to a training session, focusing on their opinions about the course content, materials, and relevance.
- **Level 2 Evaluation — Knowledge** — Scored evaluations to assess the increase in knowledge before and after the training.
- **Level 3 Evaluation — Behavior** — evaluation to assess the extent to which participants applied the learning back to their job.

GWC currently uses only Level 1 evaluations to gather feedback right after trainings and workshops. These evaluations are a mix of default and custom versions. A key change with the new system is how much it simplified the evaluation process. Before Cornerstone, different areas used various survey tools like Microsoft Teams, Google Forms, SurveyMonkey, or sometimes did not collect evaluations at all. The streamlined process is especially helpful because it removes the manual step of sending out evaluations from a separate platform, saving time and reducing unnecessary complexity. Plus, having a default survey is effective for areas or workshops that do not require a specific survey, as it eliminates the need to create a survey from scratch. GWC will continue to develop this system, gathering more sophisticated knowledge and behavior data and continue to refine its professional development offering based on the findings. For example, in Fall 2024 data coaching implemented a survey after the end of each session to assess satisfaction with the session and recommendations for improvement ([3.2_22](#)). Based on findings from the initial session, the facilitators moved the data coaching sessions to a classroom to a better learning environment. ([3.2_23](#)).

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

FEATURED OUTCOME: New performance evaluation tracking strategies are being implemented to increase the number of on-time evaluations.

GWC assures that all personnel are evaluated systematically and at stated intervals. The established processes ensure that performance of all assigned duties, participation in institutional responsibilities, and other activities are evaluated appropriately.

The Board of Trustees has established board policies and administrative procedures to properly and timely evaluate all management and confidential employees ([3.3_01](#); [3.3_02](#)). The collective bargaining agreements for faculty and classified employees identify the process and timeline for evaluations of both full-time and part-time faculty, and classified employees ([3.3_03](#); [3.3_04](#); [3.3_05](#)).

For the 2023-2024 fiscal year, 47% of performance evaluations were completed (100% for faculty and administrators, and 37% for classified professionals). Since becoming aware of

the completion rates, the College has implemented multiple strategies to create visibility and accountability in the completion status of performance evaluations. In late Fall 2024, the process to remind managers of upcoming evaluations became more regular and robust including an email reminder one month in advance of the due date and a follow up reminder via email. Additionally, in January 2025, a new process was implemented whereby a monthly status report is provided to the College's Executive Team. This report highlights evaluations that are completed, upcoming, and past due. This visibility allows the vice presidents or president to follow up with their respective management teams to ensure upcoming and past due evaluations are completed in a timely manner. Since implementing these new strategies, completion rates have improved and the College will continue to track completion rates to ensure continued improvement.

Faculty

The purpose of the evaluation of faculty members is to improve instruction, counseling, and other educational services through the periodic evaluation of all faculty members. Part-time faculty are evaluated at least during the first and fourth semesters of employment and thereafter at least once every six regular semesters ([3.3_06](#)). Temporary faculty are evaluated during the first semester of temporary employment. Tenured faculty are evaluated every three years ([3.3_07](#)). Tenure-track faculty are evaluated once each year until tenure is granted ([3.3_08](#)). An administrative evaluation is completed for all full-time faculty following the same proscribed frequency as above ([3.3_09](#)).

All faculty evaluations include observation of teaching and learning in a classroom, use of student learning outcome data for improvement, and student feedback surveys that align with faculty professional responsibilities and GWC goals ([3.3_10](#)).

Classified

The intent of the classified performance evaluation is to provide constructive feedback based on the employee's job specification/classification and strengthen communication between the employee and the immediate supervisor. Classified professionals are evaluated during probation at three-months and five-months and then annually thereafter ([3.3_11](#)). Classified professionals are encouraged to submit a self-evaluation along with the manager evaluation ([3.3_12](#)). Classified Confidential employees follow the same processes as other Classified professionals.

The classified evaluation is based on the job description for the employee's classification, which is aligned with GWC's mission and goals. The evaluation also rates if the employee meets standards of professional performance criteria.

Management

The purpose of the CCCD Management Evaluation Program is to encourage high levels of performance in the service of students, the institution, and the community. The process for educational administrators and classified managers includes goal setting, a self-evaluation, a behavioral survey completed by their direct reports and their peers, and a manager evaluation.

New managers are evaluated in their first and second years and then every second year thereafter ([3.3_13](#); [3.3_14](#); [3.3_15](#)).

The management evaluation is based on the job description for the manager, which is aligned with GWC's mission and goals ([3.3_16](#)), and goals set for the manager in collaboration with their immediate supervisor. The evaluation also rates if the employee meets standards of professional performance criteria.

The Chancellor evaluates the College president based on Board Policy and Administrative Procedure 7150, the president's job description, and performance goals and objectives in compliance with requirements set forth in the president's employment agreement. This evaluation occurs at least annually ([3.3_17](#)).

Banner, the District's Human Resources Information System, has a dashboard for managers that provides the upcoming due dates of their employee's evaluations ([3.3_18](#)). All Evaluation forms are housed on the CCCD's intranet, "Coast Navigator." Human Resources is responsible for notifying the appropriate manager of evaluation deadlines ([3.3_19](#); [3.3_20](#); [3.3_21](#)). Each instructional division monitors the evaluation deadlines for their respective faculty.

Completed evaluations for all employees are entered into Banner by the Human Resources staff and then placed in the employee's personnel file.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

FEATURED OUTCOME: In 2023-2024, the Program Review process distributed funding to support three faculty positions, one classified position, and more than \$2,000,000 in facilities, equipment, technology, and other projects to support educational services and operational functions of the College ([3.4_01](#)).

GWC manages its fiscal resources to support and sustain student learning programs and services and improve institutional effectiveness in a manner consistent with its mission ([1.1_02](#)). CCCD Board Policies 6200 Budget Preparation ([3.4_02](#)), 6250 Budget Management ([3.4_03](#)), 6300 Fiscal Management ([3.4_04](#)), and Administrative Policy (AP) 6305 Reserves ([3.4_05](#)), guide the management of financial affairs to ensure financial stability and integrity in the allocation of resources. The College's unrestricted general fund budget is ascertained using the District's Budget Allocation Model ([3.4_06](#)).

For the fiscal year 2023-2024, the College's final general fund adopted budget ([3.4_07](#)) was \$66.7 million. Personnel costs were budgeted at \$60.3 million, representing 90.4% of the College's unrestricted general fund budget. The remaining \$6.4 million (9.6%) was allocated for supplies, materials, services, capital outlay, and other expenses. The College also utilizes restricted funds, College-based revenue such as health fees, facility rentals, out of state tuition, parking permit and fine revenues, and externally funded grants. The unrestricted and restricted budgets combine

to provide the College with the resources to support and sustain student learning programs and services and improve institutional effectiveness.

The College follows an annual Budget Development and Review Cycle ([3.4_08](#)) to drive funding for campus expenditures. Proper fiscal management allows the College to invest in programs and initiatives when new needs and opportunities arise that are consistent with its mission. The College distributes additional funding through the program review and annual planning process when identified needs are supported ([3.4_09](#)). The program review asks all programs to align goals with the College's mission and report about how it supports the goals of diversity, equity, inclusion, and accessibility for students. Funding requests from programs are reviewed by the Planning Council and Budget Council and recommended for approval to the President's Cabinet.

The process by which priorities are set for funding is outlined in the Budget Development and Review Process. The College has begun a quarterly budget review with individual program managers to address actual expenses and the current year budget in their areas to ensure proper budget management, procurement deadlines are met, and project for future direction. Budget requests are linked to program reviews, plans and initiatives, and broad discussions including prioritizing needs for distribution of Lottery, Instructional Equipment and Scheduled Maintenance, and one-time funding. Recommendations are reviewed in the Planning Council and Budget Council meetings and forwarded for recommendation to the President's Cabinet. Categorical fund budgets are evaluated by departments and reviewed by the Budget Council to determine the best use of the funds to serve the students and community at GWC. Some examples of grant funded programs used to supplement general funds include the College's Golden Promise Program ([3.4_10](#)) and Strong Workforce ([3.4_11](#)). Additionally, the Foundation ([3.4_12](#)) annually supports student success in the form of scholarships and awards.

Improvements also happen when departments collaborate to solve student challenges. For example, the GWC Next UP/EOPS staff and Career and Technical Education staff conferred about the high cost of Cosmetology kits and how difficult the program is for students because it is so intensive, and students are not able to work outside of class time. These conversations resulted in planning for financial support for students, and GWC built in funds to the Strong Workforce grant for the following year. The staff successfully explained how this investment would benefit students ([3.4_13](#)). In addition, the CTE department implemented a new strategy to provide cost-effective supplies for Cosmetology students. The department lowered the cost of the kits from \$2,300 to \$1,500 by purchasing tools to loan students, which are collected at the end of the term (hair dryers, shears, clippers, curling irons) that had been previously in the kit.

The distribution of resources through the District and College resource allocation models supports the development, maintenance, allocation, and reallocation of resources to enhance programs and services. The College has consistently demonstrated the ability to maintain a fiscally balanced budget and typically has savings at the end of the year, which are carried over as ending fund balance ([3.4_14](#)). Planning and Budget Councils routinely discuss how to best use all budgetary resources for efficient planning and proper allocation of funds. For example, allocating resources to support students and promote equitable achievement by funding the Transfer Center through categorical rather than general funds, helped accomplish this in the 2023-2024 fiscal year.

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

FEATURED OUTCOME: GWC presented the 2024-2025 budget during the budget development process to managers, faculty, and classified staff through its participatory governance committee, providing an opportunity for questions and feedback ([3.5_01](#); [3.5_02](#)).

The program review process ([3.5_03](#)) is aligned with the College mission and strategic goals ([1.2_02](#)) and includes an analysis of student learning and achievement data, goal setting and planning, and resource requests (staff, equipment, technology, etc.) needed to make improvements. Resource allocation supports the advancement of the mission and strategic direction of the College by fulfilling resource needs identified in program review. The Budget Council, Planning Council, and President's Cabinet are comprised of members from all constituencies on campus and provide planning, budgeting, and approval in the program review process.

The College follows its Budget Development Process ([3.4_08](#)) to ensure transparency and broad-based input. In the program review process, budget managers review equipment, College technology, and supply needs with faculty and staff. For example, a need was identified for a simulation lab renovation within the Nursing building. To accomplish this promptly, the College combined funding sources including federal HEERF funding and department endowment funds.

Additional processes, which impact the institution's fiscal health, also prioritize the College's mission and goals. For example, requests for faculty positions are reviewed through the faculty hiring prioritization process, classified positions through the classified hiring prioritization process. Other personnel requests, such as grant and categorical positions, are addressed through the College's Executive Team with oversight and concurrence from the Chancellor's Cabinet. All of these processes include examining how these positions will promote the mission and goals of the institution.

Participation of Appropriate Stakeholders

The District and College have established clearly defined policies and procedures for financial planning in budget development, including 6200, Budget Preparation ([3.4_02](#)), and 6250, Budget Management ([3.4_03](#)). The District follows an agreed Budget Allocation Model ([3.5_04](#)) developed by the District's three campuses and its Board of Trustees. The District's Consultation Committee (DCC) Budget Subcommittee ([3.5_05](#)), town halls ([3.5_06](#)), and Budget Council ([3.5_07](#)) present and discuss the tentative and final budgets. The College's Budget Council provides oversight ([3.5_08](#), [3.5_09](#)) of and insight into the budget development, equipment prioritization, and resource allocation processes of the College. The Budget Council, comprised of members of all GWC constituency groups, makes recommendations regarding fiscal matters to the President's Cabinet.

Communications related to the District budget are provided by way of multiple venues. The DCC Budget Subcommittee receives information regularly regarding FTES, budget to actual comparisons, and tentative and final budget information. The Board of Trustees votes to approve tentative and final budgets annually. Budget information also is shared at campus town halls, shared governance committees, and at the College's Budget Council meetings. Questions and comments regarding the budget are addressed during these meetings, where representatives from all constituent groups are present. The District's Fiscal Services publicly posts budget and actual summaries online ([3.5_10](#), [3.5_11](#), [3.5_12](#)).

Sound Fiscal Planning

The CCCD has board policies and administrative procedures to ensure sound financial practices and financial stability supporting its master and educational plans, including 6200, Budget Preparation ([3.4_02](#)), and 6250, Budget Management ([3.4_03](#)). The District's annual budget and Tentative Revenue are developed based on a realistic assessment of available financial resources. The board policies include 6300, Fiscal Management ([3.4_04](#)), AP 6305, Reserves ([3.4_05](#)), 6320, Investments ([3.5_13](#)), 6325, Payroll ([3.5_14](#)), 6330, Purchasing ([3.5_15](#)), and 6340, Bids and Contracts ([3.5_16](#)). Evidence of these sound fiscal practices is highlighted in the District's clean audit reports: CCCD District Audit 2022 ([3.5_17](#)), Citizens Oversight Committee's (COC) Annual Report 22-23 ([3.5_18](#)), Bond Performance Audit 2023 ([3.5_19](#)), and Bond Financial Audit 2022 ([3.5_20](#)).

The College partners with its Foundation ([3.5_21](#)) to enhance fiscal support for the College and financial aid to students. The College produces additional FTES and associated resources through partnerships with local high schools via dual enrollment offerings and adult education programs ([3.5_22](#)). The College also receives numerous grants that enhance services for students. Fiscal management of these grants is outlined in the Federal Grant Policies and Procedures Manual ([3.5_23](#)). College expenditures are monitored by Business Services and conform to required policies. The College has defined signing authority and queues for managers and other appropriate staff ([3.5_24](#)). The College's observance of sound fiscal management practices is evidenced by a lack of findings in the most recent financial and compliance audits ([3.5_17](#)).

The District also operates an enterprise corporation. The Enterprise ([3.5_25](#)) is a for-profit California corporation that operates the Swap Meet at both Orange Coast College and Golden West College. The Swap Meet helps support College budgets by providing more than \$3 million in revenue to support campus programs. Gross revenue for the corporation is approximately \$6 million annually, and approximately 10,000 community members per campus are welcomed every weekend. The Enterprise corporation has its own Board of Directors which meets regularly throughout the year to provide operational updates, review financial data including revenue trends and expenses, and reports of any actions. The agendas and minutes of the Enterprise Board are publicly available online ([3.5_26](#)) on the District website.

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

FEATURED OUTCOME: In addition to the standard fiscal controls, GWC improved and updated the College's Program Review process in 2023 to better guide decision-making and money allocation to meet the College's mission.

GWC ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment. The College institutes control mechanisms to ensure sound financial management, makes decisions based on timely and reliable information, and its audits are consistently clean.

Control Mechanisms Ensure Sound Financial Management

The District ensures the financial integrity of the institution and responsible use of its financial resources and fiscal outcomes through an internal control structure with appropriate control mechanisms via Board Policies 6310, Accounting ([3.6_01](#)), 6330, Purchasing ([3.5_15](#)), and 6340, Bids and Contracts ([3.5_16](#)). Multiple control mechanisms are built in to ensure the responsible and appropriate use of the College's fiscal resources. For example, purchase requisitions are generated electronically in the Banner system. Processing a requisition through the system requires a valid account number, available budget, and multi-tiered approval within the approval workflow. Accounting forms are made available internally on SharePoint ([3.6_02](#)) and require review and approval by the budget manager and the Director of Business Services before the accounting department at the District approves and processes the funding. Changes to approval levels within Banner can only be executed in the system by College administrative and district fiscal services staff who, by the nature of their positions, have been assigned high-level security clearance.

Decisions use Timely and Reliable Information

Banner, Great Plains (the financial system for GWC Foundation accounts), and Argos reports provide real-time financial data. All College staff can view financial information through on-screen viewing, system reports, or the use of a variety of reporting tools developed by the campus Business Services office. Timely and dependable information is disseminated at various venues for sound financial decision-making. Monthly and quarterly financial reports are provided at monthly campus manager meetings, shared governance committee meetings ([3.6_03](#)), Budget Council meetings ([3.6_04](#)) and District Consultation Council Budget Subcommittee meetings ([3.6_05](#)). Additionally, procedures and prioritization of spending as well as budget development are regularly evaluated and improved through discussion via presentations to, and discussions at, shared participatory governance committees and the program review process ([3.6_06](#); [3.6_07](#)).

Further, GWC updated the 2023 Program Review process to more intentionally and strategically guide decision-making and money allocation to meet the College's mission based on an

evaluation of the process. These changes improved decision-making and better aligned fiscal requests to needs that support student success and help the College realize its mission.

Audits are Consistently Clean

The District takes pride in receiving consistently clean audit reports. Audits are performed by an outside independent CPA firm. During the past five years auditors did not identify any deficiencies in internal control that were considered to be a material weakness. Over the past five years, based on auditor's reports, the College complied fully with compliance requirements that could have a direct and material effect on each of its major federal programs. Finally, the College did not receive any reconciliation items from the audit reports over the past five years. This assures the Board of Trustees and the California Community College Chancellor's Office that the College's 311 Reports are free from errors. There were no audit findings in the five most recent external audit reports, of fiscal years 2018 to 2023. External audit reports are presented to the Board of Trustees at regular Board meetings ([3.6_08](#)). The District, Foundation, and Measure M Bond audit reports, including responses, are made widely available and are posted on the District's website ([3.6_09](#)); for the Foundation ([3.6_10](#)); for Measure M Bond ([3.6_11](#)).

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

FEATURED OUTCOME: GWC established a long-term Fiscal Stability Plan to reduce deficit spending in Spring 2024 ([3.7_01](#)). This plan focused on increasing revenue and reducing spending to ensure its financial sustainability.

The District ensures that sufficient financial resources are available to meet current operational needs as it considers long-range financial priorities and future obligations. Board Policy 6200, Budget Preparation ([3.4_02](#)), discusses the process for budget preparation with other board policies supporting the financial management of funds to ensure financial stability for short-term and long-term financial priorities including Board Policy 6300, Fiscal Management ([3.4_04](#)), and AP 6305, Reserves ([3.4_05](#)). The campus Business Services office conducts a monthly cash flow analysis to ensure there is sufficient cash flow to support strategies for appropriate risk management and to meet financial emergencies and unforeseen occurrences. Clean audit reviews over the last five years (discussed in Standard 3.6) have helped confirm that this fiscally responsible strategy is working. With this approach, College leaders work creatively to leverage funding opportunities to maximize results yet work cautiously to ensure long-term viability of College programs and initiatives.

GWC assesses long-term financial health through the development and monitoring of multi-year projections. These projections are based on sound assumptions of FTES, COLAs, pension obligations, and other factors. The projections are reviewed by the Planning and Budget Councils, as well as the President's Cabinet, and enable the College to identify concerns ahead of time and act to address them. Examples of important projections for planning include the 20-year cost

savings estimated from an upcoming solar project and the revenue estimates from the Swap Meet facilities use ([3.7_02](#); [3.7_03](#)). These projections help the College estimate future resources.

One example of a recent action taken to improve the long-term financial outlook of the College is the Fiscal Stability Plan. This campus-supported plan includes a strategy of reduction in filled positions through reorganization and refilling of only necessary positions. In addition, it includes a proactive approach to increase revenues through facility rentals, parking permitting, and growth of out-of-state and international student attendance ([3.7_01](#)). Also, supporting this long-term planning is the approval of Board Policy 6250 ([3.4_03](#)), which recognizes the recommended Budgeting Best Practice published by the Government Finance Officers Association of maintaining a minimum of two months of unrestricted reserves, or 16.7% of total general fund operating expenditures.

The College participates in the development of the budget through monthly discussions between District financial officers and campus business services offices. Recommendations are made and shared throughout constituency groups in various committee meetings, and tentative budgets are set by the campus president and Executive Team. The budget development process ([3.4_08](#)) includes the development of plans for meeting major long-term and other post-employment benefit obligations and priorities such as retiree health benefit liability, faculty banking, capital improvement, compensated absences, and pension rate increases.

To address capital improvement, in November 2012 the District successfully passed Measure M and obtained authorization from voters to issue up to \$698M in general obligation bonds to fund school construction projects. As of June 30, 2022, Performance and Financial Audits, the District had spent most of the entire balance of the bond issuance along with the interest earned on the funds. The District additionally has invested in an endowment set up under Measure M to fund campus Information Technology and Facility Improvements for the next two decades. The campus also has its unrestricted general fund savings and capital project funds to cover capital improvement needs, as shown in the 2024-2025 Tentative Budget Presentation ([3.7_04](#)) and the 2024-2025 Tentative Budget ([3.7_05](#)).

Through contract negotiations and meet-and-confer, the District implemented a process to limit the amount of accrued vacation for classified and management employees. For classified professionals, vacation leave of more than the number of days earned in the current fiscal year shall not be carried over into a subsequent fiscal year. For management members, a team member may accrue a maximum of 352 hours (2 years). In recent years, the District has significantly reduced the number of employees with excess vacation, thus reducing the District's compensated absence liability.

In February and September 2020, the Board of Trustees approved ([3.7_06](#)) agreements with Public Agency Retirement Services (PARS) to administer two Supplementary Retirement Plans (SRPs). The SRP generated savings for the District by increasing the number of retirements in the 2020-2021 fiscal year thereby reducing salary and benefit obligations and liabilities.

The College collaborates with the District to ensure that locally incurred debt repayment schedules do not hinder the ability to meet current and future financial obligations. For instance,

while GWC has not recently incurred any debt, the District required each of its campuses to prepare a Fiscal Stability Plan (3.7_01). The plan aims to reduce overall spending and increase revenue over a three-year period.

Additionally, in May 2024, the vice president of administrative services presented a resolution to the Board of Trustees to improve energy efficiency and standardization through a solar panel system. Under the proposed agreement, the District will incur no upfront installation costs. Instead, it will purchase power generated by the system at a fixed rate for 20 years. This arrangement is projected to save the District over \$10 million in utility costs during the contract term (3.7_02).

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

FEATURED OUTCOME: GWC opened a new Language Arts and Social Sciences building in 2024, offering modern physical learning spaces designed to support instruction and student learning.

GWC constructs and maintains physical resources to support educational services. The College also ensures safe and effective physical resources through planning, safety practices, and evaluations of effectiveness and sufficiency.

Planning for Physical Resources

District Board Policies (BP) 3500 Campus Safety (3.8_01), 3530 Weapons on Campus (3.8_02), provide the framework for maintaining a safe environment for education and operations at GWC. Within this framework, the District collaborates with GWC's Public Safety Committee and Facilities and Sustainability Committee. These standing committees are responsible for making recommendations to ensure that College facilities and services are safe, well-maintained, and continuously improved to meet the evolving needs of students and staff.

The College utilizes various funding sources, such as scheduled maintenance funds (3.8_03), Measure M, and endowment money, to address campus needs. Additionally, program review (3.8_04) is used to request resources that align with and support the College's goals and mission.

Currently, the Fine Arts building is rated as "Fair" by the Facility Condition Index (3.8_05) and is in the planning stages for a remodel. Improvements will be funded through state allocations and District matching funds provided by Measure M.

Evaluation of Physical Resources

The campus uses the Space Utilization/Inventory report ([3.8_06](#); [3.8_07](#); [3.8_08](#); [3.8_09](#)) and the Facilities Condition Index ([3.8_05](#); [3.8_10](#)) to evaluate whether campus facilities should be remodeled, removed, or replaced.

The GWC Vision 2030 Master Plan ([3.8_11](#); [3.8_12](#); [3.8_13](#); [3.8_14](#)) includes a 2019 report on the condition of existing buildings and provides recommendations for replacement or remodeling. The District also updated facilities planning with a districtwide 2045 Facilities Plan ([3.8_14a](#)). Following the plan, GWC constructed a new Language Arts and Social Sciences building utilizing Measure M funds. This project consolidated disparate classes from other buildings in poor/fair conditions, such as the older Administration, Communications, Technology, and Recreation Education buildings. GWC updated the facilities section of the Master Plan in Spring 2025.

The American Physical Plant Association (APPA) defines maintenance, custodial and grounds care standards across five levels. These standards guide the College in determining appropriate staffing levels based on acceptable levels of care ([3.8_15](#)).

Safety Practices

GWC has established processes to ensure the safety of all facilities, including clear procedures for reporting unsafe conditions.

Safety is a top priority for the District. College facilities are constructed to provide safe and adequate physical resources that support the College's mission of fostering effective student learning and support services. All buildings are planned, designed, and constructed in compliance with local, state, and federal regulations, including the Americans with Disabilities Act (ADA) standards. These processes are guided by BP 3501 District Facility Security and Access ([3.8_16](#)).

The College's Maintenance and Operations (M&O) department oversees and schedules maintenance of campus facilities and grounds. M&O ensures compliance with federal, state, and local building, fire, and health and safety regulations, codes, and standards. This includes adherence to guidelines from the Division of State Architect (DSA), Occupational Safety and Health Administration (OSHA), and California State Fire Marshal guidelines.

The District's environmental health and safety coordinator identifies unsafe conditions and reports them to the senior director of facilities planning and construction. Additionally, the District risk manager publishes and updates the Illness Injury Prevention Plan ([3.8_17](#)).

The College conducts annual inspections with independent agencies, including the local fire department ([3.8_18](#)), state elevator inspectors ([3.8_19](#)), certified fire alarm companies ([3.8_20](#)), and backflow device testing services ([3.8_21](#)). These inspections ensure the timely identification and repair of any issues, maintaining facilities in safe operating condition.

In 2021, for example, the College and District hired an independent company to perform an Indoor Air Quality assessment. This evaluation included air quality sampling, airflow

measurement, ventilation exchange rate analysis, and the inspection and repair of deficiencies in mechanical equipment ([3.8_22](#)).

To efficiently manage maintenance needs and prioritize tasks, the College uses an electronic work order system, Jira ([3.8_23](#)), which allows faculty, staff, and students to report unsafe conditions and request maintenance. Campus Safety is available to respond to emergencies 24/7.

The Facilities and Sustainability Committee meets monthly to review campus requests and make recommendations for facility improvements, accessibility enhancements, and sustainability concerns ([3.8_24](#)).

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

FEATURED OUTCOME: The Student Technology Loan program has served hundreds of students since 2021 by providing Chromebooks which are fully capable of supporting all distance education coursework for students who do not have access to computers and Wi-Fi to accomplish their coursework.

GWC implements, enhances, and secures its technology resources to support student success. The College clearly communicates requirements for safe and appropriate use to students and employees and employs protocols for network and data security. The College accomplishes these technology services through policy and structure, and established processes, resulting in many accomplishments that result in successful and safe use of technology. Further, the College and District are always striving to improve in these areas.

Policy and Structure

In alignment with District board policies (BP) and administrative procedures (AP), such as BP/AP 3720: Computer and Network Use ([3.9_01](#); [3.9_02](#)); BP/AP 3722: Accessibility Standards for Electronic and Information Technology ([3.9_03](#); [3.9_04](#)); BP/AP 3901: Electronic Information Security ([3.9_05](#); [3.9_06](#)); BP/AP 5040: Student Records, Directory Information, and Student Privacy ([3.9_07](#); [3.9_08](#)), the College implements, enhances, and secures its technology resources to support and sustain educational services and operational functions and clearly communicates requirements for the safe and appropriate use of technology to students and employees while employing effective protocols for network and data security.

The centralized District Information Technology Services department consists of approximately 50 team members organized into four specialized teams: cyber and data security, enterprise applications, innovation and transformation, and support and sustainability. Team members are stationed at the District office as well as at GWC to ensure immediate support and representation ([3.9_09](#)).

Process

The Coast Community College District Strategic Technology Plan 2022-2025 is intended to provide an overall framework for the strategic implementation of technology within the district. This is a districtwide strategic plan whose purpose is to align the application of technology to the District's mission and vision, and strategic goals and objectives to support the Colleges' missions and visions. The Technology Master Plan anticipates the global, local, and scholastic changes in technology and provides an outline of how the College can adjust and leverage new technologies to continue the focus on student success and achievement. It provides a roadmap for major technology initiatives undertaken by the District for the next three years (3.9_10). The plan is reviewed and evaluated, accomplishments are reported, and objectives are tracked to assess progress (3.9_11; 3.9_12).

The GWC Technology Committee is built upon a foundation of technology trends, collegial input, Coast District policy and standards, and an ongoing dialog with students, faculty, staff, and administrators.

When a technology project is approved/recommended by the College President at President's Cabinet it is then placed into prioritization with the CCCD Information Technology Services department. Projects are prioritized based on a scoring model that is evaluated and scored by the following groups: Coastline College, Golden West College, Orange Coast College, the CCCD District office and the CCCD Chancellor. Each of these five scoring groups has equal voting power in the overall prioritization process (3.9_13).

In addition, the CCCD Information Technology Services department maintains the integrity, availability, and security of District and College data and network infrastructure to meet multiple compliance requirements. The compliance requirements include Payment Card Industry (PCI), Gramm-Leach-Bliley Act (GLBA) and National Institute of Standards and Technology (NIST). CCCD's cyber security insurance provider requires compliance audits on an annual basis to maintain insurance coverage.

The CCCD Cyber Security department has a mature Cyber Security Awareness program providing annual cyber awareness training to staff and faculty. The program includes on-going monthly and annual training, and weekly informational email regarding "Scam of the week" (3.9_14). The cyber awareness program follows industry trends and threats, and provides training modules that are made available to the College's faculty and staff. The training modules are focused on security best practices, the importance of anti-malware software, and how to identify and avoid social engineering attempts like phishing and smishing campaigns (3.9_15).

As outlined in the Technology Master Plan (3.9_10), the College has established a comprehensive technology refresh approach to maintain existing technology and support students, faculty, and staff. The College strives to maintain a five-year refresh cycle, with 20% of the inventory replaced yearly. Based on current inventory data, the refresh plan prioritizes specific criteria, such as warranty, age, and usage. College faculty, classified professionals, and management have recently received new laptops. Student computer labs, classrooms, and multi-purpose rooms are also included within the scope of the refresh plan. The College's core business depends on these

technologies; therefore, consistent maintenance and upkeep of these tools are required to deliver the College's services ([3.9 16](#)).

The District conducts an Annual Inventory Assessment of IT hardware and has implemented a technology standardization which is followed districtwide. All standard hardware specifications are documented in CCCD Standards and updated annually. Changes in specifications are informed by users' needs, which subsequently guides hardware refresh. Technology needed outside the scope of the refresh plan can be requested through the College's annual planning process. The Technology Committee reviews submitted Annual Resource Requests (ARRs) for software and hardware technology.

Results of Actions

In accordance with the Technology Master Plan, the College and Information Technology Services department has provided refreshed device and equipment reports for faculty, classified professionals, and administration; audiovisual; teacher stations inside classrooms; student computer labs; and multi-purpose centers. The Technology Committee and Budget Committee reviews and agrees on the Measure M endowment budget for the future refresh program annually.

The Student Technology Loan Program has served hundreds of students since 2021 by providing Chromebooks which are fully capable of supporting all online coursework to students who may not have suitable devices to accomplish such work. Cloud-based virtualized desktops (DaaS) also provide students with remote access to needed software applications on and off campus. The College ensures access to computers on campus in highly available student computer labs and classrooms. Accessibility is addressed through technology with assistive devices and other specialized technology made available by the College.

In support of the District's commitment to equity, CCCD Information Technology Services and the College have supported equitable student success by distributing YubiKeys to students who do not have a suitable device for multi-factor authentication (MFA). The YubiKey has become an important equity solution to support students through MFA without a cell phone ([3.9 17](#)).

Based on recent IT survey results, Wi-Fi infrastructure improvements have been completed. Improved Wi-Fi access has reduced the number of service request tickets and improved coverage across the College.

With a focus on remediating risks and correcting non-compliant elements of the College infrastructure, GWC has matured its security posture with enterprise level management tools. As a result of these efforts, the College has been able to reduce the number of non-compliant elements in the infrastructure to meet PCI, GLBA, NIST, and cyber insurance company compliance requirements.

Additionally, the Cyber Security Awareness Program trains faculty, staff and management about security awareness and is growing every month with the addition of new training materials to improve overall security. The College also has increased the number of reports to the Phish Alert button and lowered the click rates on suspicious links in email. Across the District, 35%

of the user community have successfully completed the training modules during the 2023-2024 academic year, the second year of this training process.

In response to the pandemic, the District transitioned to a mobile, cloud-first approach, which has enhanced the delivery of hardware and software applications within the District's licensed portfolio. GWC will continue to explore innovative strategies to further improve accessibility.

Recent enhancements have been made to the districtwide technology support system through the implementation of Jira Workspaces. Efforts are ongoing to further optimize the system for increased efficiency, transparency and effectiveness. Additionally, help desk staff receive continuous training and attend customer service conferences annually to ensure high-quality support.

Continuous Improvement and Stakeholder Feedback

The Information Technology Services department is committed to continuous improvement. To identify areas for enhancement, the department conducts annual surveys of students and staff ([3.9_18](#)). The feedback gathered from these surveys informs resource allocation and helps prioritize projects based on stakeholder needs.

Information Technology Services directors also serve as co-chairs of the College Technology Committee, which includes representatives from all stakeholder groups and promotes transparent and collaborative discussions on campus needs, goals, and challenges. The College Technology Committees play a crucial role in reviewing Annual Resource Requests from all departments, providing guidance on technology-related proposals ([3.9_19](#)).

The annual survey and College Technology Committee collaboration enable the Information Technology Services department to effectively plan and prioritize support for both District and College needs, while also providing alternative solutions for redundant services or financially unviable requests.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

FEATUERD OUTCOME: To support modern and enhanced technological security, Single Sign-On (SSO) and Multi-Factor Authentication (MFA) components have been implemented for employees accessing email, Canvas, and all internal portal applications.

GWC employs appropriate strategies for risk management and has policies and procedures in place to deal with financial resources, general activities, and technology in emergencies.

Financial Risk Mitigation

The District has appropriate risk management strategies and sufficient reserves to meet its financial obligations, including emergency needs. Administrative Policy 6305, Reserves ([3.4_05](#)),

indicates that the District shall maintain a reserve amount of not less than either two months of total general fund operating expenditures or 16.7%. To this end, the District's annual Adopted Budget shall include a reserve for contingencies and an ancillary reserve.

GWC contributes to the overall District reserve goals. The GWC Adopted Budget ([3.4_07](#); [3.10_01](#)) produces a general fund balance and reserve. The following table summarizes the reserve amount for several years:

Fiscal Year	Reserve	Unrestricted General Fund Expenditures	Reserve %
2022-2023	\$3,807,690	\$ 59,199,349	6.9%
2021-2022	\$3,358,987	\$ 54,174,857	6.2%
2020-2021	\$997,556	\$ 53,338,284	1.9%
2019-2020	\$243,495	\$ 54,809,403	0.4%
2018-2019	\$2,657,114	\$ 52,101,303	5.1%

The College conducts regular meetings to review fund balances ([3.10_02](#)) to ensure sufficient cash flow to support strategies for appropriate risk management and to meet financial emergencies and unforeseen occurrences. For example, twice monthly Budget Council meetings discuss the fund balance ([3.10_03](#)). The College has also created a Fiscal Stability Plan ([3.10_04](#)), to utilize projected revenues and cost savings as a means of offsetting any shortfalls from the general fund. This plan will align additional locally generated income with expenditures to prevent future deficit spending, and ensure the College meets reserve targets as determined by the State Chancellor's Office.

General and Environmental Risk Mitigation

The District operates a Risk Management office to administer, review, and update the District's property, liability, and student insurance programs, ensure a safe environment for the community, and protect and preserve the District's assets from adverse effects of physical and financial loss. The Risk Management office works with the College, advising leaders regarding the risks of activities and maintaining compliance with District policies.

The District Risk Management office supports the College in mitigating its financial, operational, and reputational risks. Working collaboratively with all campus departments, Risk Management evaluates and addresses potential risk exposures, manages claims, and administers the District's workers' compensation, property and liability, and other insurance programs.

GWC also prepares for environmental emergencies. In Fall 2024, the campus participated in The Great Shakeout, preparing for an earthquake or other environmental catastrophe. During this rehearsal, the campus deployed communication strategies, evacuation processes, and emergency service deployment processes to prepare the campus for an emergency situation ([3.10_05](#)).

Technology Risk Mitigation and Cyber Security

An essential component of risk management is the security of sensitive data systems, including student and employee information systems. The District follows Administrative Policy 3310, Records Retention and Destruction ([3.10_06](#)), which outlines the records destruction schedule, and Board Policy 5040, Student Records, Directory Information, and Privacy ([3.10_07](#)), which outline the guidelines for protecting privacy, access to student records and release of directory information.

The District maintains security standards and compliance requirements by leveraging enterprise level management tools. These tools maintain security levels with system patching, anti-virus, SEIM monitoring and alerting, backup and recovery, data encryption, and data loss prevention. CCCD leverages an external vendor to provide 7x24x365 Security Operation Center (SOC) monitoring of the network and servers. The SOC is monitoring network performance, health, threat trending/alerting, and network outages.

The MFA adds an extra layer of security by requiring users to provide two or more verification factors to access an account or system. Together, SSO and MFA contribute to a robust security framework that enhances usability for users while fortifying defenses against unauthorized access and data breaches.



STANDARD 4:
Governance and Decision-Making

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

FEATURED OUTCOME: The GWC Academic Senate established an Artificial Intelligence (AI) work group to consider student conduct and academic integrity in the era of AI. This work group developed syllabus language and guidance for GWC faculty at-large to consider as they navigate this uncharted AI space in an effort to support teaching and learning at GWC ([4.1_01](#)).

GWC upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. GWC's commitment to freedom of inquiry, both on the part of the students and employees, flows from the Mission, Vision, and Values statements of the College. "Golden West College provides culturally affirming educational opportunities for our students and community to achieve upward mobility. Our academic excellence, exceptional student services, and community partnerships empower students to achieve personal and academic goals and contribute toward an inclusive and equitable society" ([1.1_02](#)).

District board policies (BP) and administrative procedures (AP) provide guidance to faculty, staff, and students related to academic freedom, academic integrity, and freedom of inquiry, such as BP/AP 3900 Speech: Time, Place, and Manner ([4.1_02](#); [4.1_03](#)); BP 4030 Academic Freedom ([4.1_04](#)); BP/AP 4020 Program Curriculum and Course Development ([4.1_05](#); [4.1_06](#)); BP 4025 Philosophy and Criteria for Associate Degrees and General Education ([4.1_07](#)); BP/AP 5500 Student Code of Conduct ([4.1_08](#); [4.1_09](#)); and BP 5902 Taking Positions on Issues ([4.1_10](#)).

BP 4030 Academic Freedom articulates the value and right of academic freedom, "Recognizing that free search for truth and the expression of diverse opinions are essential to a democratic society, both the District and the Federation will affirm the principles of academic freedom, with the understanding that Section 6.1.a. of the Academic Freedom policy is essentially the right of faculty to express or discuss in their classrooms and throughout the District challenging ideas and topics related to courses they teach and their own academic, professional expertise" ([4.1_04](#)).

The board policy on academic freedom explains that it is "essentially the right of faculty to express or discuss in their classrooms and throughout the District challenging ideas and topics related to courses they teach and their own academic, professional expertise. The primary responsibility is to achieve the objectives of the course outline of record. This does not preclude Faculty Members from using their professional judgment in discussing other topics with their students when aimed at enhancing student learning. The expression of this right is guided by a deep conviction of the worth and dignity of students and the advancement of their knowledge" ([4.1_04](#)).

Faculty members are assured that, “The District shall respect the Faculty Member’s right in public life to exercise freedom of speech, freedom of association, freedom of union activity, and freedom to express expert opinions in a public forum provided it is clear that the Faculty Member is not speaking or acting on behalf of the District.” However, this same regulation also emphasizes the responsibility: “For presenting all points of view in teaching and discussing controversial ideas or content in their courses and for including library materials of broad and diverse interest, information and enlightenment without prejudice in regard to the race/ethnicity, gender, sexual orientation, nationality, social, political or religious views of the authors.” To ensure these values are reaffirmed at the College level, most of the text of these policies and regulations regarding academic freedom is made available through the College Catalog ([4.1_11](#)). Board Policy 4030 also details the limits of academic freedom.

There are several items of evidence that demonstrate GWC’s dedication to the protection and preservation of its academic integrity. One example is a statement on academic freedom, Academic Responsibility, and Academic Integrity posted on the Academic Senate’s website for faculty reference ([4.1_12](#)). Also posted is The Syllabus Checklist ([4.1_13](#)). This checklist contributes to efforts to ensure the most comprehensive and accurate information is provided to students through their class syllabi and includes the statement on the use of AI in the classroom ([4.1_01](#)). The College’s curriculum handbook and guidelines for writing course outlines of record also serve as materials to ensure that the College strives to provide the best possible educational opportunity for students ([4.1_14](#)).

Procedures for addressing allegations and instances of academic dishonesty on the part of the student are outlined in the College Catalog under Academic Policies and Regulations. Student rights related to the filing of grade grievances are also listed in the College Catalog ([4.1_15](#)). These policies and regulations are distributed through the College Catalog and class syllabi e.g. MATH G180 syllabus ([4.1_16](#)), ENGL G100S syllabus statement ([4.1_17](#)).

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution’s structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

FEATURED OUTCOME: GWC reviewed and updated its participatory governance committee structure to improve decision-making and more clearly define purviews and responsibilities. The Planning and Budget Council was divided into two: the Planning Council and the Budget Council, to more efficiently and clearly prioritize and complete campus efforts.

District board policies (BP) and administrative procedures (AP), such as BP/AP 2430 Delegation of Authority to CEO ([4.2_01](#); [4.2_02](#)); BP/AP 2510 Participation in Local Decision Making ([4.2_03](#); [4.2_04](#)); BP 3250 Institutional Planning ([4.2_05](#)); and, BP 5400 Associated Student Organizations ([4.2_06](#)) provide GWC with institutional structure for decision making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

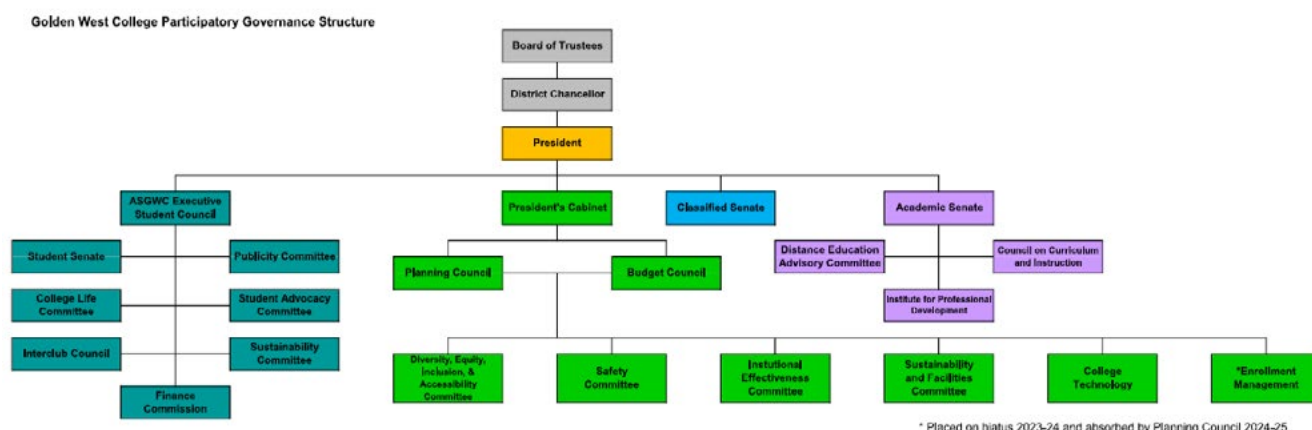
GWC is committed to a culture of inclusion and supports a culture of collegiality, inquiry, and continuous improvement ([1.1_02](#); [4.2_07](#)). Creating dynamic communities of respect and inquiry through broad based constituency involvement is a vital part of decision-making processes that are embedded into the GWC and CCCD participatory governance structures to ensure appropriate consideration of diverse perspectives.

BP 2510 Participation in Local Decision Making and the CCCD Roles of Constituents in Decision Making Guide clearly define the roles of the BOT, administration, faculty, classified professionals, and students in decision-making processes ([4.2_03](#)). Additionally, the GWC Planning and Decision-Making Guide outlines how College stakeholders can engage and should be intentionally included in decision making at the College ([1.1_04](#)). The GWC Planning and Decision-Making Guide outlines every committee purpose, membership that is inclusive of faculty, staff, administrators, and students, and the meeting schedule. The Guide is published on the GWC website for open, transparent understanding of the GWC governance structure.

GWC is committed to continuous improvement and ensuring that its decision-making processes are effective and responsive. In 2022-2023, the College identified the need to have a simplified, streamlined, and clearly communicated governance structure that ensured constituency participation in the decision-making process. Prior to this shift, an extensive number of committees existed with overlapping areas of focus. The College made extensive efforts to engage all stakeholders in the revision of the governance structure which was implemented and communicated in Fall 2023 ([4.2_08](#)). Since this modification to the committee structure, each type of committee or workgroup is more clearly defined, expectations are clearer, and the reporting lines up through the committee structure are clearly communicated and more broadly understood by campus constituents ([4.2_09](#)).

Figure 1 below shows the current GWC participatory governance structure that ensures representation of all GWC stakeholders: faculty, classified staff, administrators, and students.

Figure 1. GWC Participatory Governance Structure



GWC continues to strengthen its processes and representation. In Fall 2021, GWC implemented a new program review process. This process was defined by a work group of the Academic Senate

(4.2_10). Upon review by the President's Cabinet, the committee determined that the Classified Senate should inform the prioritization of Classified staff requests. The process was updated to include this prioritization (4.2_11) and forms will be updated to explicitly include this step for the next program review in Fall 2026.

While the College continues to strengthen its participatory governance structures, it also has been working on documenting these changes. In Spring 2025, the College is updating its Planning and Decision-Making Guide to better reflect the roles of all constituent groups and the changes that have been made over recent years (4.2_12; 4.2_13).

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

FEATURED OUTCOME: The Diversity, Equity, Inclusion, and Accessibility (DEIA) Committee at GWC led the development of the College's Internal Student Equity Plan (ISEP). Grounded in data highlighting achievement gaps, the plan was shaped through a collaborative campus-wide effort, including Equity Walk presentations attended by faculty, staff, administrators, and students. DEIA committee members facilitated discussions around five key equity data metrics to gather insights and define priorities that address student needs. This collaborative effort resulted in a comprehensive plan that has been endorsed by the Planning Council, Budget Council, and President's Cabinet. These groups have now prioritized funding and implementing strategies to promote equitable student outcomes.

District board policies (BP) and administrative procedures (AP), such as BP/AP 2510 Participation in Local Decision Making (4.2_03; 4.2_04); BP 3250 Institutional Planning (4.2_05) guide GWC's decision-making structures for consistent and effective use. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

GWC prioritizes its commitment to building consistent processes that ensure participation of appropriate constituencies and shared understanding of decisions. The College established its Planning and Decision-Making Guide in Fall 2014, updated in Spring 2022, and again in Spring 2025 (4.3_01). GWC leadership's continued attention to the decision-making structures of the College demonstrates its commitment to shared governance and effective decision-making.

In Fall 2023, GWC implemented its program review process. This process included reviews by individual disciplines and departments and recommendations for investments in faculty, classified personnel, and other recourses. These requests were prioritized across the campus and vetted through the President's Cabinet and the Academic Senate (faculty hiring) to the president for funding (4.3_02). The College also demonstrated its collaborative governance decision-making process through committee work, such as the Facilities and Sustainability Committee vetting and moving forward a solar project and the Diversity, Equity, Inclusion, and Accessibility (DEIA) Committee establishing the ISEP (4.3_03; 4.3_04).

The DEIA Committee developed the ISEP with campuswide input and representation. The committee held Equity Walks to share the plan prioritized goals and action steps (4.3_05). The ISEP is a direct product of the revised Mission, Vision, Core Values and Strategic Goals, and it not only acknowledges the inequities that surfaced during the COVID-19 pandemic, but also inequities due to systemic racism (4.3_06).

The College did face challenges to its climate of collaboration and community building in 2022-2023 (4.3_07). These challenges were identified in the PACE Climate Survey for Community Colleges (4.3_08) and related to leadership of the campus. In addition to changes in leadership, the College responded by establishing the College Climate Taskforce, a representative body of stakeholders from across the campus to create a plan to improve sense of belonging and collaboration among employees (4.3_09; 4.3_10). In Fall 2024, the College again implemented the PACE Climate Survey, noting improved climate outcomes (4.3_11).

In Fall 2023, the College implemented a new committee self-evaluation (4.3_12) to record consistent implementation of decision-making structures and areas for improvement. The purpose of the Committee Goals and Actions Report is to ensure committees are aligning their goals to the College's strategic plan and using metrics to evaluate the goals. The report also includes a section to describe barriers and/or resources needed to be successful. Committees complete this evaluation at the beginning of the year by outlining priorities for the year and then at the end of the year by documenting successes and areas for improvement. This report allows committees to stay on track with the College's goals and understand the relationship between their committee and GWC's overall structure. The self-evaluation is reviewed by Planning Council to ensure the decision-making structures are used consistently and effectively, and to make recommendations for improvement. For example, the Enrollment Management Committee (EMC) was drawing many good ideas from its membership, but the committee was not producing recommendations effectively. The President's Cabinet put the EMC on hiatus and asked the Planning Council to consider the current recommendations and establish a new Enrollment Management Plan for the campus. The new plan will reset the College's enrollment management strategies and align activities with the College's new 2025-2029 Strategic Plan developed from administrator, faculty, staff, and student input from across the campus.

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

In alignment with District board policies (BP) and administrative procedures (AP), such as BP 2200 Board Duties and Responsibilities (4.4_01); BP 2220 Committees of the Board (4.4_02); BP/AP 2410 Board Policies and Administrative Procedures (4.4_03; 4.4_04); BP/AP 2510 Participation in Local Decision Making (4.2_03; 4.2_04); BP/AP 2710 Conflict of Interest for Board Members (4.4_05; 4.4_06); BP 2715 Code of Ethics for the Board of Trustees (4.4_07), the governing board takes responsibility for the overall quality and stability of the institution and regularly monitors progress towards its goals and fiscal health.

The District is governed by a Board of Trustees, consisting of five publicly elected members. As the governing board for the District and its three colleges, the Board of Trustees, with the assistance of the chancellor, has both the responsibility and the authority to establish policies to assure the overall quality and stability of the District and its colleges and regularly monitors progress toward its goals and fiscal health.

The Board of Trustees is responsible for developing policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services, and the financial stability of the District and its colleges. Board Policies and Administrative Procedures are reviewed and revised as needed on a regular review cycle as stated in CCCD BP/AP 2410 ([4.4_03](#); [4.4_04](#)).

All board policies are published on the District's website under "Board Policies" and are divided into seven chapters pertaining to the District, Board of Trustees, General Institution, Academic Affairs, Student Services, Business and Fiscal Affairs, and Human Resources ([4.4_08](#)).

The District BP 2200, Board Duties and Responsibilities, describes the roles and responsibilities of the Board of Trustees ([4.4_01](#)). The Board of Trustees has adopted policies (BP/AP 2410 Board Policies and Administrative Procedures) as authorized by law or determined by the Board of Trustees to be necessary and appropriate for the effective operation of the District. The Board policies convey its expectations for actions to be taken by District employees and to communicate Board philosophy and practice to the students and the public ([4.4_03](#); [4.4_04](#)).

The board policies and administrative procedures related to academic quality, integrity, and effectiveness of the student learning programs, and services are available on the District website under Chapter 4 (Academic Affairs) and Chapter 5 (Student Services) ([4.4_09](#); [4.4_10](#)).

The board policies and administrative procedures related to the financial stability of the District and its colleges can be found under Chapter 6 (Business and Fiscal Affairs) ([4.4_11](#)).

Throughout the year, the Board of Trustees reviews and discusses a variety of reports and analysis related to student learning and achievement and institutional plans for improving academic quality. The Board of Trustees reviews on an annual basis the districtwide Annual Institutional Effectiveness Report. The report provides an overall evaluation of college and District key performance indicators. The evaluation reflects the commitment of the District to examine its institutional strengths and identify areas for improvement. The report is divided into four major areas related to the District's and its three colleges' missions, goals, functions, and resources:

1. Student Learning, Achievement, and Development
2. Student Outreach and Responsiveness to the Community
3. Faculty, Staff, and Administrators/Managers
4. Fiscal Support

Additionally, the Board of Trustees reviews and discusses reports and presentations highlighting programs and activities that support and lead to student success ([4.4_12](#); [4.4_13](#)).

The District has established resource allocation board policies and administrative procedures that support the effective operations and sustainability of the Colleges and District office. Under the leadership of the chancellor, college and District office personnel work together to ensure the effective control of expenditures and the financial stability of the District.

The allocation of District general fund resources to the Colleges occurs in accordance with BP/AP 6200, Budget Preparation ([3.4_02](#); [4.4_14](#)); BP/AP 6250, Budget Management ([3.4_03](#); [4.4_15](#)); BP/AP 6300, Fiscal Management ([3.4_04](#); [4.4_16](#)); AP 6305, Reserves ([3.4_05](#)); AP 6902, Capitalization and Inventory of District Property ([4.4_17](#)); AP 6903, Position Control ([4.4_18](#)); and the Budget Development Assumptions and Guidelines contained within each proposed annual budget. These board policies and administrative procedures were developed in alignment with the Board's philosophy of ensuring prudent use of public resources, promoting financial strength and stability, and maximizing educational opportunities for students in accordance with the District and colleges' mission.

The standards set through these board policies and administrative procedures related to college allocations include the following:

1. General fund reserve for economic uncertainties of no less than 16.7 percent of the total general fund operating expenditures shall be maintained.
2. Expenditure budgets for ongoing purposes shall be the resources that would have been available from State apportionment.
3. Excess revenue above apportionment shall be allocated at the College or District for one-time purposes, such as to cover some of the unfunded obligations for the retiree benefit plans.
4. Excess revenue above apportionment shall not be used for ongoing expenditures, such as salaries.
5. Excess revenue above apportionment shall not be used for any purposes that will jeopardize the District's future financial stability.

The District also has established effective mechanisms to control expenditures. College and District financial statuses are regularly reported to and reviewed by the Board; these reports include the presentation of quarterly financial status reports and tentative and adopted annual budgets.

Starting in 2023-2024, the District has further enhanced its fiscal position through the development of a Fiscal Stability Plan which was discussed with and adopted by the Board of Trustees. The Board of Trustees also conducts in depth reviews of the District's fiscal stability through study sessions.

The District also commissions an annual audit report designed to provide reasonable assurance that the financial statements are free of material misstatement ([4.4_19](#)). The annual audit considers the District's internal controls over financial reporting in order to plan the audit but does not give an opinion on those controls. In addition, the District's participatory governance

committees and collective bargaining groups also provide comprehensive budget and financial oversight. ([4.4_20](#))

The District has a long history of fiscal prudence. The District office and the colleges adhere to standards of good practice that include the maintenance of adequate reserves, the development of annual budgets ([4.4_21](#)), and the reporting of financial statuses. Through the effective control of expenditures, the District office and GWC have consistently had positive ending balances and a healthy reserve each year.

Ongoing dialogue and presentations on student learning and performance that occur at Board meetings demonstrate that the Board of Trustees regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. The District's Fiscal Services Department processes and facilitates the distribution of resources to the Colleges in accordance with the model set by BP/AP 6200 Budget Preparation, and state and federal categorical fund allocation guidelines. Resources allocated to the Colleges are based on both state-mandated guidelines and Board-approved budget guidelines.

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

In alignment with District board policies (BP) and administrative procedures (AP), such as BP 2430/AP 2430 Delegation of Authority to CEO ([4.2_01](#); [4.2_02](#)); BP 2431 Chancellor Selection ([4.5_01](#)); BP 2435 Evaluation of the Chancellor ([4.5_02](#)), the District Board of Trustees selects the College's chief executive officer (CEO) and evaluates the chancellor a manner that ensures effective operations and the fulfillment of the institutional mission.

The Board of Trustees adheres to clearly defined policies for selecting and evaluating the chancellor of the District (CEO of the District). Two of these policies include BP 2431, Chancellor Selection, and BP 2435, Evaluation of the Chancellor. These two Board Policies clearly delineate the rules and requirements for hiring and evaluating the District CEO ([4.5_01](#); [4.5_02](#)).

When a new chancellor is to be hired, the Board of Trustees adheres to BP 2431, Chancellor Selection, which ensures that input from managers, faculty, classified professionals, and students is obtained in order to select the most highly qualified individual to fill the vacancy ([4.5_01](#)).

If there is a chancellor search that does not result in the selection of a new chancellor, then the Board of Trustees, at its discretion, may initiate and conduct the subsequent chancellor search by adopting a motion to use a streamlined version of BP 2431 which complies with applicable law. The Search Committee formed for the original search shall be incorporated into this process. Before the streamlined version of BP 2431 is implemented, it will be specified by the Board of Trustees and communicated to the Search Committee.

The Board of Trustees and the chancellor adhere to AP 7120A Recruitment and Selection for Executive Management Employees to select the College president (CEO of the College). The College president reports to the chancellor. AP 7120A ([3.1_05](#)) ensures that input from

administrators/managers, faculty, classified professionals, and students is obtained in order to select the most highly qualified individual to fill the vacancy.

Through BP 2430, Delegation of Authority to Chancellor, the Board of Trustees delegates to the chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action ([4.2_01](#)).

The Board of Trustees delegates authority to the chancellor to appoint an acting chancellor to serve in their absence for short periods not to exceed thirty calendar days at a time. The Board of Trustees appoints an acting chancellor for periods exceeding thirty calendar days when the chancellor is incapacitated or unable to perform their duties. In case of death, resignation, or retirement of the chancellor, the Board of Trustees may appoint an interim chancellor for up to two years.

Through AP 2430 Delegation of Authority to the College Presidents, the chancellor delegates authority to the College president to administer the College functions and operations. The College president is the final authority at the college level.

After the chancellor announced his retirement, following BP 2431, the Board of Trustees successfully selected a new chancellor who started in the position in September 2022. BP 2435 Evaluation of the Chancellor supports a comprehensive evaluation framework for the chancellor, reflecting commitment to accountability and transparency ([4.5_02](#)). The Board conducts an annual evaluation of the chancellor, which is developed collaboratively between the Board and the chancellor.

Once the new chancellor was hired, consistent with BP 2435 Evaluation of the Chancellor, annually, the Board of Trustees has conducted the evaluation of the current chancellor, which culminated in establishing the Chancellor's Goals for the District 2023-2024 and 2024-2025 ([4.5_03](#); [4.5_04](#); [4.5_05](#)).

The Board of Trustees and the chancellor adhere to AP 7120A Recruitment and Selection for Executive Management Employees to select the College president. To provide greater input to the College community into the selection of the college presidents, AP 7120A was revised in October 2023 to include open forum sessions for finalists for the college president position prior to final interviews with the Selection Committee. One successful College president search was completed under the revised version of AP 7120A ([3.1_05](#)).

The Board of Trustees will continue to adhere to BP/AP 2430, BP 2431, BP 2435, and AP 7120A. The Board of Trustees gives the chancellor full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission, which is essential to lead initiatives that promote student success, equity, and institutional effectiveness. The Board of Trustees' structured approach to selecting and evaluating the chancellor exemplifies the colleges' and District's commitment to effective governance. By adhering to its policies, the Board of Trustees ensures that the evaluation process is thorough, transparent, and aligned with the institution's goals. This framework not only supports the chancellor in their role but also

reinforces the Board of Trustees' commitment to advancing the mission of the institution and prioritizing equitable outcomes for all students.

4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

In alignment with District board policies (BP) and administrative procedures (AP), such as BP 1200: District Mission ([4.6_01](#)); BP 2200: Board Duties and Responsibilities ([4.4_01](#)); BP 2100 Board Elections ([4.6_02](#)); BP 2110 Vacancies on the Board ([4.6_03](#)); BP/AP 2510 Participation in Local Decision Making ([4.2_03](#), [4.2_04](#)); BP 2715 Code of Ethics for the Board of Trustees ([4.4_07](#)); BP 2720 Communications Among Board Members ([4.6_04](#)); BP 2735 Board Member Travel ([4.6_05](#)); BP 2740 Board Education ([4.6_06](#)); BP 2745 Board Self Evaluation ([4.6_07](#)), the Board of Trustees functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The Board of Trustees demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance.

The Board of Trustees establishes and promotes the vision, mission, and values of the District. BP 1200 states the mission of the District: "Coast Community College District, comprised of Coastline Community College, Golden West College, and Orange Coast College, serves the diverse educational needs of its communities, both locally and globally. We promote academic excellence and student success, empowering students to achieve their educational goals by providing accessible, high quality, equitable, innovative, and flexible programs and services leading to associate degrees, transfer, workforce preparation and development, certificates, careers, and adult education/noncredit. We seek to transform students into lifelong learners and engaged community members." The vision, mission, and values of the District are reflected in the districtwide Strategic Plan adopted by the Board in June 2024 ([4.6_08](#)).

As stated in BP 2200 Board Duties and Responsibilities, the Board is committed to fulfilling its responsibilities, including:

- Establish policies that define the institutional mission and set prudent, ethical and legal standards for College operations
- Monitor institutional performance and educational quality
- Assure fiscal health and stability of the District.

The Board of Trustees is committed to high standards of ethical conduct for its members, as delineated in BP 2715 Code of Ethics for Members of the Board of Trustees ([4.4_07](#)). The Board reviews and discusses this policy annually. One of the basic principles contained within this policy is the recognition that the Board acts as a whole and that authority rests only with the Board in a legally constituted meeting, not with individual members. Thus, while members of the Board, at times, have differing opinions on items that come before them, once the Board

has reached a decision on an item, either by unanimous consent or by vote, the Board acts as a collective entity, and all Board members act in unison in support of the decision.

The Board of Trustees follows the Ralph M. Brown Act and cannot conduct or discuss District business with each other as a governing body when not at a recognized and properly announced Board meeting. This section of government code prohibits a broad range of conduct to ensure transparency in all Board operations.

The Board also established BP 2720 Communications among Board Members, which sets guidelines of acceptable communication outside a properly posted meeting ([4.6_04](#)).

The Board has developed and implemented Board Policies that outline the ethical conduct for all elected Board members; this specified conduct includes the requirement that the Board act in unison once a decision is reached by the body. In addition, when disagreements arise, they are discussed openly and respectfully prior to the Board reaching a collective decision. Minutes indicating Board actions from recent years are available on the District's website and substantiate behavior in accordance with these policies ([4.6_09](#)).

The Board of Trustees engages in a process of self-evaluation for assessing Board performance. BP 2745 Board Self-Evaluation, establishes the expectation for the Board to conduct a self-evaluation "in order to identify strengths and areas in which it may improve its functioning." In addition to establishing the expectation, the policy outlines the process and the cycle for conducting the evaluation. The cycle calls for an evaluation beginning in the fall of odd numbered years. The most recent Board Self-Evaluation was conducted in Fall 2023. The results of the self-evaluations conducted in 2013, 2015, 2017, 2021, and 2023 are posted on the Board Self-Evaluation website. For each evaluation, employee survey results and development of goals were posted on the Board Self-Evaluation website.

The Board developed and approved its goals for 2023-2025 at its November 15, 2023, meeting based on the results of the evaluation surveys conducted in Fall 2023 and discussion of these results.

The Board of Trustees has access to an ongoing training program for the development of its members. This training program includes orientation for new members of the Board. Additionally, the District has mechanisms in place to provide continuity of Board membership that, among other points, includes staggered terms of office.

Per BP 2740 Board Education, the Board of Trustees is committed to its ongoing development as a board and to an individual trustee education program related to educational governance, policies, legislation, best practices, employee relations, leadership, and Accreditation Standards and expectations ([4.6_06](#)). The Board has a comprehensive new Board member orientation program that includes attendance at the Community College League of California (CCLC)'s Effective Trusteeship Workshop. Locally, new trustees are given an orientation by the chancellor and the board secretary. They also meet with the vice chancellor of fiscal and administrative services, the vice chancellor of educational services and technology, the vice chancellor of human resources, and the college presidents.

Each Board member is encouraged to attend one conference per year that provides professional development on trustee-related knowledge and skills. These conferences include the CCLC's Effective Trusteeship Workshop as well as various conferences hosted by the CCLC, the American Association of Community Colleges, and the Association of Community College Trustees ([4.6_10](#); [4.6_11](#)). In addition, all Board members completed an ethics course and received a certificate of completion.

This commitment to professional development is evidenced by budget allocations allowing each trustee to participate in conferences, meetings, and workshops each year ([4.6_05](#)). Following attendance at conferences, workshops, and meetings, Trustees regularly share an oral and sometime written report to the other Trustees and the public at open Board meetings.

With regard to fulfilling its fiduciary responsibility, as noted above, assuring the fiscal health and stability of the District is one of the responsibilities of the Board of Trustees stated in BP 2200 Board Duties and Responsibilities ([4.4_01](#)). One of the ways that the Board of Trustees enacts this responsibility is through the adoption of the District budget. Every year, the Board of Trustees receives and discusses a tentative district budget in June and a final district budget in September, adhering to BP/AP 6200 Budget Preparation ([3.4_02](#); [4.4_14](#)), BP/AP 6250 Budget Management ([3.4_03](#); [4.4_15](#)), BP/AP 6300 Fiscal Management ([3.4_04](#); [4.4_16](#)), and AP 6305 Reserves ([3.4_05](#), [3.4_06](#); [4.6_13](#)). Additionally, the Board of Trustees regularly reviews contracts and procurements adhering to BP/AP 6330 Purchasing ([3.5_15](#); [4.6_14](#)); BP/AP 6340 Bids and Contracts ([3.5_16](#); [4.6_15](#)), BP/AP 6350 Contracts Relating to Construction ([4.6_16](#); [4.6_17](#)).



C. Required Documentation

C. Required Documentation

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process.

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	Certificate of Accreditation; ACCJC Reaffirmation Letter
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	Planning and Decision-Making Guide; President's Cabinet Minutes
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	Board of Trustee Minutes Approving GWC Mission – April 16, 2025
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	Planning and Decision-Making Guide; 2025-2029 Strategic Plan; Planning Council Minutes 2-13-25
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	Planning Council minutes; 2025-2029 Strategic Plan; 2025 ACCJC Annual Outcome Report; Key Performance Indicator Dashboard

Standard 2: Student Success

Required Item	Documentation
<p>i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including:</p> <ul style="list-style-type: none"> Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable <p>(See Commission Policy on Competency Based Education and Policy on Credit Hour, Clock Hour, and Academic Year)</p>	<p>BP 4010/AP 4010: Academic Calendar; BP 4020/AP 4020 Program, Curriculum, and Course Development; AP 4105 Distance Education; BP 4025 Philosophy and Criteria for Associate Degrees and General Education; BP 4100 Graduation Requirements for Degrees and Certificates</p> <p>Program Length Examples: Catalog</p>
<p>ii. Documentation that the institution's transfer of credit policies include the following:</p> <ul style="list-style-type: none"> Any established criteria the institution uses regarding the transfer of credit earned at another institution Any types of institutions or sources from which the institution will not accept credits A list of institutions with which the institution has established an articulation agreement Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning <p>See Policy on Transfer of Credit</p>	<p>BP 4060 Agreements with School Districts for Adult Education; BP 4050/ AP 4050 Articulation; BP 4235/AP 4235 Credit for Prior Learning</p> <p>Transfer of Credit: Catalog</p> <p>Previously Completed College Coursework GWC Assist.org</p> <p>Guarantee Admission Programs</p> <p>Credit for Prior Learning (CPL)</p>
<p>iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the Policy on Institutional Advertising and Student Recruitment (ER 16)</p>	<p>GWC Catalog</p>
<p>iv. Documentation of clear policies and procedures for handling student complaints, including:</p> <ul style="list-style-type: none"> Evidence that these policies/procedures are accessible to students in the catalog and online; Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs 	<p>GWC Complaint Process Website</p> <p>GWC Catalog</p> <p>AP 5500</p>
<p>v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating:</p> <ul style="list-style-type: none"> Accurate and consistent implementation of complaint policies and procedures No issues indicative of noncompliance with Standards 	<p>No link required; to be verified by the team during in-person site visit</p> <p>GWC Catalog</p>
<p>vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup</p>	<p>No link required; to be verified by the team during in-person site visit</p> <p>BP 3310/AP 3310 Records Retention and Destruction; BP 5040/AP 5040 Student Records Directory Information and Privacy; AP 5045 Student Records Challenging Content and Access Log</p>

Required Item	Documentation
vii. Documentation of the institution's policies and/or practices for the release of student records	BP 3310/AP 3310 Records Retention and Destruction; BP 5040/AP 5040 Student Records Directory Information and Privacy; AP 5045 Student Records Challenging Content and Access Log
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	BP 4020/AP 4020 Program Curriculum and Course Development Instructional Program Vitality Review Process
FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: <ul style="list-style-type: none"> ◆ Findings from any audits and program/other review activities by the U.S. Department of Education (ED) ◆ Evidence of timely corrective action taken in response to any Title IV audits or program reviews See Policy on Institutional Compliance with Title IV	BP 5130/AP 5130 Financial Aid
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
x. Documentation of institution's: <ul style="list-style-type: none"> ◆ Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit ◆ Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) ◆ Policies regarding protection of student privacy See Policy on Distance Education and on Correspondence Education	BP 5040/AP 5040 Student Records Directory Information and Privacy; AP 5045 Student Records Challenging Content and Access Log; GWC Catalog
REQUIRED ONLY IF APPLICABLE	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	Noncredit Webpage
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	BP 4235/AP 4235 Credit for Prior Learning Credit for Prior Learning (CPL)
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services.	NetTutor
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	Not applicable

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	BP 3420/AP 3420 : Equal Employment Opportunity; BP 7100 : Commitment to Diversity; BP 7120/AP 7120A : Recruitment and Selection for Executive Management Employees; AP 7120B : Recruitment and Selection for Management Employees; AP 7120C : Recruitment and Selection for Faculty Employees; AP 7120D : Recruitment and Selection for Confidential Employees; AP 7120E : Employee Recruitment and Selection for Classified Employees; BP 7125/AP 7125 : Verification of Eligibility for Employment; BP 7126/AP 7126 : Applicant Background and Reference Checks; BP 7902/ AP 7902 : Faculty Service Areas, Minimum Qualifications and Equivalency; 2024-27 CCCD EEO Plan
ii. Employee handbooks or similar documents that communicate expectations to employees	BP 3050/AP 3050 : Code of Professional Ethics; BP 7100 : Commitment to Diversity; BP 7150/AP 7914 : Evaluation; BP 7160/AP 7160 : Professional Development; 2024-27 CCCD EEO Plan
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	2023-24 Financial Audit Report ; 2022-23 Financial Audit Report ; 2021-22 Financial Audit Report
iv. Practices for resource allocation and budget development (including budget allocation model for multi-College districts/systems)	BP 3250 : Institutional Planning; AP 3251 : Total Cost of Ownership; BP 6250/AP 6250 : Budget Management; BP 6300/AP 6300 : Fiscal Management; Planning and Decision-Making Guide ; Budget Development Process
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	BP 3250 : Institutional Planning; AP 3251 : Total Cost of Ownership; BP 6250/AP 6250 : Budget Management; BP 6300/AP 6300 : Fiscal Management; AP 6305 : Reserves; BP 6330/AP 6330 : Purchasing; BP 6340/AP 6340 : Bids and Contracts; BP 6350/AP 6350 : Contracts Relating to Construction; BP 6400/AP 6400 : Audits; BP 6500/AP 6500 : District Real Property; BP 6550/AP 6550 : Disposal of District Property; BP 6600/AP 6600 : Capital Construction; BP 6902/AP 6902 : Capitalization and Inventory of District Property; BP 6904/AP 6904 : Debt Issuance and Management
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	BP 3720/AP 3720 : Computer and Network Use; BP 3722/AP 3722 : Accessibility Standards for Electronic and Information Technology; BP 3901/AP 3901 : Electronic Information Security; BP 5040/AP 5040 : Student Records, Directory Information, and Student Privacy; BP 6450/AP 6450 : Wireless and Cellular Telephone Use

Checklist Item	Documentation
FOR TITLE IV PARTICIPANTS:	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	Loan Default Rate
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's Policy on Contractual Relationships with Non-accredited Organizations	Not applicable
ix. Written code of professional ethics for all personnel including consequences for violations	BP 3050/ AP 3050 Code of Professional Ethics

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	BP 2431 Chancellor BP 2435 Evaluation of the Chancellor
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	BP 2010 Board Membership; AP 2710 Conflict of Interest Board Members
iii. Governing board policies/procedures/bylaws related to Board Ethics	BP 2200 Board Duties and Responsibilities; BP 2715 Code of Ethics for the Board of Trustees
iv. Governing board policies/procedures/bylaws related to conflict of interest	BP 2710 /AP 2710 Conflict of Interest for Board Members; BP 2712 Conflict of Interest Code

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions , Section D	Website to Solicit Third Party Comments will be Available in Fall 2025
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See Policy on Representation of Accredited Status	GWC Accreditation Website

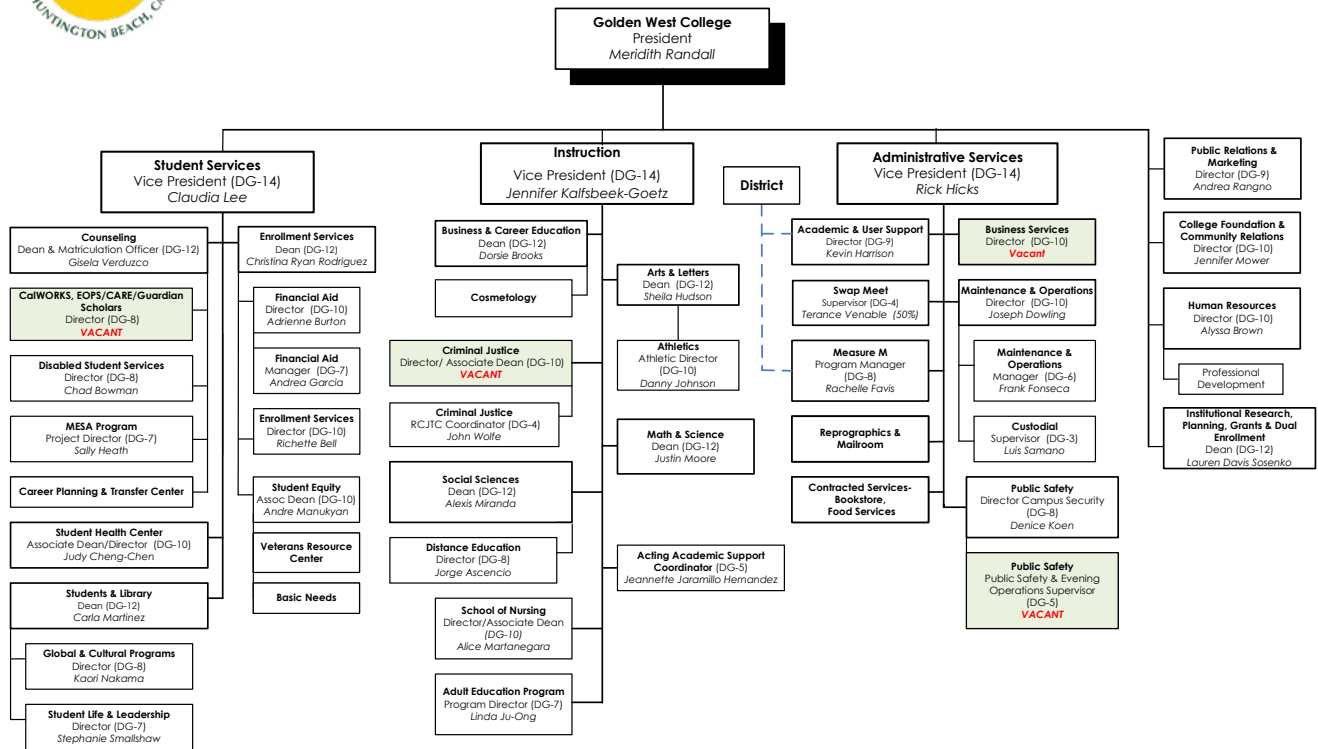


D. Appendix 1:
Verification of Catalog Requirements

D. Appendix 1: Verification of Catalog Requirements (ER 20)

REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Catalog Page ii (second page of 2024-2025 catalog PDF)
Educational Mission	4
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	5
Course, Program, and Degree Offerings	8-154
Student Learning Outcomes of Programs and Degrees	8-154, 196
Academic Calendar and Program Length	155
Academic Freedom Statement	211
Available Student Financial Aid	163, 173-174
Available Learning Resources	176-179
Names and Degrees of Administrators and Faculty	315-321
Names of Governing Board Members	321
Requirements	
Admissions	154
Student Tuition, Fees, and Other Financial Obligations	162-163
Degrees, Certificates, Graduation and Transfer	8-154, 179-180, 198-204, 209
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	205-220, 209-210 (Academic Honesty)
Nondiscrimination	227
Acceptance and Transfer of Credits	198-202, 224-225
Transcripts	181
Grievance and Complaint Procedures	208-209, 227-228, 233-234
Sexual Harassment	227-228
Refund of Fees	164
Locations or Publications Where Other Policies May be Found	
Digital College Catalog	Digital College Catalog

E. Appendix 2: Organizational Structure



Administrative Positions
June 2025

Appendix 3: Evidence Document Index

SECTION B. Institutional Self-Evaluation of Alignment with Accreditation Standards

STANDARD	PAGE(S)	TITLE	LINK
1.1_01	22	President's Cabinet Establishing Workgroups	LINK
1.1_02	22 , 24 , 33 , 63 , 79 , 81	Current Mission Statement	LINK
1.1_03	22	Current Vision Values Goals	LINK
1.1_04	24 , 28 , 81	GWC Decision Making Guide Updated 5.11.21	LINK
1.1_06	24	President's Cabinet Minutes December 2024	LINK
1.1_07	24	GWC Mission Vision Values 03.12.2025	LINK
1.1_08	24	BOT Mission Approval	LINK
1.1_09	24	President's Cabinet Summary 10.9.2024	LINK
1.2_01	25 , 29	gwc vision 2030 sept 2021	LINK
1.2_02	25 , 65	Strategic Plan 2021 2025	LINK
1.2_03	25 , 29 , 36 , 42	New GWC Strategic Plan 2025 2029	LINK
1.2_04	25	Strategic Plan Progress Report 090624	LINK
1.2_05	25 , 30	KPI Scorecard Proposal Final Sp23	LINK
1.2_05a	25	Fall 2024 FLEX Day Agenda	LINK
1.2_06	25	Fall 2024 Planning Council Minutes	LINK
1.2_07	26 , 29 , 44 , 55	2023 2024 GWC Internal Student Equity Plan	LINK
1.2_08	26	Planning Council Minutes 05.16.24	LINK
1.2_09	26	CalWORKS PR linking goals example	LINK
1.2_10	26	annual report fall 2024 fillable	LINK
1.2_11	26	Planning Council Agenda 09.12.24	LINK
1.3_01	27	KPI Dashboard Exerpt	LINK
1.3_02	27	KPI Training Announcement	LINK
1.3_03	27	Strategic Plan Retreat Teams Folder	LINK
1.3_04	27	Fall 2024 Planning Council Minutes	LINK
1.3_05	27	CFE MOU #24 CG7 GWC SLO Coordinator fully signed part 1	LINK
1.3_06	27	Chemistry Program Review SLO Section	LINK
1.3_07	27	2023 AutomotiveTechnology Program Review	LINK
1.3_08	28	Labor Market Data Report Card	LINK
1.3_09	28	CTE Business Division Meeting OC COE 02 09 24	LINK
1.3_10	28	swpl proposals 24181	LINK
1.4_01	28	Starfish Evaluation Findings	LINK
1.4_02	29	2024 Economics Annual Plan	LINK
1.4_03	29	CSLO Example Math Nuventive	LINK

STANDARD	PAGE(S)	TITLE	LINK
1.4_04	29	Counseling SAO Example Nuventive	LINK
1.4_05	29	Dual Enrollment PR 2023	LINK
1.4_06	29	2023 DART Program Review	LINK
1.4_07	29	2023 English Program Review	LINK
1.4_08	29, 36	Instructional Dashboard	LINK
1.4_09	29	Student Services Dashboard	LINK
1.4_10	29	Faculty recommendations 2023	LINK
1.4_11	29	Auto Tech Hiring	LINK
1.4_12	30, 31	GWC Strategic Plan 2021 2025 Progress Report Notebook	LINK
1.4_13	30	Equity Walk	LINK
1.4_14	30, 46, 51, 55	spring 2024 basic needs grants report	LINK
1.5_01	30	5 Things to Know Weekly Update 1.27.25	LINK
1.5_02	30	Fall 2024 FLEX Day Agenda	LINK
1.5_03	30	VPI WIN Newsletter 1.6.25	LINK
1.5_04	30	Student Services Weekly Updates	LINK
1.5_05	30	VPAS Update 11.2024	LINK
1.5_06	31	PDAC Email Agenda	LINK
1.5_07	31	PDAC Teams Folder	LINK
1.5_08	31	PDAC End of Year Report	LINK
1.5_09	31	Committee Goals and Actions Report 2023 2024	LINK
1.5_10	31	Flex Day Equity Showcase Slides	LINK
1.5_11	31	Employee Resource Group Description	LINK
1.5_12	31	SOMOS Mission Statement	LINK
1.5_13	31	President Ice Cream Invite	LINK
1.5_14	31	ASGWC Town Hall	LINK
1.5_15	31	GWC Homepage	LINK
1.5_16	31	IE Communications Website	LINK
1.5_17	31	IE Dashboard Website	LINK
1.5_18	31	GWC Planning Website	LINK
1.5_19	31	Program Review Fall 2023 Drafts Due by October 6, 2023 Email	LINK
1.5_20	31	Drive In Movie Flyer	LINK
1.5_21	31	GWC Foundation Annual Report 23 24	LINK
1.5_22	31	Foundation Agenda 9 25 2024	LINK
1.5_23	31	GWC Press Release ADN Expansion Initiative	LINK
1.5_24	31	GWC Press Release Honda PACT Conference	LINK
1.5_25	31	GWC Press Release Los Amigos Dual Enrollment	LINK
2.1_02	33	Psychology ADT	LINK
2.1_03	33	Business Administration 2.0 ADT	LINK
2.1_04	33	Cosmetology Certificate of Achievement	LINK

STANDARD	PAGE(S)	TITLE	LINK
2.1_05	33	LVN 30 Unit Option Certificate of Achievement	LINK
2.1_06	33	Certified Nurse Assistant NC Certificate of Completion	LINK
2.1_07	33	Communication Studies 2.0	LINK
2.1_08	33	Articulation Agreement CSULB	LINK
2.1_09	33	Articulation Agreement UCI	LINK
2.1_10	33	Nursing Program Website	LINK
2.1_11	33 , 37	BSN Accreditation Approvals	LINK
2.1_12	34	CCI Mission	LINK
2.1_13	34 , 35	Curriculum Procedures Handbook	LINK
2.1_14	34 , 36	GWC Proposal for New Program Form	LINK
2.1_15	34	Fall 2023 Technical Review Running Agenda sample	LINK
2.1_16	34	Description of Technical Review	LINK
2.1_17	34	GWC Instructional Program Review	LINK
2.1_18	34	Program Review Instruction Template	LINK
2.1_19	34	Enrollment Management Dashboard	LINK
2.1_20	34	Hyflex Courses Fall 2024	LINK
2.1_21	34	ENGL 100 Syllabus In person	LINK
2.1_22	34	ENGL 100 Syllabus Online	LINK
2.1_23	34	ENGL 100 Syllabus Hybrid	LINK
2.1_24	34	GWC Phil 100 syllabus S25 HyFlex	LINK
2.1_25	34	ENGL G100 DE Addendum	LINK
2.1_26	34	DE Addendum Procedures Curriculum Procedures Handbook	LINK
2.1_27	35	Dual Enrollment Workgroup Minutes Nov 1, 2024	LINK
2.1_28	35	GWC Dual Enrollment Website	LINK
2.1_29	35	HBUHSD CCAP Agreement	LINK
2.1_30	35	RSI Training Description	LINK
2.1_31	35	GWC RSI Roster	LINK
2.2_01	36	CCI 2023-2024 Representative	LINK
2.2_02	36	GWC CCI Sharepoint site	LINK
2.2_03	36	ART G100 COR	LINK
2.2_04	36	BIOL G100 COR	LINK
2.2_05	36	HIST G180 COR	LINK
2.2_06	36	MATH G100 COR	LINK
2.2_07	36	TMC Business Administration 2.0	LINK
2.2_08	36	TMC Communication Studies 2.0	LINK
2.2_09	36	Option 1 AA 2024-25	LINK
2.2_10	36	Certificate CSU GE Breadth 2024-25	LINK
2.2_11	36 , 38	Certificate IGETC 2024-25	LINK
2.2_12	36	ENGL G100S COR	LINK

STANDARD	PAGE(S)	TITLE	LINK
2.2_13	36	MATH G160S COR	LINK
2.2_14	36	MATH G140S COR	LINK
2.2_15	36	Automotive-Technology 2023 Program Review	LINK
2.2_16	36	Nursing 2023 Program Review	LINK
2.2_17	37	Automotive Technology Advisory Committee Notes	LINK
2.2_18	37	Perkins 23-24 Core Indicators	LINK
2.2_19	37	Auto ASE Accreditation	LINK
2.2_21	37	Golden West College CJTC Final Report February 28 through March 3, 2023	LINK
2.2_22	37	Faculty Contract	LINK
2.2_23	37	Faculty Observation Report	LINK
2.2_24	37	COUN G150 FALL 2024	LINK
2.2_25	37	MATH G180 SP 2024 Syllabus	LINK
2.2_26	37	CFE MOU 24-CG7 GWC SLO Coordinator	LINK
2.2_27	37	NURS Registered Nurse Associate Degree	LINK
2.2_28	37	GED Preparation	LINK
2.2_29	37	Senior Healthcare Technician webpage	LINK
2.2_30	37	ECA course schedule Final	LINK
2.2_31	37	CIL sessions Equity Grading	LINK
2.3_01	38	BP 4025 Philosophy and Criteria for Associate Degrees and General Education	LINK
2.3_02	38	Certificate CSU GE Breadth 2023-24	LINK
2.3_03	38	Certificate CSU GE Breadth 2022-23-REVISIONS	LINK
2.3_05	39	Ethnic Studies Area F Course Approval Procedure	LINK
2.3_06	39	24-25 General Education including Ethnic Studies Competency	LINK
2.3_07	39	Program Mapper	LINK
2.3_08	39	T5 Articulation Officers	LINK
2.3_09	39	02.21.24 Area E Taskforce Meeting Agenda and Minutes	LINK
2.3_10	39	AS Pros and Cons Retaining Area E	LINK
2.3_11	40	ILO report 2024	LINK
2.4_01	40, 41	GWC 2024-2025 Catalog Complete	LINK
2.4_02	40	History ADT Sequence	LINK
2.4_03	40	Student Services Live Chat	LINK
2.4_04	40	Spring 2024 Welcome Letter	LINK
2.4_05	40	MAP My Academic Plan	LINK
2.4_06	41	GWC Website Programs and Services	LINK
2.4_07	41	Translation	LINK
2.4_08	41	GWC Facebook Post	LINK
2.4_09	41	GWC Instagram Post 1	LINK
2.4_10	41	GWC Instagram Post 2	LINK

STANDARD	PAGE(S)	TITLE	LINK
2.4_11	41	Slate CRM New Semester Welcome Email	LINK
2.4_12	41	Signal Vine Text Samples	LINK
2.4_13	41	GWC App	LINK
2.4_14	41	GWC App Analytics 06.09.2024	LINK
2.4_15	42	TimelyCare-Poster-Viet	LINK
2.4_16	42	OCTA Bus Pass	LINK
2.4_17	42	Spanish Food Guidelines	LINK
2.4_18	42	The Stand Poster Spanish	LINK
2.5_01	42	CCD Agenda 4-15-'24 Minutes 3-18-'24	LINK
2.5_02	42	CCD Goals	LINK
2.5_03	42	CCD Agenda 10.5.20	LINK
2.5_04	42	Block Schedule DRAFT 2020	LINK
2.5_05	42	Block Schedule	LINK
2.5_06	42	PT-FT Student Demographics	LINK
2.5_07	42	Fall 2023 Preferred Modality Survey Presentation 1	LINK
2.5_08	43	Innovative Course Length Schedule	LINK
2.5_09	43	vision 2030 golden west college 241018 47	LINK
2.5_10	43	Accounting Scheduling	LINK
2.5_11	43	Drafting English Spanish 8week schedule	LINK
2.5_12	43	Comm Studies 2.0 Sequence recommendation	LINK
2.5_13	43	Program Sequence Template1	LINK
2.5_14	43	Course Substitution Process	LINK
2.6_01	44	2 Week Class Schedule Example	LINK
2.6_02	44	4 Week Class Schedule Example	LINK
2.6_03	44	8 Week Class Schedule Example	LINK
2.6_04	44	10 Week Class Schedule Example	LINK
2.6_05	44	12 Week Class Schedule Example	LINK
2.6_06	44	16 Week Class Schedule Example	LINK
2.6_07	44	Program Review Template Form	LINK
2.6_08	44	Program Review-discussion of SLOs assessment and course success Comm studies	LINK
2.6_09	44	Program Review-Course Success Rate-Math Example	LINK
2.6_10	44	Program Review-Outcomes Assessment-Accounting example	LINK
2.6_11	44	Program Review-Outcomes Assessment-English example	LINK
2.6_12	44	CoP 031425 Meeting 2 Final with PASS data	LINK
2.6_13	45	DEAC Handbook	LINK
2.6_14	45	GWC Canvas Training-Level 1 Introduction to Canvas & GWC Tools Policies	LINK
2.6_15	45	GWC Canvas Level 2 Syllabus Level 2 Compliance and Best Practices in Online Instruction	LINK
2.6_16	45	CIL Fall 2024 sessions	LINK

STANDARD	PAGE(S)	TITLE	LINK
2.6_17	45	CIL Spring 2025 Sessions-February 2025	LINK
2.6_18	45	GWC Canvas Online Resource Center	LINK
2.7_01	45	Basic Needs Website	LINK
2.7_02	46	MAP My Academic Plan	LINK
2.7_03	46	ENGL G100S and COUN G105	LINK
2.7_04	46	SARS Schedule	LINK
2.7_05	46	Transfer Awareness Week Flyer	LINK
2.7_06	46	Transfer Academy	LINK
2.7_07	47	Transfer Center Report Fall 2023	LINK
2.7_08	47	Student Health Center Website	LINK
2.7_09	47	Timely Care	LINK
2.7_10	47	Library website	LINK
2.7_11	47	LibGuides	LINK
2.7_12	47	PR2023 ServicesLibrary	LINK
2.7_13	47	ASC Website	LINK
2.7_14	48	ASC Fa23 PR Final	LINK
2.7_15	48	NetTutor	LINK
2.7_16	48	Raices STEM Program	LINK
2.7_17	49	F24 Financial Literacy Workshops with RSVP	LINK
2.7_18	49	Athletics PVR 2024-with comments	LINK
2.7_19	49	Career Center Website	LINK
2.8_01	50	FallKickOff	LINK
2.8_02	50	Transfer Celebration and University Signing Day Flyer	LINK
2.8_03	50	Basic Needs Center	LINK
2.8_04	51	Chromebook Loan Program	LINK
2.8_05	51	Housing Resources	LINK
2.8_06	51	Undocumented Student Week of Action	LINK
2.8_07	51	H&H Awareness Week Flyer 2024 2	LINK
2.8_08	51	Puente Website	LINK
2.8_09	51	Dia de los Muertos Flyer 2023	LINK
2.8_10	52	ASPIRE Website	LINK
2.8_11	52	Lunar New Year	LINK
2.8_12	52	Umoja Website	LINK
2.8_13	52	Black Student Success Week 04-22 through 04-26	LINK
2.8_14	52	2024 CCCD Queer Prom Flyer	LINK
2.8_15	52	Golden Pride Program	LINK
2.8_16	52	College Autism Program	LINK
2.8_17	53	VRC Events	LINK
2.8_18	53	noncredit website	LINK

STANDARD	PAGE(S)	TITLE	LINK
2.9_01	54	Math Program Review 2023	LINK
2.9_02	54	Library Program Review 2023	LINK
2.9_03	54	Research-Planning-and-Institutional-Effectiveness-ORPIE 2023	LINK
2.9_04	54	Nursing CSLO Example Nuventive	LINK
2.9_05	54	Student Life SAO Example	LINK
2.9_06	54	AUO Report Example	LINK
2.9_07	54	PVR-Process Revised-SenateApproved-11.14.17	LINK
2.9_08	54	Athletics PVR 2024-with comments	LINK
2.9_09	54	academicsenate-minutes-09.24.2024	LINK
2.9_10	55	GWC Equity Dashboard	LINK
2.9_11	55	Planning Council Minutes 4-25-24 with PPT slides	LINK
3.1_01	57	Program Review Website	LINK
3.1_02	57	SS Transfer 2023 4 Classified Request	LINK
3.1_03	57	Student Services Program Coordinator-Dual Enrollment Job Bulletin	LINK
3.1_04	57	AP 7120 Employee Recruitment and Selection	LINK
3.1_05	57, 86, 87	AP 7120A Recruitment and Selection for Exec Management Emp	LINK
3.1_06	57	AP 7120B Recruitment and Selection for Management Employees	LINK
3.1_07	57	AP 7120C Faculty Hiring	LINK
3.1_08	57	AP 7120E Recruitment and Selection for Classified Emp	LINK
3.1_09	57	AP 7120D Recruitment and Selection for Confidential Emp	LINK
3.1_10	57	BP 7902 Faculty Service Areas Min Quals and Equivalency	LINK
3.1_11	57	AP 7902 Faculty Service Areas Min Quals and Equivalency	LINK
3.1_12	58	Sample Staff Job Announcement	LINK
3.1_13	58	Sample Faculty Job Announcement	LINK
3.1_14	58	Sample Administrator Job Announcement	LINK
3.1_15	58	Campaign Summary	LINK
3.1_16	58	cccd-eeo-plan-2024.2027	LINK
3.1_17	58	Board Agenda 04-17-24	LINK
3.1_18	58	BP 3420 Equal Employment Opportunity	LINK
3.1_19	58	AP 3420 Equal Employment Opportunity	LINK
3.2_01	59	Strategic-Plan-2021-2025	LINK
3.2_02	59	BP 7160 Professional Development	LINK
3.2_03	59	AP 7160 Professional Development	LINK
3.2_04	59	CFCE CBA Article 18 Professional Growth	LINK
3.2_05	59	Spring 2025 Summit Agenda	LINK
3.2_07	59	Managers Retreat 2023	LINK
3.2_08	59	September Professional Development Workshops	LINK
3.2_09	59	October Professional Development Workshops	LINK
3.2_10	59	PDAC Workshops Diversity, Equity, Inclusion, & Accessibility	LINK

STANDARD	PAGE(S)	TITLE	LINK
3.2_11	59	CLDA Sessions 2023-2024	LINK
3.2_12	59	Training Artifact e-PAF Manual	LINK
3.2_13	59	Navigating the CCCD Recruitment Process	LINK
3.2_14	59	Stop The Bleed Workshop	LINK
3.2_15	59	RSI Invite	LINK
3.2_16	59	CIL November 2024 Trainings	LINK
3.2_17	60	New Employee Activities	LINK
3.2_18	60	GWC New Hire Orientation	LINK
3.2_19	60	New Faculty Academy Overview	LINK
3.2_20	60	LOI Golden West College MINI PRT 3-11-25	LINK
3.2_21	60	Golden Greetings Invite 10-24-24	LINK
3.2_22	61	Evaluation Survey	LINK
3.2_23	61	Survey Finding	LINK
3.3_01	61	BP 7914 Evaluation	LINK
3.3_02	61	AP 7914 Evaluation	LINK
3.3_03	61	Article IX Evaluation of Faculty Members Coast CFE CBA 2020-2023	LINK
3.3_04	61	Article 10 Evaluation Procedures CCA Contract 2018-2020	LINK
3.3_05	61	CFCE CBA ARTICLE 10. PERFORMANCE EVALUATION	LINK
3.3_06	62	Appendix B-2-CCA-Faculty Observation Report fillable	LINK
3.3_07	62	APPENDIX B-10-Summary Report Regular-Temp-Categorical NOT Tenure Track-7-22-20	LINK
3.3_08	62	APPENDIX B-1-Tenure-Track Summary Report-7-22-20 2	LINK
3.3_09	62	APPENDIX B-9-Administrative Feedback and Eval of Faculty-7-22-20	LINK
3.3_10	62	Appendix B-5 Student Survey	LINK
3.3_11	62	CFCE Performance Evaluation-Digital Signature	LINK
3.3_12	62	CFCE Self-Evaluation-Optional-Digital Signature	LINK
3.3_13	63	Manager Evaluation Procedures	LINK
3.3_14	63	Manager Evaluation Form	LINK
3.3_15	63	Manager Goal Setting Form	LINK
3.3_16	63	Dean of Students Job Description	LINK
3.3_17	63	President Evaluation Forms	LINK
3.3_18	63	Performance Reviews List	LINK
3.3_19	63	Classified Performance Evaluations Reminder	LINK
3.3_20	63	Educational Administrator Evaluation Reminder	LINK
3.3_21	63	Manager Evaluation Procedures Reminder	LINK
3.4_01	63	Program Review Requests	LINK
3.4_02	63 , 65 , 66 , 68 , 85 , 90	BP 6200 Budget Preparation	LINK
3.4_03	63 , 65 , 66 , 69 , 85 , 90	BP 6250 Budget Management	LINK
3.4_04	63 , 66 , 68 , 85 , 90	BP 6300 Fiscal Management	LINK

STANDARD	PAGE(S)	TITLE	LINK
3.4_05	63, 66, 68, 75, 85, 90	AP 6305 Reserves	LINK
3.4_06	63, 90	Budget Allocation Model 2023-24	LINK
3.4_07	63, 76	FY 2023-24 Adopted Budget Summary	LINK
3.4_08	64, 65, 69	Annual Budget Review and Development Process	LINK
3.4_09	64	Student Life and Leadership Program Review 2023	LINK
3.4_10	64	Golden Promise Program	LINK
3.4_11	64	GWC Strong Workforce CTE Special Funding- PB SP21	LINK
3.4_12	64	Foundation Income Stmt-12 Jun 2024	LINK
3.4_13	64	GWC CCCAOE F23- CTE Foster Youth	LINK
3.4_14	64	Projected Ending Balance FY2023-24	LINK
3.5_01	65	MM Action Notes 2.2.2023	LINK
3.5_02	65	Joint Colleges Budget Presentation 2024-25	LINK
3.5_03	65	Program Review Website	LINK
3.5_04	65	Budget Allocation Model 2023-24 Adopted Budget Summary	LINK
3.5_05	65	DCC Budget Meeting Minutes May 24, 2024 DRAFT	LINK
3.5_06	65	BudgetTownhall GWC 022323	LINK
3.5_07	65	GWC BudgetPresentation FY23-24	LINK
3.5_08	65	BC Agenda Notes 9.20.2023	LINK
3.5_09	65	Budget Council Purpose and Responsibilities	LINK
3.5_10	66	CCCD Tentative Budget 2024-25	LINK
3.5_11	66	CCCD Adopted Budget 2024-25	LINK
3.5_12	66	CCCD Budget Summary 2024-25	LINK
3.5_13	66	BP 6320 Investments	LINK
3.5_14	66	BP 6325 Payroll	LINK
3.5_15	66, 67, 90	BP 6330 Purchasing	LINK
3.5_16	66, 67, 90	BP 6340 Bids and Contracts	LINK
3.5_17	66	CCCD Financial Audit 2022-23	LINK
3.5_18	66	2022-23-COC-annual-report	LINK
3.5_19	66	2022-23- bond-performance-audit	LINK
3.5_20	66	2022-23-bond-financial-audit	LINK
3.5_21	66	Foundation-Annual-Report 2023	LINK
3.5_22	66	CCAP CCCD GGUSD 2024-25 GGUSD Executed 7-19-2024	LINK
3.5_23	66	2024-25-Compendium	LINK
3.5_24	66	Approval Queues	LINK
3.5_25	66	Enterprise Master Agreement	LINK
3.5_26	66	Enterprise Board Meetings and Agendas	LINK
3.6_01	67	BP 6310 Accounting	LINK
3.6_02	67	Business Services SharePoint Forms Page	LINK
3.6_03	67	AcademicSenate-MINUTES-10.24.2023	LINK

STANDARD	PAGE(S)	TITLE	LINK
3.6_04	67	BC Agenda 05.15.2024	LINK
3.6_05	67	DCC Budget Meeting Minutes May 24 2024 DRAFT	LINK
3.6_06	67	PC Action Notes 2.28.2024	LINK
3.6_07	67	BOT Agenda Nov 16 2022 Audit Reports	LINK
3.6_08	68	CCCD Financial Audit 2022-23	LINK
3.6_09	68	CCCD Audit Reports Website	LINK
3.6_10	68	CCCD Foundation Website	LINK
3.6_11	68	Citizens' Oversight Committee Reports Website	LINK
3.7_01	68 , 69 , 70	Fiscal Stabilization Plan Budget Detail 20240826	LINK
3.7_02	69 , 70	Solar Resolution BOT May 15 2024	LINK
3.7_03	69	Swap Meet Projections	LINK
3.7_04	69	2024-25 Tentative Budget Agenda Item to BOT 6.18.2024	LINK
3.7_05	69	2024-25 Tentative Budget BOT 6.18.2024	LINK
3.7_06	69	SRP Resolution BOT Sept 2 2020	LINK
3.8_01	70	BP 3500 Campus Safety	LINK
3.8_02	70	BP 3530 Weapons Prohibited on Campus	LINK
3.8_03	70	Scheduled Maintenance-22-23	LINK
3.8_04	70	Program Review-Maintenance and Operations 1-1	LINK
3.8_05	70 , 71	Facilities Condition index Fine Arts	LINK
3.8_06	71	Space inventory	LINK
3.8_07	71	Space inventory 1	LINK
3.8_08	71	Space inventory 2	LINK
3.8_09	71	Space inventory 3	LINK
3.8_10	71	Facilities Condition Index 2	LINK
3.8_11	71	Facilities Plan 2030 1	LINK
3.8_12	71	Facilities Plan 2030 2	LINK
3.8_13	71	Facilities Plan 2030 3	LINK
3.8_14	71	maintenance staffing and program plan	LINK
3.8_14a	71	CCCD 2045 Facilities Plan	LINK
3.8_15	71	APPA Levels of Care	LINK
3.8_16	71	BP 3501 District Security and Access	LINK
3.8_17	71	CCCD Injury and Illness Prevention Program Dec 2016	LINK
3.8_18	71	Fire Inspection Report FMF-017191	LINK
3.8_19	71	State elevator inspections	LINK
3.8_20	71	Campus Wide Fire Alarm testing	LINK
3.8_21	71	Backflow testing inspection notice	LINK
3.8_22	72	GWC IAQ Results	LINK
3.8_23	72	Jira work ticket system	LINK
3.8_24	72	SFC Minutes 04.12.24	LINK

STANDARD	PAGE(S)	TITLE	LINK
3.9_01	72	Board Policy 3720 Computer and Network Use	LINK
3.9_02	72	Administrative Policy 3720 Computer and Network Use	LINK
3.9_03	72	Board Policy 3722 Accessibility Standards for Electronic and Information Technology	LINK
3.9_04	72	AP 3722 Accessibility Standards for Electronic and Information Technology	LINK
3.9_05	72	Board Policy 3901 Electronic Information Security	LINK
3.9_06	72	Administrative Policy 3901 Electronic Information Security	LINK
3.9_07	72	Board Policy 5040 Student Records Directory Information and Student Privacy	LINK
3.9_08	72	Administrative Policy 5040 Student Records Directory Information and Student Privacy	LINK
3.9_09	72	CCCD Technology Staff Org Chart	LINK
3.9_10	73	CCCD Technology Plan	LINK
3.9_11	73	2-4-2022 Meeting Summary DCC Technology Subcommittee	LINK
3.9_12	73	Evaluation of district supported technology and services	LINK
3.9_13	73	Meeting Summary DCC Technology Subcommittee 8-3-2018	LINK
3.9_14	73	Scam of the Week email example	LINK
3.9_15	73	Security Training Modules	LINK
3.9_16	74	Technology Refresh Schedule	LINK
3.9_17	74	YubiKey Instructions	LINK
3.9_18	75	Annual Employee Survey Findings	LINK
3.9_19	75	GWC College Technology Committee Minutes 12-3-24	LINK
3.10_01	76	FY 2022-23 Adopted Budget Summary	LINK
3.10_02	76	GWC Monthly Report April 2024	LINK
3.10_03	76	Budget Council Agenda 05.15.2024	LINK
3.10_04	76	Fiscal Stabilization Plan Budget Detail 20240826	LINK
3.10_05	76	Fall 2024 Great Shakeout	LINK
3.10_06	77	AP 3310 Records Retention and Destruction	LINK
3.10_07	77	BP 5040 Student Records Directory Information and Privacy	LINK
4.1_01	79, 80	AI Sample Syllabus language	LINK
4.1_02	79	BP 3900 Speech Time Place Manner	LINK
4.1_03	79	AP 3900 Speech Time Place Manner	LINK
4.1_04	79	BP 4030 Academic Freedom	LINK
4.1_05	79	BP 4020 Program Curriculum and Course Development	LINK
4.1_06	79	AP 4020 Program Curriculum and Course Development	LINK
4.1_07	79	BP 4025 Philosophy and Criteria for Associate Degrees and General Education	LINK
4.1_08	79	BP 5500 Student Code of Conduct	LINK
4.1_09	79	AP 5500 Student Code of Conduct	LINK
4.1_10	79	BP 5902 Taking Positions on Issues	LINK
4.1_11	80	GWC Catalog Academic Freedom	LINK

STANDARD	PAGE(S)	TITLE	LINK
4.1_12	80	AS AcademicFreedom Responsibility Approved-05.10.2022	LINK
4.1_13	80	Syllabus Checklist	LINK
4.1_14	80	GWC Curriculum Handbook	LINK
4.1_15	80	GWC Catalog Grade Grievance Procedures	LINK
4.1_16	80	MATH G180 Syllabus	LINK
4.1_17	80	ENGL G100 Academic Honesty Statement	LINK
4.2_01	80 , 86 , 87	BP 2430 Delegation of Authority to CEO	LINK
4.2_02	80 , 86	AP 2430 Delegation of Authority to College President	LINK
4.2_03	80 , 81 , 82 , 83 , 88	BP 2510 Participation in Local Decision Making	LINK
4.2_04	80 , 82 , 83 , 88	AP 2510 Participation in Local Decision Making	LINK
4.2_05	80 , 82	BP 3250 Institutional Planning	LINK
4.2_06	80	BP 5400 Associated Student Organizations	LINK
4.2_07	81	AntiRacism Statement	LINK
4.2_08	81	PB Agenda 3.9.22	LINK
4.2_09	81	Governance & Decision Making	LINK
4.2_10	82	Planning Council Agenda 02.18.25	LINK
4.2_11	82	Lauren's Email to Classified Senate January 2025	LINK
4.2_12	82	Academic Senate Program Review Workgroup Membership	LINK
4.2_13	82	PC Summary 4.24.2024	LINK
4.3_01	82	GWC-DecisionMakingGuide-Updated-5.11.21-approved	LINK
4.3_02	82	PC Action Notes 2.14.2024	LINK
4.3_03	82	Facilities Committee Minutes-ISEP	LINK
4.3_04	82	DEIA Committee Minutes-ISEP	LINK
4.3_05	83	Equity Walk	LINK
4.3_06	83	2023-2024 GWC Internal Student Equity Plan	LINK
4.3_07	83	GWC 2023 PACE Report	LINK
4.3_08	83	2022-2023 PACE Climate Survey for Community Colleges	LINK
4.3_09	83	ClimateTF Agenda	LINK
4.3_10	83	ClimateTF Minutes	LINK
4.3_11	83	GWC 2025 PACE Report	LINK
4.3_12	83	Committee Goals and Actions Report 2023-2024	LINK
4.4_01	83 , 84 , 88 , 90	BP 2200 Board Duties and Responsibilities	LINK
4.4_02	83	BP 2220 Committees of the Board	LINK
4.4_03	83 , 84	BP 2410 Board Policies and Administrative Procedures	LINK
4.4_04	83 , 84	AP 2410 Board Policies and Administrative Procedures	LINK
4.4_05	83	BP 2710 Conflict of Interest for Board Members	LINK
4.4_06	83	AP 2710 Conflict of Interest	LINK
4.4_07	83 , 88	BP 2715 Code of Ethics for the Board of Trustees	LINK
4.4_08	84	CCCD Board Policies Webpage	LINK

STANDARD	PAGE(S)	TITLE	LINK
4.4_09	84	Chapter 4-Academic Affairs	LINK
4.4_10	84	Chapter 5-Student Services	LINK
4.4_11	84	Chapter 6-Business and Fiscal Affairs	LINK
4.4_12	84	GWC Program Highlight 2023	LINK
4.4_13	84	GWC Program Highlight 2024	LINK
4.4_14	85, 90	AP 6200 Budget Preparation	LINK
4.4_15	85, 90	AP 6250 Budget Management	LINK
4.4_16	85, 90	AP 6300 Fiscal Management	LINK
4.4_17	85	AP 6902 Cash Receipt and Handling	LINK
4.4_18	85	AP 6903 Position Control	LINK
4.4_19	85	Annual Audit Report	LINK
4.4_20	86	Districts Participatory Governance Committees	LINK
4.4_21	86	Annual Budget	LINK
4.5_01	86	BP 2431 Chancellor Selection	LINK
4.5_02	86, 87	BP 2435 Evaluation of the Chancellor	LINK
4.5_03	87	Chancellors Evaluation in Closed Session 6-18-24	LINK
4.5_04	87	Chancellors Goals 2023-24	LINK
4.5_05	87	Chancellors Goals 2024-25	LINK
4.6_01	88	BP 1200 District Mission	LINK
4.6_02	88	BP 2100 Board Elections	LINK
4.6_03	88	BP 2110 Vacancies on the Board	LINK
4.6_04	88, 89	BP 2720 Communications Among Board Members	LINK
4.6_05	88, 90	BP 2735 Board Member Travel	LINK
4.6_06	88, 89	BP 2740 Board Education	LINK
4.6_07	88	BP 2745 Board Self Evaluation	LINK
4.6_08	88	District-wide Strategic Plan 2024-27 7-9-2024	LINK
4.6_09	89	Board of Trustees Directives Log 2-19-25	LINK
4.6_10	90	Board of Trustees Professional Development 2023-24	LINK
4.6_11	90	Board of Trustees Professional Development 2024-25	LINK
4.6_13	90	BOT Agenda Budget 090424	LINK
4.6_14	90	AP 6330 Purchasing	LINK
4.6_15	90	AP 6340 Bids and Contracts	LINK
4.6_16	90	BP 6350 Contracts Relating to Construction	LINK
4.6_17	90	AP 6350 Contracts Relating to Construction	LINK