



Accreditation Self-Study 2011-2012

# STANDARD II.B

## Student Support Services

### Standard II.B Subcommittee

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## II.B Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance the supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

### II.B.1

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

#### II.B.1 Descriptive Summary

Over the last six years the senior leadership of student services has turned over or been vacant several times. The Vice President for Student Services resigned at the conclusion of the 2006-07 academic year. The area was managed by a retired administrator on an interim basis during academic years 2008-09 and 2010-11. The position was vacant during academic year 2009-10. Most recently the Student Services Division structure changed for the 2011-12 year when GWC reorganized with a two Vice-President model. This model is at its initial stage, but integrates instruction and student services. Future efforts will be directed at engaging instructional faculty with the tools of student support for enhanced student success. In this model, student services offices are divided between the Vice-President of Student Success and the Vice President of Student Life and Administrative Services. The Vice President of Student Success has the admission pathway while the Vice President of Student Life and Administrative Services has the student life pathway and programs with financial compliance obligations ([II.B.1.01: GWC Organizational Chart March 7, 2012](#)).

All student services under the Vice-President of Student Success and the Vice President of Student Life and Administrative Services are to submit program review reports every two years. The two Vice-Presidents are responsible for reviewing the program review reports and consulting with the departments and/or managers directly to provide feedback. The last program review was conducted in spring 2011.

Technological innovations have been added in counseling programs, matriculation services, registration services, Re-Entry/CalWORKs and financial aid. Student learning outcomes (SLOs) in all Student Services areas have been developed and measured to ensure that student learning is occurring. Program reviews have been systematically conducted to ensure the quality of student support services, regardless of location or means of delivery, support student learning and enhance achievement of the College mission as indicated in this standard and in the Accrediting Commission for Community and Junior Colleges policy ([II.B.1.02: ACCJC Policy Distance Education and on Correspondence Education, June 2011](#)). The College does not offer overseas international education programs for non-U.S. nationals.

### II.B.1 Self Evaluation

GWC meets the standard.

In order to move more fully into the two Vice-President model, the Vice President for Student Success in fall 2011 established two cross-functional teams. One combines personnel from Admissions and Records with Counseling and Financial personnel. The other is the admissions pathway which combines faculty and student services personnel under the Instructional Planning Team (IPT).

The Office of Admissions and Records has made technological enhancements to the admissions and records processes and is developing student-centered strategies for success on the admissions pathway. Most services are available online, starting with admissions and ending with graduation and transcripts services. The Online Instruction Department website lists the student services that are offered online ([II.B.1.03](#)). New students are assigned a username, which allows them to log in to the student portal, MyGWC. MyGWC is the Coast Community College District's (CCCD) one stop website that seamlessly connects students, staff and faculty to the online class schedule. Links to registration, grades, faculty services, Blackboard, announcements as well as many other features including CCCD student email accounts are located at the MyGWC website. The Admissions and Records staff works closely and meets frequently with District Information Services (DIS) staff for the purpose of finding ways to automate many of the admissions and records processes by utilizing the technology and functionality of the Banner Student Information System (SIS). The Banner SIS integrates with the Blackboard LMS used by the College.

The Assessment Center provides direct support to student learning by administering the testing process for the placement of students into appropriate levels of Math, English, and ESL through group sessions on campus and at local feeder high schools. The department demonstrates that its testing instruments support student learning through student success data and periodic satisfaction surveys of instructors and students ([II.B.1.04: Student Satisfaction Matriculation Services Report Spring 2009](#)). Testing instruments go through a validation process for approval of use at the State level. This validation process is repeated on a 6-year cycle to show evidence of continued appropriateness of the use of the testing instruments. The Matriculation Committee also reviews effectiveness of the use of the testing instruments. Plans are underway to move the Assessment Center to the Learning Resources Center to improve test proctoring and to have a more accessible location for students.

The Counseling Department faculty teaches Counseling 100 "Career Planning", Counseling 103 "Educational Planning for Student Success," Counseling 104 "Career and Life Planning: A Holistic Approach." Counseling 103 has been successful in an online format, and this course has been used in partnership with the Criminal Justice Degree Completion program (CJAA) to allow students to gain an educational plan map coursework for their degree online. The Career Planning course is taught via traditional classroom and online formats, and additionally, along with other campus faculty, teaches traditional and online versions of College 100 "Becoming a Successful Student" to help first-year or high-risk students get off to a successful start in college. Counseling Department and instructional faculty review these courses to maximize instructional effectiveness ([II.B.1.05: Counseling Course SLOs & Assessments 2010-11](#); [II.B.1.06: Counseling Program Reviews 2006, 2008, 2010 and 2012 Web Page](#)). Counselors teach a number of student success workshops that

support students in the areas of career and life planning and strengthening student success skills. Services from the Counseling Department support and deliver student learning in various forms ([II.B.1.07: Counseling Web Page](#); [II.B.1.08: Success Seminars Flyers 2008-2010](#)).

In 2005, the Student Services Division began scheduling counseling appointments through a Scheduling and Reporting System (SARS) in the following departments: counseling, EOPS and Re-Entry/CalWORKs. eSARS, an improved online appointment service for counseling, will be piloted in summer 2012.

Each semester, the Counseling Department works closely with Admissions and Records to identify three distinct populations of students. The first group is the students who are on probation. These students are then emailed a letter through their MyGWC account asking them to make an appointment to see a counselor to discuss their situation and to develop a Student Educational Plan (SEP). A second targeted group is those students on probation for two consecutive semesters that are placed on “disqualification status.” While initially students were required to meet in person to review their educational goals and complete a “Contract for Readmission,” a lack of funding for counseling faculty in the summer to address the needs of this population led to a new online tutorial format. To clear this disqualification status counseling faculty developed an Online Probation/Disqualification Tutorial ([II.B.1.09: Probation/Disqualification Tutorial Web Page](#)) that the student must complete. Once a student has completed the tutorial, he/she must print out the completed quiz and bring it to the Counseling Department to get cleared for the next semester. The student at that point will be limited to a maximum of seven units for that semester. If a student continues on disqualification status for a third semester he/she will be placed on a “sit-out” status for the following semester and must complete the above process to be cleared to register for the semester when he/she returns.

Transfer students are the third group targeted by the Counseling Department. During the fall application window of October and November for both the California State University and University of California systems, an extensive outreach effort is made to heighten student awareness of the transfer process. Coordinated by the College’s Transfer Center, workshops and activities are conducted by Transfer Center staff, counselors and university representatives throughout the year in an effort to raise the number of students who successfully complete the transfer process. Transfer Admissions Guarantee (TAG) workshops were offered in summer and fall 2011 in an effort to make students aware of the transfer admissions guarantee program and assistance was given to students in completing the application ([II.B.1.10: TAG Workshop Flyer](#); [II.B.1.11: TAG Web Page](#); [II.B.1.12: Transfer Center Program Reviews 2006, 2008, 2010 and 2012 Web Page](#)). Additionally, new “drop-in evaluation” hours were established during these months for quick transcript review and assistance with completing the online UC and CSU admission applications.

The Financial Aid Office supports student learning by providing financial access to classes and materials through a variety of federal, state and institutional resources. Financial aid programs are need-based and provide funding to eligible students to reduce the financial burden of pursuing educational goals. Financial Aid staff members schedule numerous on-campus and off-campus financial aid presentations to potential students and their parents in an effort to raise awareness of the funds available for college ([II.B.1.13: Financial Aid Web Page FAQ](#); [II.B.1.14: Financial Aid Program Reviews 2006, 2008, 2010 and 2012 Web Page](#)).

The Career Center delivers student learning through assistance with assessments to clarify personal interests, values and personality characteristics. These assessments help students to identify an academic major or career and technical program, and influence other life choices. The Career Center services include instruction in career research, career interest assessments and assistance with writing applications, resumes, and cover letters. The Center is an instructional lab that is open for any class to bring students to be taught how to use career resources. The Career Center delivers its services throughout the year by presenting occupation-related workshops often conducted by business and industry professionals who impart real-world career knowledge and information to students ([II.B.1.15: Career Center Seminar/Workshop Announcements & Summary Reports 2006-2012](#)). Assessment of student learning efforts in these seminars and workshops has led faculty to alter instruction, adjust the means of assessment and standards of expected performance ([II.B.1.16: Student Learning Outcomes 2006-2007 Career Center Cycle 2](#)).

With the closing of the Employment Services Center two years ago, the Career Center began offering an official job posting board and online career resource center called “College Central Network.” Employers post jobs and internships via this online job board for free. Students can search jobs posted exclusively for GWC and, via the national jobs database, build and upload their resumes, create a portfolio, access career information, and read job search tips ([II.B.1.17: College Central Network Web Page](#)).

The Re-Entry/CalWORKs Center provides specialized support services for economically disadvantaged parent(s) who are receiving CalWORKs/Temporary Assistance for Needy Families (TANF) benefits which include:

- Individualized academic, career and personal counseling, online orientation for CalWORKs services and program requirements, transportation assistance, book bags and school supplies, free student success workshops, job development assistance, assistance in resume preparation and job interviewing skills, and work-study opportunities ([II.B.1.18: CalWORKs web page](#)). Through personal attention the Re-Entry/CalWORKs staff is dedicated to providing assistance and support to ensure student success ([II.B.1.19: CalWORKs Program Reviews 2006, 2008, 2010 and 2012 Web Page](#)).

In 2010, group-planning sessions were offered to be able to serve all students with GWC’s limited counseling staff. This new process has proved to be highly effective in getting students more involved in selecting their courses each semester and keeping them on target for reaching their educational goals. Through this process, the students are taking a more active role in planning their educational experiences. ([II.B.1.20: CalWORKs Program Student Learning Outcomes Group Program Planning for 2010](#); [II.B.1.21: CalWORKs SLO 2011-12 Program Planning Sessions Assessment](#); [II.B.1.22: CalWORKs Program Planning Satisfaction Survey 2011-12](#)).

The Accessibility Center for Education (ACE) provides the assistance and accommodations disabled students need in order to get the most from their college learning experiences. Depending on their need, students may receive transportation around the campus, sign language interpreters, in-class note takers, special testing accommodations, adapted computer technologies, printed materials in alternate formats such as Braille, specialized classes, and a host of other services ([II.B.1.23: ACE Web Page](#); [II.B.1.24: ACE Program Reviews 2006, 2008, 2010 and 2012](#)

*Web Page*). The ACE staff articulated learning goals to teach their students to use their services and to be able to self-assess and accept personal responsibility. Evidence of their success is found in the ACE materials ([II.B.1.25: GWC ACE SLOs and Assessments](#)).

Extended Opportunities Programs and Services (EOPS), CalWORKS and CARE provide a variety of special support services that help reduce hardships for academically and financially disadvantaged individuals, enabling them to better focus on their studies. Services include additional counseling and educational planning assistance, peer advising, tutoring, book grants, and child-care through these programs ([II.B.1.26: EOPS & CARE Web Page](#); [II.B.1.27: EOPS & CARE Program Reviews 2006, 2008, 2010 and 2012 Web Page](#)).

The Puente Program supports first-generation, underserved students in a year-long learning community focused on English writing skills. Students co-enroll in a basic skills English course, and the College Success course during the first semester, and a freshman composition course and career development course during the second semester. Students are given intensive counseling services and develop a student educational plan (SEP) geared toward university transfer. Also, the families of participants are provided information on the college process including financial aid, degree options, and support services. The program has proven successful ([II.B.1.28: Puente Program Reviews 2006, 2008, 2010, and 2012 Web Page 2006, 2008, 2010 and 2012 Web Page](#)).

Student Health Services (SHS) support and promote health, student well being, and retention. The staff believes that healthy students learn better and stay in school. Five key components of SHS are: (1) Medical; (2) Mental Health; (3) Social Service; (4) Health Education; and (5) Referral to campus and community resources ([II.B.1.29: Student Health Services Web page](#)).

SHS is unique from other health care providers in that it specializes in student health needs. Care is provided with a holistic approach that treats the student not only as a patient but also as a person with diverse roles; student, family, work, friends, etc. Stress is the most common complaint seen at the SHS and the staff strives to help students find a balance so that they can manage the multiple responsibilities in their lives. SHS staff includes MDs, RNs, Licensed Clinical Psychologist and support staff. Services are free or low cost. SHS is open when school is in session and is entirely funded by the student health fee. In terms of student learning outcomes, the SHS wants students to know and be informed about their health needs so they can be empowered to make healthy choices, live healthy lifestyles and access and utilize resources to maintain their health and stay in school ([II.B.1.30: Student Health Center Program Reviews 2006, 2008, 2010 and 2012 Web Page](#)).

The Student Activities Office strives to maximize personal growth and development in students by providing a variety of opportunities for involvement, service and leadership in co-curricular, campus and community activities. In response to the varying needs of the student population, the Student Activities Office recognizes diversity as a core value of GWC's campus community with an emphasis on academic excellence and student retention. Student Activities supports the academic mission of the college by working to create experiential learning opportunities outside of the classroom and encouraging students to actively participate in the greater educational community as part of the college's fully integrated planning process ([II.B.1.31: Student Activities Web page](#); [II.B.1.32: Student Activities Program Reviews 2006, 2008, 2010 and 2012 Web Page](#)).

### **II.B.1 Actionable Improvement Plan**

None

### **II.B.2**

**The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

#### **a) General information**

- Official Name, Address(es), Telephone Number (s), and Web Site Address of the institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

#### **b) Requirements**

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

#### **c) Major Policies Affecting Students**

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

#### **d) Locations or Publications where Other Policies may be found**

### **II.B.2 Descriptive Summary**

The 2011-2012 GWC Catalog contains precise, accurate, and current information on all programs and services. Board Policies are published on the CCCD website. These policies are available for public access ([II.B.2.01: Coast Community College District Board Policies Web Page](#)).

### **II.B.2 Self Evaluation**

GWC meets the standard.

Included in the catalog is the College's official name, address, telephone number, and web site address; Educational Mission; Course, Program and Degree Offerings; Academic Calendar and Program Length; Available Student Financial Aid; Available Learning Resources; Names and Degrees of administrators and Faculty; and Names of Governing Board Members ([II.B.2.02: GWC Catalog 2011-12 Web Page](#)).

The Statement of Academic Freedom and Responsibility is located and detailed in the Faculty Contract ([II.B.2.03](#): *CCA\_NEA and CCCD Agreement 2010-11, Article V, "Academic Freedom and Responsibility," p. 4*; [II.B.2.04](#): *CCCD & CFE Agreement 2011-12, Article VI, "Academic Freedom and Responsibility," pp. 6-7*), in District policy ([II.B.2.05](#): *Board Policy 4030, Academic Freedom*) and in the GWC Catalog ([II.B.2.06](#): *GWC Catalog 2011-12 Web Page*).

Detailed information on Admissions, Student Fees and other Financial Obligations, and Degree, Certificates, and Graduation and Transfer is presented in the GWC Catalog ([II.B.2.07](#): *GWC Catalog 2011-12 Web Page*). Each semester, with the publication of the Schedule of Classes, specific details are provided. Course requirements are listed under each specific program for both certificates and degrees. Graduation and transfer requirements are detailed in the GWC Catalog. The requirements are also published in the printed Schedule of Classes. During course advisement and orientation, students obtain individual educational plan handouts in the Counseling Division detailing specific program requirements or view them in the GWC Catalog or Student Success Handbook. The information is reviewed annually, in conjunction with the recommendations and approved changes from Student Services and Instruction ([II.B.2.08](#): *GWC Catalog 2011-12, "Graduation Requirements," pp. 40-48*; [II.B.2.09](#): *GWC Catalog 2011-12, "Admissions, Registration and Matriculation," pp. 9-24*; [II.B.2.10](#): *GWC Class Schedule, Spring 2012 "Admissions to GWC"*; [II.B.2.11](#): *GWC Class Schedule, Spring 2012 "General Education Options"*; [II.B.2.12](#): *GWC Class Schedule, Spring 2012 "Student Success Services"*).

All components are addressed sufficiently in the catalog with written and detailed information. Academic regulations including academic honesty, nondiscrimination, grievance and complaint procedure, and the sexual harassment policy are found in the catalog ([II.B.2.13](#): *GWC Catalog 2011-12, "Rights, Responsibilities, Policies and Regulations," pp. 177-188*). Information on acceptance of transfer credits and refund of fees is also found in the catalog ([II.B.2.14](#): *GWC Catalog 2011-12, "Admissions, Registration and Matriculation," pp. 9-24*).

The GWC catalog is reviewed annually for accuracy and any changes to policies and procedures. Each department shares, along with the Articulation Officer, the responsibility for ensuring the integrity of the GWC Catalog ([II.B.2.15](#): *2012-13 Catalog Production Calendar*).

The Offices of the Vice-President of Student Life and Administrative Services and the Vice-President of Student Success maintain information related to the Student Discipline Policy, the Student Grievance Procedures, the Student Bill of Rights, and Sexual Harassment Policy. Both the Vice President of Student Success and the Vice President of Student Life and Administrative Services work with faculty and students on appropriate documentation procedures and due process rights and procedures.

Other major policies, such as the GWC Policy for Student Computer Usage, are also posted online. Detailed information on major policies at GWC, which include addressing grievance issues, enforcing student rights, and instructing students on the grievance and complaint procedure, are provided on the GWC website ([II.B.2.16](#): *GWC Catalog 2011-12, "Computer and Electronic Resources Systems Acceptable Use Policy, pp. 185-187*).

The catalog is available for free to all in a PDF format on the College website ([II.B.2.17: GWC Catalog 2011-12 Web Page](#)). Every department and program is provided with a reference copy of the printed catalog. Additionally, copies of the catalog are available for purchase at the College Bookstore. GWC distributes reference copies of the catalog to community partners such as local feeder high school counselors and career center staff.

As part of the matriculation process, new SOAR students are given a schedule of classes. The GWC Webmaster ensures that the catalog is uploaded to the web site, where the public has the opportunity to view it from any location that has access to the Internet. The GWC website and its links are ADA compliant. Students are provided with a direct link to the Catalog (including prior year's catalogs) when logging onto the public site ([II.B.2.18: GWC Catalog 2011-12 Web page](#)).

Since GWC produced its last accreditation self-study in 2006, budget cuts have resulted in the reorganization of offices and programs that have responsibility for revising and updating the College catalog. Personnel in these offices and programs responsible for these efforts have identified strategies to simplify the process such as distributing and collecting information electronically in order to assure catalog information is accurate and correct.

Linking an electronic version of the catalog to our GWC webpage has increased student access to this resource and also allowed the College to reduce printing and mailing costs associated with distributing a paper copy of catalog to a variety of individuals and organizations requiring access to catalog information.

At the same time, changes to degrees, programs, regulations, and requirements, continue to take place at a rapid pace and challenge the College's ability to update and maintain accurate catalog information required by accreditation standards.

### **II.B.2 Actionable Improvement Plan**

None

### **II.B.3**

**The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

#### **II.B.3 Descriptive Summary**

The College participates in a number of surveys and research studies in a continual effort to understand its student population, including the identification of student learning support needs.

#### **II.B.3 Self Evaluation**

GWC meets the standard.

Program review activities include surveys to evaluate and measure student satisfaction regarding various programs. These surveys are also used to identify student learning needs. Responses to these surveys help each department set program goals that will enable it to deliver improved support to students ([II.B.3 31b: Student Services Unit Program Reviews 2006, 2008, 2010 and 2012 Web Page and Program Reviews for CalWORKS as particular illustrations](#)). The College Educational Master Plan was drawn upon a number of research studies that supported the efforts of the basic skills and student equity work groups to understand student learning support needs, set goals for

improvement and to accommodate those support needs ([II.B.3.01](#): *Educational Master Plan 2011, “V. Environmental Scan,” pp. 11-53 and “VI. Institutional Effectiveness,” pp. 54-69*; [II.B.3.02](#): *Student Equity Plans and Research 2005 to 2011*; *II.B.3 31e: GWC Student Equity Plan 5-Column Model 2009-11*; [II.B.3.03](#): *GWC Placement Recommendations Data 2008-2010*).

Two broad surveys were conducted with a random sample of students. An 18-question survey to support the accreditation self-evaluation report was conducted in fall 2011 using the same questions administered in 2006. Students were asked the following question, “In general, GWC is a positive and supportive environment to pursue an education.” On a four-point scale the mean score was 3.19, down slightly from the mean score of 3.22 in 2006. A total of 74.3% of the responses awarded an above average grade to the College while only 2.2% of the responses indicated below average performance from the College ([II.B.3.04](#): *Accreditation Student Survey 2011 Results pp. 1-4, item 17*).

In spring 2011, GWC participated in the Community College Survey of Student Engagement (CCSSE) that has generated research data and made it available for the College to use in evaluating and improving programs and services for students. The CCSSE was administered in spring 2011. Students were asked the following question, “How much does this college emphasize providing the support you need to help you succeed at this college?” On a four-point scale the mean score was 2.8, slightly lower than the mean score for all large community colleges ([II.B.3 31h](#): *GWC CCSSE Results Accreditation Standards 2011, item 9b*).

Many of the state categorically funded programs such as matriculation, EOP&S/CARE, CalWORKs, DSPS and Basic Skills, require annual submission of program plans and end of year reports. Data collected from these efforts is used to evaluate and improve services to students ([II.B.3 31i](#): *CalWORKS Re-Entry Program Plans and Year End Report 2005-2006 to 2011-12*; [II.B.3.05](#): *BSI 2010-11 Year End Report and 2011-12 Action Plan*; [II.B.3.06](#): *Program Plans EOPS 2009-10 to 2010-11*; [II.B.3.07](#): *Matriculation Program Plan May 2009*).

Since 2005, student services programs have actively participated in the creation and implementation of student learning outcomes (SLOs) that have generated research data that is used to evaluate and improve services to students. ([II.B.3.08](#): *Student Services Unit Program Reviews 2006, 2008, 2010 and 2012 Web Page*; [II.B.3.09](#): *Student Services Learning Outcomes and Assessment Examples 2005-06 to 2010-11*). The CalWORKS program in particular has used student surveys in spring 2011 and fall 2011 semesters to determine if the group approach to program planning was effective in assisting students and to identify areas that needed improvement. The unit concluded that the SLO was achieved as 100 percent of the students understood the purpose of the program planning session. Additional materials and resources in the session was identified as an area for improvement and that was corrected in subsequent terms ([II.B.3.10](#): *CalWORKS Program SLO Assessment 2011-12*).

Below is a summary of additional research. Each item below is also used in the evaluation of services provided. Evidence of these surveys and reviews is cited and can be viewed in detail.

- Matriculation Satisfaction Surveys ([II.B.3.11: Student Satisfaction Matriculation Services Report Spring 2009](#))
- Student Computing Center Surveys ([II.B.3.12: Student Computing Center Surveys 2007 to 2011](#))
- Health Center Student Surveys ([II.B.3.13: Student Health Center Survey Instruments](#))

Based upon survey responses the Student Computing Center (SCC) set out to reduce printing costs and paper waste plus increase efficiency. The SCC purchased the Go-Print system for student printing and eliminated the eight-dollar material fee to print 20 pages a day. In 2010 students who rated themselves as beginners declined by over 50 percent while the portion of students reporting themselves as experts in their computing skills increased by 20 percent. The students felt they had become more competent computer users from the assistance provided by SCC staff.

The Student Health Center serves as a case study in the application of the plan, implementation and evaluation cycle. Since 2006, the GWC Student Health Center has conducted satisfaction and awareness surveys. The satisfaction surveys were given to patients after they received care at the health center. On a scale of 1 to 5 with 5 being highest satisfaction, the results showed an average of 4.5 in patient satisfaction. Survey results indicate the SHC's successful emphasis on providing individualize care that is holistic and supports students learning and retention by protecting and promoting student health.

An awareness survey indicated that 66% of students surveyed did not have adequate knowledge of Student Health Services. One of the greatest challenges is informing the students about Student Health Center services. To increase awareness the Center staff has conducted health fairs, improved signage on campus, increased the number of presentations to college 100 classes, established an on-line health magazine, implemented an appointment system to improve access, and participated in various campus events to promote health and awareness. As an indicator of increased awareness, the Center has experienced increased utilization of services in that the percentage of students who use the Student Health Center has increased from 4% to 6%. The Center staff goal is to achieve a level of 10% utilization among the students. The Center intends to increase outreach efforts by hiring health educators whose main function will be outreach and health education. The Health Center will provide medical and mental health services for acute, episodic needs to students who are enrolled and attending classes. In promoting wellness, both physical and emotional, students are encouraged to choose positive life-styles ([II.B.3.14: Student Health Center Program Reviews 2006, 2008, 2010 and 2012 Web Page](#)). These activities contribute to student retention and well-being.

Instructional units are provided with comprehensive student success, retention and awards data from the College Student Information System as part of their program review materials ([II.B.3.15: GWC College-Wide Program Review Data Web Page](#)).

Additional discussion of College efforts to support student learning needs is located in standard II.C of this self-evaluation report.

### **II.B.3 Actionable Improvement Plan**

None

#### **II.B.3.a**

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

#### **II.B.3a Descriptive Summary**

The varied needs of GWC students are served by a comprehensive array of student support services. General services benefit all students – Admissions and Records, Assessment, Counseling, Health Services, Student Activities, Career and Transfer Centers and specialized support services benefit specific student populations in need of unique services – Financial Aid, ACE, EOPS/CARE, Re-Entry/CalWORKs, Outreach and International Students.

Student Services offices open and close at varied times daily. Most offices close at noon on Fridays. These hours of operation assure appropriate access based on student needs. Student Services is housed in several locations throughout the campus. Space for International Students, ACE, Financial Aid and CalWORKs was examined and each of these programs was moved to larger, more accessible locations to better serve these student populations. There are long-range facilities plans under way to develop a One-Stop integrated student service center ([II.B.3a 32b](#): *GWC 2020 Resource & Facilities Master Plan, 2008, "Proposed Building/Facilities Program," pp. 69-84*). The goal of a One Stop Student Service Center is to improve access by centralizing services.

Student services departments utilize various methods to provide services for diverse students including non-traditional, economically disadvantaged, first-generation college, English as a second-language and international students. Most published materials and web pages are provided in English, Spanish and Vietnamese.

Services are also available to students online. Students can apply for admission, view the class schedule, the college catalog, register for classes, apply for graduation, submit financial aid forms, pay fees online, complete an online orientation and e-counseling. On the GWC college website Student Services maintains links to each department's webpage that allows visitors to view program information, services and events or query a staff member for follow-up via email ([II.B.3a 33](#): *Student Services Web URL*).

#### **II.B.3.a Self Evaluation**

GWC meets the standard.

Consistent with the provisions of this standard and the expectations contained in ACCJC policy, the College assures equitable access to all students through the provision of appropriate, comprehensive and reliable services regardless of service location or delivery method (II.B.1 1b: *ACCJC Policy Distance Education and on Correspondence Education, June 2011*).

The Financial Aid Office provides direct assistance through specialized events, presentations and orientations for students. Financial Aid hosts three signature events each year (II.B.3a 34: Financial Aid Schedule of Events; [II.B.3.a 34c: Financial Aid Web Page](#)). These events are designed to raise awareness about financial aid resources and to ensure accurate completion of the Free Application for Federal Student Aid (FAFSA) among prospective students from the feeder high schools.

Counselors provide services to assist students in making effective academic, personal and career decisions. Generally, students make individual appointments for counseling, however, counselors are available on a walk-in basis and for drop-in during peak times year round (II.B.3.a 34b: *Counseling Schedules 2008-2012*). Additionally, e-counseling is available to all students for general questions and the department has made this a priority in order to provide an acceptable level of service to GWC students ([II.B.3a 5: Counseling Web Page](#)). New student orientations are also conducted twice per year, online for general students and in person for non-native language speakers. Additionally, in-person SOAR orientation sessions are offered March through June for our incoming high school students ([II.B.3a 35: SOAR Web Page](#)).

EOPS/CARE and Re-Entry CalWORKs Offices host information workshops and orientations to inform students about the program benefits and eligibility requirements ([II.B.3a 36: EOPS/CARE and Re-Entry CalWORKS Web Page](#)). ReEntry/CalWORKs is developing an online orientation that will allow distribution of detailed information in a timely manner. Both EOPs and CalWORKs have established long-term contacts with community organizations and feeder high schools to increase referrals, provide access to target populations, and maintain GWC's relationships with these organizations.

The ACE Department has an intake process to identify eligible students. Students meet with the ACE counselor to discuss support services which may include enrollment in specialized classes, counseling, tutoring, interpreters, note takers, test facilitation, use of adaptive equipment and other available services. In addition, ACE participates in a variety of outreach events and the Alternate Media Specialist and Instructional Associate in the Hi-Tech Center Lab keep up with the latest adaptive technology ([II.B.3.b 37: ACE Web Page](#)). Disabled students receive a wide range of services, both in and out of the classroom, and are supported by a high-tech learning lab ([II.B.3.b 13: ACE Program Reviews 2006, 2008, 2010 and 2012 Web Page](#)).

Specialized orientation and counseling services are also provided for student athletes. The athletic counselor meets with potential and current athletes to explain major NCAA and NAIA eligibility rules and academic preparation requirements (II.B.3.a 37b: *Athlete SOAR Orientation Summaries 2008-2011*).

GWC continues to be committed to providing high quality child care and education programs to insure that students and local families have access to care for their children. GWC has partnered with the Boys and Girls Club to provide staffing, programs and curriculum and a new Child Development Center and Pre-school, built on campus, opened on January 10, 2011.

The International Student program and the intercultural Center were merged in August 2011 under a common director. The International Student program provides centralized, one-stop services to all new and continuing international students at GWC. The program provides a six-hour, tailored mandatory orientation, sponsored activities and workshops ([II.B.3.a 38: International Student](#)

*Program Web Page*). The Director is charged with developing appropriate marketing material and with establishing and maintaining an outreach/recruitment plan, in addition to maintaining institutional compliance with the U.S. Citizenship and Immigration Service. The District has set a goal to increase international student enrollments 15% over the 2011-12 academic year enrollments by 2020.

The Intercultural Center is dedicated to providing an environment that celebrates the rich diversity of the GWC campus and the communities it serves. The Center is committed to participate in and sponsor community events that provide the College an opportunity to learn about its diverse ethnic groups on campus and in the larger global community ([II.B.3.a.16: Intercultural Center Web Page](#)).

The Puente program is a year-long learning community that includes three main components: (1) accelerated writing courses incorporating Latino and multi-cultural authors with an emphasis on English writing skills; (2) intensive counseling to provide students with sustained, in-depth career and academic guidance; and (3) mentoring from the community and university partnerships. Students in the Puente Program enroll as a cohort in required coursework each semester and participate in the program as a true learning community ([II.B.3.a.17: Puente Program Web Page](#)).

The College became eligible to compete for federal funds earmarked for Hispanic Serving Institutions (HSI) during the 2011-12 academic year. A federal Title V application has been prepared to facilitate the expansion of programs to support academic and student services for Chicano/Latino student success ([II.B.3.a.18: Title V Individual GWC Narrative Excerpts spring 2012](#)).

### **II.B.3.a Actionable Improvement Plan**

None

### **II.B.3.b**

**The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

### **II.B.3.b Descriptive Summary**

Campus Committees consisting of administrative, faculty, staff and student representatives allow for full-inclusion of ideas from the GWC community. Committees including the Student Success Planning team, Council for Curriculum and Instruction, Planning and Budget, and the Student Equity Team allow for recommendations and decisions to be implemented in any of the student services or other campus programs through a shared governance process.

University transfer programs such as the Puente Program and Honors Program ensure that students are able to achieve their educational goals and complete requirements for a baccalaureate degree and beyond.

The ACE provides specialized accommodations to students to enhance their learning experience. EOPS/CARE and Re-Entry/CalWORKS Offices host information workshops and orientations to inform students about the program benefits and eligibility requirements. The EOPS Outreach Coordinator within this department has established long-term contacts with community organizations and feeder high schools that assist in maintaining access to their target populations. The GWC

EOPS program serves the largest number of students in the CCCD. These programs seek to promote personal development and personal responsibility values among the GWC students served.

Student Health Services provides primary health care and education to students in support of their personal wellbeing so they may attain their educational goals, and further serves as a health and medical resource for the campus community.

The Associated Students of GWC works hard to represent the interests of the student body and make important changes in enhancing student life at GWC. The GWC Health, Kinesiology, and Athletics Division currently support 15 men's and women's athletic teams that compete in the Orange Empire Conference of the California Community College Association, and in the Southern California Football Alliance.

### **II.B.3.b Self Evaluation**

GWC meets the standard.

The Learning Communities provided at GWC allow students with common goals to study in supportive learning environments. Examples of such programs include the Puente Program, Peace Studies, the Honor Program, and the Teach3 Program ([II.B.3.b.19: Honors Program Reviews 2006, 2008, 2010 and 2012 Web Page](#); [II.B.3.b.20: Peace Studies Program Reviews 2006, 2008, 2010 and 2012 Web Page](#); [II.B.3.b.21: Teach3 Program Reviews 2006, 2008, 2010 and 2012 Web Page](#)).

Service Learning, a key component to several programs at GWC, includes social consciousness and community awareness while assisting students in connecting coursework with real-life experiences. Currently, service learning is a component of ASGWC, the Teach3 and Honors programs, and the Peace Studies Program. While the program is new at GWC and current funding and staffing limit the participation to select learning communities, the expectation is that service learning will eventually be available to all students who wish to participate.

As the primary liaison between the students and the faculty, staff, and administration, ASGWC provides a forum for personal and social enrichment of student life. Included in the ASGWC activity schedule is an annual leadership conference in which students and faculty participate in a series of workshops and a weekend retreat focusing on decision making skills, diversity, leadership, and shared governance ([II.B.3.b.22: ASGWC Retreat Schedule and Agenda](#)). The "Collections of Kindness" project sponsored by ASGWC provides students the ability to perform charity work to the neediest of families in the community.

The Golden West Athletics is dedicated to providing its student-athletes with opportunities to experience the valuable life lessons of self-discipline, competition, leadership, teamwork, sportsmanship, character building, and community involvement through athletic participation. The department conducts a review of each sport on a yearly basis using agreed upon key performance indicators. This measurement tool has proved to be valuable in evaluating each sport offering. Currently supported athletic programs include:

- Cross Country (men/women)
- Soccer (men/women)
- Swimming (men/women)
- Track (men/women)

- Volleyball (men/women)
- Water-Polo (men/women)
- Baseball (men)
- Football (men)
- Softball (women)

The international student program exercises great care to ensure foreign students are aware of their unique responsibilities ([II.B.3.b.23](#): *International Student Program Process Outcome 5CM 2012*).

### **II.B.3.b Actionable Improvement Plan**

None

### **II.B.3.c.**

**The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

### **II.B.3.c. Descriptive Summary**

The GWC Counseling Department is open and staffed year round. During the fall and spring semesters counselors are available from 8:00 a.m. to 7:00 p.m., Monday through Thursday, and from 8:00 a.m. to noon on Fridays. During summer and intersession, counselors are available from 8:00 a.m. to 7:00 p.m. Monday through Thursday. The Dean of Counseling and Matriculation guides the Counseling Department.

As stated in the Counseling and Matriculation Division mission, “The GWC Counseling Division embraces the diversity and uniqueness of all students. We commit to assisting students in achieving their academic, career and personal goals through a supportive and individualized approach. We value student growth and strive to assist students in reaching their greatest human potential.” To support student learning and success the counseling division employs nine full-time counselors and one full-time instructional faculty member who teaches the majority of the counseling courses. Counseling faculty are assigned to various programs on the campus: Nursing, International Students, Teach 3, CalWORKs, Online Criminal Justice and Puente. One full-time counselor works 50% of load working with the Physical Education division to counsel student athletes and follow up with athletic eligibility. Another counselor was assigned 50% to Puente serving as an instructor within the program and program coordinator. Part-time counselors provide general, athletic and basic skills counseling. Several counselors and staff are bilingual speakers (Spanish/English and Vietnamese/English).

There are four full-time counselors (one of whom serves as the Director of EOPS) who work within the EOPS/CARE department serving only EOPS/CARE students and one full-time and one part-time counselor working in ACE specifically with students who qualify for ACE services.

CalWORKs employs four part-time counselors who meet and work collaboratively with other programs on campus. The counselors assist students with required paperwork, serve as liaisons with county agencies, and provide special assistance with registration, childcare, and ancillary requests. Utilizing a case management approach counselors monitor student degrees to ensure

students are compliant with program regulations and make referrals to other agencies for additional support.

The counselor to student ratio within the counseling department (excluding ACE, EOPS and CalWORKs) is 1 to 1,500. Title 5 program-based funding requirements call for a minimum of 900 to 1 student to counselor ratio in California Community Colleges. The counseling department continues to work towards hiring full-time counselors to improve the GWC ratio by submitting requests for full-time faculty through the academic senate process. At this time the Counseling Department has agreed to put a request for a full-time hire in their fall 2012 program review. In the meantime, Counseling will be backfilled by the hiring of two part-time faculty.

### **II.B.3c Self-Evaluation**

GWC meets the standard.

Counselors seek to assist students in creating or revising student educational plans (SEPs), reviewing assessment scores, influencing course selection, and developing plans for AA degree/certificate completion or transfer. Students who are undecided about their career major are referred to counseling courses for guidance in the career decision-making process. Generally students make individual appointments for counseling. However, counselors are available for drop-in appointments during peak times year round.

Additionally, e-counseling is available to all students for general questions and the department has made this a priority in order to provide an acceptable level of service to GWC students. New student orientations are also conducted twice per year, online for general students and in person for non-native language speakers. Additionally, in-person SOAR orientation sessions are offered March through June for incoming high school students, plus specialized orientations for student athletes to explain NCAA and NAIA eligibility rules and academic preparation requirements.

Counselors dialogue with other staff members about critical needs of students and share information with their instructional colleagues by serving on the following campus committees: academic senate, curriculum, planning and budget, instructional planning team, matriculation, district planning and budget, instructional professional development, basic skills/student success, and enrollment, retention and completion. One full-time counselor serves on the statewide academic senate. Counselors are also part of the academic petitions committee and financial aid appeals committee.

Counselors (including representatives from EOPs/CARE and ACE) are provided with a variety of training opportunities both on and off campus to maintain and upgrade their skills. Counselor department meetings are held twice each month on Wednesdays during the fall and spring semesters. These meetings include counselors from EOPS and ACE and the counseling Dean on campus. The meetings are used to update counselors about instructional and student programs and services as well as to discuss changes in policies and procedures ([II.B.3.c.24: Counselor Meeting Agendas 2010-11](#)).

The department chairs have developed training sessions for part-time counselors that are offered each semester to keep them current on college and department programs and services. Counseling symposiums/retreats have been planned to include full-time and part time counselors from

all counseling programs once a year ([II.B.3.c.25: Part-time Counselor Training and Department Workshops 2007-2012](#)). Last spring the focus was on how to most effectively serve Veterans and student success. In addition, counselors attend training sessions coordinated by the University of California and California State University systems and the spring Ensuring Transfer Success conferences for admissions transfer and updates.

All programs where counseling is a component have conducted program reviews, and all categorical programs have participated in additional audits. Identified areas in need of improvement were addressed ([II.B.3.c.26:Counseling Department Program Reviews 2006, 2008, 2010 and 2012 Web Page](#)):

- The counseling and transfer center websites were updated
- E-counseling extended to be offered in intersession and summer
- Counseling hours were expanded
- Developed and maintained "Planning Guide for Transfer Students"
- The new SEP was revised to reflect the AA degree changes
- Purchased Scheduling and Reporting System (SARS) for scheduling counseling appointments

The online orientation was updated and improved. Beginning in spring 2010 and summer 2010, general students completed the orientation online rather than in person ([II.B.3.c.27: New Student Orientation Web Page](#)). A total of 3,753 students completed the online orientation. In the same time period, 1,022 students completed orientation through in-person group sessions. SOAR statistics indicate a rising number of students participating in this program ([II.B.3.c.28: SOAR Student Statistics 1996-2011](#)).

The Transfer Center will be going through Program Vitality Review in spring 2012 with the aim of improving transfer services and increasing transfer rates ([II.B.3.c.29: PVR Transfer Center Letter November 9, 2010](#)). Concerns have been expressed in the following areas ([II.B.3.c.30: Transfer Center Program Reviews 2006, 2008, 2010 and 2012 Web Page](#)):

- Lack of Updated Transfer Planning Guide
- Lack of Updated Major Advisement Sheets
- Lack of Transfer Agreements with Private Universities
- Decline in Transfer rates to local Universities
- Lack of Resources
- Little involvement in transfer activities, such as efforts to increase participation in the transfer fairs, getting word out to students regarding TAG agreements, etc.
- Lack of expansion of articulation agreements with more State and UC schools
- Limited transfer counseling services

With no net gain of counseling faculty, no budget to hire part-time counselors, a retirement in spring 2010 and a pending retirement in spring 2012, a burden has been placed on counseling services. Without more counseling faculty hired, the number of increased students in enrollment continues to go un-served. In the spring of 2011, the President recommended placing the Puente Program on hiatus, and moving the counselor assigned to this program back to general counseling 100 percent from the former assignment as 50 percent general counseling and 50 percent Puente. Advocacy by the counselor, students, and other faculty resulted in the program continuing for the 2011-12 year with part-time instructors. Given the ongoing budget reductions

and fiscal stress on the College the future of the program with full-time faculty, as recommended by the UCOP, is unknown.

Last year, the Counseling Department's request for a faculty position was rated high by the academic senate and warranted hiring. A counselor faculty hiring committee was put together and the process was in place to hire. The President elected to pull the counseling position and not fund it because counseling is in transition from traditional practices to more technological approaches such as Coast Pathways, and electronic SEPs. In May 2012 the Counseling Department will lose another counselor due to retirement. Counseling is a valued component for student success; therefore, it is critical that the campus put resources into hiring new counseling faculty and exploiting technology to assist students as soon as an analysis of Department needs is completed using the lens of the State Student Success Task Force as one perspective.

Counseling has successfully completed four cycles of SLO identification and evaluation. The most recent department SLO focused on the assessment of our updated and improved online new student orientation. The results revealed that students reported the online orientation was effective in meeting the stated goals of a new student orientation. The assessment outcome of the SLO has identified specific areas of the orientation in need of improvement. The department is working on implementing these revisions and plans to assess the effectiveness of these changes ([II.B.3.c.31: Assessment of New Student Online Orientation Instruction](#)).

Counseling has successfully identified and assessed SLOs for each of the four courses offered in the department. Results are being used to improve the quality of the courses Counseling provides. SLOs are currently being updated and revised to conform to institutional and program SLOs.

### **II.B.3.c Actionable Improvement Plan**

None

### **II.B.3.d**

**The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.**

### **II.B.3.d Descriptive Summary**

GWC is wholly committed to student equity and diversity. The commitment is evidence by the full implementation of the goals of the Equity Plan, by the programs and activities the college engages in to ensure equity, and by the statements addressing equity and diversity in the GWC primary planning documents ([II.B.3.d.32: College/Vision Mission Statement and College Goals Web Page](#)).

The scope of the programs, practices and services include the programs of EOPS/CARE, Emancipated Foster Youth, CalWORKs, Financial Aid, ACE (Disabled Student Services), International Students, Puente, El Vento and Peace Studies and Veterans Services. All of these programs and services are performing best practices on the campus to promote student inclusion and participation through clubs, intercultural events and the services offered by these programs. Along with the programs, the Admissions and Records Department, as well as the offices of Assessment, Student Health, Tutoring, and Associated Student Services address cultural awareness and sensitivity.

Cultural diversity is also addressed in the classroom by providing instruction and interaction opportunities for students in specific course work such as Vietnamese G290-Vietnamese Culture, Anthropology G100- Introduction to Cultural Anthropology, Anthropology G150-Indians of North America, Social Science G133-Racial & Ethnic Relations in America, Social Science G134-Chicano Studies, Social Science G135-Vietnamese Cultural, Social Science G136-History & Culture of the Chicano American and G290-Mexican Culture & Civilization are strong examples of how GWC adjusts to the interests of the student population.

Through campus events spearheaded by diversity constituents, the College offers events and workshops to address cultural sensitivity and promote GWC as a viable option for all students to attend. Events like Chicano Latino Day brings 400-500 Hispanic High School Seniors to the campus annually so they can participate in a day of the college experience. The GWC Financial Aid, EOPS/CARE, CalWORKs, and Emancipated Foster Youth Programs hold outreach activities in the community that are design to promote college inclusion for minority students. The GWC Associated Student Government actively promotes full inclusion with clubs that include, EOPS/CARE/Emancipated Foster Youth Club, Feminist Club, Gay & Lesbian Alternative Straight Alliance (GLASA), Intercultural Club, International Students Club, Mi Casa Club, Peace Mind & Body Club, Puente Club, Sign Language & Interpreting Club, Tutoring Center Club, Vietnamese Student Association and the Veterans Club ([II.B.3.d.33: GWC Student Clubs Web Page](#)).

Many of the College materials and web pages are provided in English, Spanish and Vietnamese. Several Student Services employees in various offices are bi-lingual (Spanish/English or Vietnamese/English).

#### **II.B.d Self Evaluation**

GWC meets the standard.

The following programs, services and events, demonstrate the College's commitment to a diverse student population. This year GWC qualifies as a Hispanic Serving Institution.

#### **Athletics**

The athletic program at Golden West consists of 8 men's sports, and 7 women's sports for a total of 15 intercollegiate teams. The College pursues gender equity in our athletic offerings and GWC has a large diverse student/athlete population. This is not only demonstrated by ethnicity, but annually the College also has a variety of international participants. There is an overriding emphasis by the coaches and counselor's to promote academic success first and foremost with more than 400 student athletes each year.

#### **EOPS/CARE**

EOPS & CARE are sister programs providing "over and above" services for low income and educationally challenge students. The student population and the GWC faculty/staff consist of a viable socially diverse population. Even now, during this statewide fiscal crisis, annually the programs will provide over 1,000 students individualized attention and services while they are striving to reach their education goals. Additional CARE Services target single parents receiving federal and state assistance through CalWORKs. These students must also be active participants in EOPS.

**Emancipated Foster Youth (EFY)**

EFY is a relatively new service for GWC and is associated with EOPS. The College serves a diverse student population of approximately 15-30 annually who need many specialized services to compete in the college setting. Due to the enormous generosity of a single donor who has provided \$160,000 in private funds to date, the College is able to assist the emancipated foster youth to be competitive within the educational and social environment.

**Re-Entry/CalWORKs**

The Re-Entry/CalWORKs Program is designed to give students on welfare a chance to obtain or upgrade marketable skills that can be used to secure viable employment. The students receive personalized attention, counseling and motivation while pursuing their learning experience. In addition, the program actively participates in outreach activities within the Orange County community.

**Financial Aid**

Financial aid is available to help remove the cost barriers that may prevent students from pursuing their educational goals. A diverse Financial Aid staff ensures that GWC is addressing culture as well as financial literacy. It serves students at large and underrepresented students. Assistance is available from a variety of programs funded by federal, state and private sources.

**Fine Arts Program**

The Fine Arts Program demonstrates cultural sensitivity in art gallery exhibits as well as in many of its dance, music and theatrical repertoire.

**Access Center for Education (ACE)**

ACE helps accommodate people who have a verified disability that poses a limitation on the person's ability to succeed academically. The program provides services that are appropriate to each individual's disability as determined by the program experts.

**International Students Program**

This program is committed to providing assistance to international students so that they may succeed at GWC. Students are able to take advantage of the student-centered support provided to them with specialized counseling; expert visa/practical training guidance, personal advising, and home-stay services. Additionally, the program provides many opportunities for this diverse population to participate in student activities on and off campus.

**Puente Program**

The Puente Program is a two-semester learning community that incorporates three main components: (1) accelerated writing courses that incorporates Mexican American and Latino authors; (2) intensive counseling services to provide career and academic guidance; and (3) mentoring services. Students in the Puente Program enroll as a cohort in required course work and participate as a true learning community that supports personal, academic and cultural development.

**El Viento**

This program is specific to a targeted Hispanic community in Huntington Beach known as Oak View. The promise of the El Viento Program is to start with 4th grade students from that specific community and provide assistance and guidance for them for the next 8 years while they progress through high school and college. GWC is proud to be one of the support systems for this effort.

**Peace Studies Program**

This developing program provides an interdisciplinary perspective to the study of conflict, violence, war, and peace. The goal of this program is to develop future leaders who learn peace-making and culturally-specific conflict skills designed to address the issues that are abundant in today's diverse society.

**Veterans Services**

GWC is dedicated to providing veterans the support they need to make a transition from their military service to their personal commitment to a college education. GWC is approved by the Bureau for Private and Vocational Education to provide appropriate benefits. Along with helping the veterans build a solid educational foundation, the participants are encouraged to participate in student activities and student government.

**Student Activities Program**

The Student Activities Office strives to maximize personal growth and development in GWC's students by providing a variety of opportunities for involvement, service and leadership in co-curricular activities while recognizing cultural diversity as a core value.

**Intercultural Program**

The Intercultural Program enhances academic excellence by providing resources to students, support staff, and faculty that: (1) demonstrates respect and appreciates diversity of thought and experience; (2) celebrates historical and cultural commonalities and differences; and (3) provides training in leadership and global communities. Upon completing a field trip to the African American Heritage Museum several students reflected on their learning experience as follows:

*"I did not expect my visit to be so inspiring." Thuy*

*"I hope GWC will organize more trips to other cultural experiences. After all, learning takes place both inside and outside the classroom. I learned so much." Sonia*

**Student Health Center**

The mission of the student health center is to provide primary mental and physical health care as well as provide individual and group well-being education for the GWC student population. Cultural and ethnic sensitivity is taken into account when dealing with race, gender or alternative life style issues.

**Tutorial & Learning Center**

The Tutorial & Learning Center provides a variety of diverse tutorial options to meet the needs of GWC students and the surrounding community. Academic support is available to all Golden West students in the classes for which they are enrolled. The center provides group, drop-in, individual, on-line and community tutoring services.

**Clubs Highlighting Diversity**

**EOPS/CARE/Emancipated Foster Youth Club** - The purpose of the club is to provide a support system for students, promote cultural awareness through student involvement, give back to the campus and community, and create a positive GWC experience for new and returning EOPS/CARE/EFY students.

- **Feminist Club** - The purpose and mission of this club is to cover all dynamics of Human Rights issues. The club is not limited to women's issues and is dedicated to educating and empowering all students through social justice and action leading the way to social change.
- **Gay Lesbian Alternative Straight Alliance (GLASA)** - The purpose of this club is to raise awareness of the rights of the GLBT population and promote a safe environment for greater understanding of the GLBT community.
- **Intercultural Club** - The purpose of this club is to bring cultural awareness and ethnic diversity to GWC by hosting cultural events and activities.
- **International Students Club** - The purpose of this club is to provide and establish organizations in conjunction with the International Students Program that offers a community of support to international and resident students. Club members plan activities to familiarize themselves with the culture of the United States and share with GWC the different cultures that students represent for better awareness and mutual understanding.
- **Latter Day Saints Students Association (LDSSA)** - The purpose of the LDSSA is to promote good fellowship and wholesome associations among college students, to make moral ideals more practical in our lives, to promote intellectual stimulation, and to foster cultural and social adaptation for our talents.
- **Mi Casa Club** - The purpose of this club is to foster and promote the academic and personal success of Chicano/Latino students. The club encourages student advocacy personal support and transition beyond community college.
- **Model United Nations (MUN)** - This club simulates the structure, procedure and policies of the real United Nations. The purpose of the club is for students to learn the dynamics of multicultural diplomacy, to increase their awareness of global issues, and to gain in-depth knowledge of global problems and resolution.
- **Peace Mind & Body Club** - The purpose of this club is to build a culture of peace; to create peace within our community, our country, the world and ourselves.
- **Puente Club** - The purpose of this club is to provide academic support and community service opportunities to Puente students.
- **Sign Language & Interpreting Club** - The purpose of this club is to give students a way to practice signing, learn more about interpreting, network for the future, and refine their skills to work with the specialized diverse hearing impaired student population.
- **Tutoring & Learning Center Club** - The purpose of this club is to promote the tutoring & learning center services that are available to the GWC diverse student population. The goal is to further expand educational opportunities through GWC's scholarship program and provide social interaction & recognition opportunities for the members.
- **Vietnamese Student Association** - the purpose of this club is to increase Vietnamese cultural understanding through a diverse club membership, offering educational and cultural events for the campus and community.

- **Veterans Student Organization** - The purpose of this club is to prepare and assist Veterans in transitioning from their military background to becoming successful college students.

Access to culture and cultural information plays a key role in engaging GWC students and potential students in the educational process. The programs, services and practices described above provide students fuller access and participation in the cultural life of the campus and opportunities to gain an understanding and appreciation of diversity. GWC has clearly developed a broad variety of opportunities that promote student understanding and appreciation for diversity. Examples of the diversity event programming illustrate the variety ([II.B.3.d.34:GWC Examples of Diversity Appreciation Programming](#)). Challenges to develop a broader understanding and appreciation of diversity throughout GWC's campus community still remain. The College must continue its commitment to foster these programs and services that are focused on inclusion of GWC's diverse student population.

#### **II.B.3.d Actionable Improvement Plan**

None

#### **II.B.3.e**

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

#### **II.B.3.e Descriptive Summary**

In accordance with Title V, College and District policies, GWC admits all legally eligible applicants who are high school graduates, 18 years of age or older and who can profit from instruction. The college also has a Special Part-Time Program for concurrently enrolled 11th and 12th grade students and a Special Admit program for eligible students who are in 10th grade or below. International Students are admitted provided they meet all Immigration and Naturalization Service (INS) and Department of Homeland Security regulations plus the College admissions criteria for the issuance of an I-20.

#### **II.B.3.e Self Evaluation**

GWC meets the standard.

Prospective and or new students apply online through the CCCApply application system. There are links to the application throughout the college's website, or students can go directly to CCCApply.org and apply. For those individuals who may not have access to a computer at home, the Admissions Office provides several computers for the public to use for both admission and registration transactions. Paper applications are available in the Admissions Office as well a PDF version on the web for anyone who would may not feel comfortable filling out the application online. Application and matriculation materials are not currently translated into Vietnamese and Spanish but the Student Services Division does have staff on hand during regular business hours that can assist many of GWC's limited English speaking students both in person and over the phone. Students with disabilities who need modified or alternative services are assisted through ACE in coordination with the Admissions and Records Office.

GWC has a matriculation plan that describes and details every element of matriculation. Additionally, GWC has a matriculation sub-committee that regularly evaluates and oversees the admissions, assessment, orientation, counseling/advisement, follow-up, coordination and training and research components of the matriculation standards (II.B.3.e.35: *Matriculation Program Plan 2009*; [II.B.3.e.36: GWC Placement Exam Validation Research](#)). These standards mandate that the institution provide these services as effectively as possible while minimizing bias. The admissions component requires that all new students and returning students who have missed at least one primary term file an admissions application prior to enrollment in classes. Each new and returning student application is evaluated upon submission, and the student's matriculation status is determined in accordance with the college and district exemption criteria. Based on this determination, students are notified electronically via email with information regarding their matriculation status as well as services to meet any special needs. The email also refers students, as appropriate, for assessment services and/or student orientation. Students needing to matriculate cannot register for more than six units prior to completion of their required matriculation services. Students can conveniently complete the new student orientation online and be cleared to register within hours. Orientations for limited English speakers as well as incoming freshman participating in the student orientation, assessment and registration (SOAR) program are still conducted in small groups with more personalized advisement. Students cannot enroll in courses with mandated prerequisites without proof of prior college coursework (grade of "C" or better), placement test results, or a successful challenge of the prerequisite in accordance with college and departmental policy.

The matriculation sub-committee reports to the Student Success Committee that is comprised of Basic Skills, Student Equity and matriculation. These committees were "stand alones" until a few years ago when the College realized all three committees basically had the same charge but never met together. As an improvement to the planning processes it was decided to bring members from all three groups together to form one larger committee and work collaboratively as a Strategies for Student Success Committee.

GWC, in conjunction with Orange Coast College, offers local feeder high school seniors the opportunity to participate in a student orientation, advisement and priority registration program. The SOAR program provides students the opportunity to submit an admission application and take assessment testing at their high schools, provides specialized orientation sessions, and gives students an early opportunity to register for fall classes ahead of continuing, new and returning students. Students enroll according to a priority appointment system in accordance with College and District policy and Title V mandates ([II.B.3.e.37: Board Policy 5055 Priority Registration](#); [II.B.3.e.38: Priority Registration Mandates](#)). GWC is in compliance with recent legislation which gives the following groups registration priority: (1) EOPS and Foster Youth; (2) DSPS; and (3) Veterans. Students register conveniently online via their student portal. Prior to the start of the term, once classes are closed, students have the opportunity to place themselves on a waitlist for the class. If a space becomes available due to a student drop, the first student on the waitlist is notified via email and has 24 hours to enroll in the class. If a class is still closed once the term begins, students can request an Authorization to Add Code (AAC) from the instructor and add the class online. Students who are not comfortable registering online may do so in-person during the first two weeks of the term. Admission standards are consistent with the college's mission and are effectively linked to the college's educational goals as identified in The College Educational

Master Plan and the District's Vision 2020 plan. The Admissions and Records Office is evaluated in a number of ways: Program Reviews, Year End Reports, yearly internal and external audits and accreditation visits ([II.B.3.e.39](#): Admissions and Records Program Reviews 2006, 2008, 2010 and 2012 Web Page). Based on evaluations from focus groups with students as well as student surveys, students are generally satisfied with the services received in Admissions and Records.

Since the implementation of Banner in October 2007, the Admissions & Records staffs from Golden West College, Orange Coast College, Coastline College and application developers from District Information Services meet weekly they discuss, develop and implement new processes and improvements that enhance the admissions registration, and records processes, thereby greatly reducing barriers and minimizing biases for our students.

The Administrative Director of Student Enrollment Services and the Director of Admissions and Records are active participants on a variety of College and District committees and work closely with the college community, the District office, the California Association of Community College Registrars and Admissions Officers (CACRAO) organization. Both College administrators coordinate with colleagues from Coastline and Orange Coast to ensure that the Admissions and Records Office remains compliant and that the quality of services to students, faculty and staff remains high.

The Student Services Division is constantly assessing processes and procedures to determine how to improve service to students. Currently there are several projects underway to improve service to students. Student Services Division staff worked collaboratively with the District, OCC and CCC to develop an internal online "short" admission application that was piloted in summer and used in fall by continuing students who would like to take a class at one of the sister colleges. This will also be used for the Nursing program students. An online graduation application is being developed to make that process easier for students.

### **II.B.3e Actionable Improvement Plan**

None

### **II.B.3.f**

**The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

### **II.B.3.f Descriptive Summary**

GWC maintains student records as required by the California Education Code and secures them in compliance with Family Education Rights and Privacy Act of 1974 (FERPA) regulations as described in the College Catalog and College website. In addition, GWC complies with guidelines in Title 5 of the California Code of Administrative Regulations on the retention and destruction records. Class 1 records must be kept permanently and confidentially.

### **II.B.3.f Self Evaluation**

GWC meets the standard.

Provisions are made for secure backup of all electronic files, which include but are not limited to network backups, microfilm and electronic document imaging. There are duplicate sets of microfilm stored at an off-campus site. Standard practices are followed for securing student files and limiting access to authorized staff. Old, hard copy transcripts prior to 1989 have been electronically imaged. The hard copies are being stored securely off-site with a records management company. Hard copy faculty rosters that have not been electronically imaged are kept in a secure room in the Admissions & Records Office. This room is equipped with a Halon fire-extinguishing system and alarm. Student records and faculty grade information is stored electronically on the Student Information System (SIS), which is housed and maintained at our District office with backups being performed each night. The backed up data is sent to a commercial offsite storage.

GWC follows federal and state regulations as well as District policy regarding the maintenance and release of student records. GWC publishes the established policies that it follows for release of student records in the college catalog and website in accordance with District policy ([II.B.3.f.40: GWC Catalog 2011-12, "Rights, Responsibilities, Policies & Regulations," pp. 177-188; II.B.3.f.41: Board Policy 5040 Family Rights and Privacy Act of 1974](#)). Students who apply for admission online are given the option to "opt out" or deny permission to release information to third parties such as the National Student Clearinghouse. Students may also make a similar request in person in the Admissions & Records Office.

Technology Support Services (TSS) is responsible for campus network security and backup of campus network related data and resources. GWC has deployed a multi-layered approach to security. TSS has anti-phishing and SPAM appliances to block harmful email. A Network Access Control (NAC) appliance has been deployed to monitor systems and warn of potential attacks. All users on the network have to be authenticated through GWC's Microsoft Active Directory. Every workstation has McAfee Total Protection installed and is actively monitor by a technician to spot potential problems. A daily scan is conducted on GWC's systems every day at noon. The anti-virus is constantly updated automatically to keep all definitions up-to-date. The wireless network covers the campus and uses Wi-Fi protected access (WPA) to protect from unauthorized users. All users have to authenticate with their username and password. Remote access to the campuses through our Cisco virtual private network (VPN) solution and is always authenticated and encrypted. Events are logged; daily backups are performed and sent off-site though Iron Mountain – a third party vendor. There are discussions underway to address our Disaster Recovery (DR). Due to lack of funding, the project has not yet been implemented.

District Information Services (DIS) is responsible for the Enterprise Resource Planning System (ERP)/ Student Information System (SIS) in use at GWC. All users must sign a confidentially form before given access to the ERP system. The ERP system uses https to accept incoming connections and users must use their username and password to login. Only connections from within our IP address range are accepted into the ERP system. The GWC campus network has border routers and firewalls performing security inspections. These devices are fully redundant to guard against failure and also to make sure data is transported securely to the proper destination. In addition, the NAC is setup to automatically send alert/text message in the event there are security or network breach attempts from external or internal threats. Servers are configured with secure settings and are on a regular update schedule for patches and anti-virus. Critical servers have an

additional layer of security called Server-based Intrusion Detection Systems (SIDS), which protects the servers from unauthorized access or suspicious programs being installed.

GWC assigns each student (at time of admission) a unique student identification number as well as a username and temporary password to log in to the Student Portal (MyGWC). At initial login, students are required to change their password, which enables the student to have greater confidentiality of his/her records. Passwords are not stored by GWC or DIS. Functionality exists within the Student Portal for students to change their own password as often as they would like but they are not forced to do so with any regularity. Students who forget their password may have their password reset by the Admissions & Records Office after identity verification.

At time of employment, access to the college network is requested for new employees by the manager of the department and coordinated through the campus TSS. All SIS account requests are submitted by the employee's immediate supervisor and then must be reviewed by the Administrative Director of Enrollment Services before access is granted. With discretion, and the supervisor's approval, 160-day employees are given access to the student database based on their specific job responsibilities. Confidentiality of both student and personnel records has been addressed through the development of a confidentiality agreement that must be signed by any employee who is assigned an SIS account. When employees cease employment with the District or their job assignment changes, their access to the network and the SIS is modified or terminated.

The College has many old Class I records in various forms, hard copy and microfilm, that need to be burned onto CD's to maintain their integrity for the long term, not to mention the hard copy records that are subject to fire and pests. Financial resources need to be committed to this project to save these irreplaceable records and to remain FERPA compliant. Additionally, because of storage space limitations, some hard copy records may be unsecure and therefore out of secure storage compliance. The newly formed Student Life and Administrative Planning Team will be developing a plan to rectify these matters and present this to the College Planning and Budget Committee for consideration in the Spring of 2013.

### **II.B.3.f Actionable Improvement Plan**

None.

### **II.B.4**

**The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

### **II.B.4 Descriptive Summary**

[Program Review](#) and [Program Vitality Review](#) are the primary processes used for the examination and evaluation of Student Services programs on a regular and ongoing basis. All support services go through a comprehensive program review every two years using the strategic planning method Strengths, Weaknesses/Limitations, Opportunities and Threats (SWOT) Analysis. Through the program review process programs that are "in trouble" can be referred to the Program Vitality Review ([II.B.4.01: Program Vitality Review Web Page](#)).

Student Services units use SLOs created by individual divisions and departments to evaluate and provide evidence regarding how the unit is contributing to student success, learning and achievement. Following the Nichols and Nichols five-column assessment process, SLO's are written, assessed and evaluated. The five-column assessment process includes: (1) mission and goals, (2) intended outcomes, (3) means of assessment, (4) summary of data collected, and (5) use of results.

The assessment of a SLO is a large part of the evaluative process in program review. Column Five specifically focuses on the use of results. After creating a SLO, it is then assessed as data are collected and analyzed. From that data Student Services units can determine where to make improvements as well as reflect on the strengths of the area.

#### **II.B.4 Self Evaluation**

GWC meets the standard.

Each program in Student Services has a written mission statement that aligns with the Student Services mission as well as with the College mission. In support of the program mission statements, each program has identified SLOs for their specific area ([II.B.4.02: List of Student Service Area SLOs by Unit](#)).

The process of program review is designed for all departments to know where they currently stand and establish goals to grow towards. Findings from the program review are used to measure progress toward the achievement of established departmental goals, identify student needs, establish solutions to challenges, and redefine the department's mission or vision, if needed, and to set new departmental goals.

The program review format used for all Student Services Division units is thorough and effective ([II.B.4.03: Student Services Program Reviews 2006, 2008, 2010 and 2012 Web Page](#)). The Student Services Division has seen numerous improvements throughout its programs in the last two years, and more goals for improvement have been set. Although program review reflects strengths in individual areas it also shows where there are deficiencies.

Due to the funding level provided by the State many of our programs have been unable to fulfill areas of need. Services have been minimized or cut and due to the lack of funds across the campus, many of the Student Services units have been unable to provide the extent of services for student needs to the extent the unit once did.

GWC demonstrates its commitment to its achievement of student learning outcomes through its integration of SLO assessment with the program review process. All programs assessing SLOs report those assessments using the Nichols five-column model.

Through the program review process, Student Services units are reflecting on their strengths, challenges they face, opportunities for growth and specific areas in need of improvement. Combining all of that information they can then create their mission or goal and a SLO.

An example of the five-column model is found in the Counseling Department program review. The Department listed very specific areas that would not only improve the effectiveness of the Counseling Department but also give the most back to the students at GWC. Each area of the

five-column model was covered thoroughly. Data was collected and reviewed allowing them to determine the extent to which the unit achieved their service and learning goals ([II.B.4.04: Counseling Department Program Reviews 2006, 2008, 2010 and 2012 Web Page](#)).

Another example is found in the CalWORKS program that conducted an assessment of a learning outcome associated with the group program planning sessions they had started. The assessment pointed to an area for improvement regarding the provision of materials and resources. The program staff has used that insight to continue to improve the planning session experience ([II.B.4.05: CalWORKS Program SLO Assessment 2011-12](#)).

At the end of the five-column assessment, the fifth column represents the use of results. With these results GWC, as an institution, evaluates each area and uses a framework for improvement. As a College the institution is using the results to accommodate the needs of students as well as to address changes that need to be made in the systematic structures and procedures used in Student Services units ([II.B.4.06: Student Services Learning Outcomes and Assessment Examples 2005-06 to 2010-11](#)).

GWC holds a high standard of excellence to all students, staff and faculty. The continued evaluation of programs and units allows all areas to be aware of how and where growth/change can be made.

#### **II.B.4 Actionable Improvement Plan**

None

## Standard II.B Evidence List

Links to evidence are available at [www.goldenwestcollege.edu/accreditation2011-2012](http://www.goldenwestcollege.edu/accreditation2011-2012).

- 2.B.1.01: GWC Organizational Chart March 7, 2012  
[GWCOrgChart030712.pdf](#)
- 2.B.1.02: ACCJC Policy Distance Education and on Correspondence Education, June 2011  
[ACCJC\\_PolicyDistanceEducationAndCorrespondenceEducation0611.pdf](#)
- 2.B.1.03: Online Instruction Department Web Page  
<http://www.onlinegwc.org/student-services.cfm>
- 2.B.1.04: Student Satisfaction with Matriculation Services Student Survey Spring 2009  
[StudentSatisfactionMatricServicesRrt2009.pdf](#)
- 2.B.1.05: Counseling Course SLOs & Assessments 2010-11  
[CounselingCourseSLOsAndAssessments2010\\_11.pdf](#)
- 2.B.1.06: Counseling Program Reviews 2006, 2008, 2010 and 2012 Web Page  
<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>
- 2.B.1.07: Counseling Web Page  
<http://www.goldenwestcollege.edu/counseling/>
- 2.B.1.08: Success Seminars Flyers 2008-2010  
[SuccessSeminarsFlyers2008\\_2010.pdf](#)
- 2.B.1.09: Probation/Disqualification Tutorial Web Page  
<http://www.goldenwestcollege.edu/counseling/probation/>
- 2.B.1.10: TAG Workshop Flyer  
[TAGWorkshopFlyer.pdf](#)
- 2.B.1.11: TAG Web Page  
<http://www.goldenwestcollege.edu/transfercenter/uc/tag.html>
- 2.B.1.12: Transfer Center Program Reviews 2006, 2008, 2010 and 2012 Web page  
<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>
- 2.B.1.13: Financial Aid Web Page FAQ  
<http://www.goldenwestcollege.edu/fao/>
- 2.B.1.14: Financial Aid Program Reviews 2006, 2008, 2010 and 2012 Web Page  
<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>
- 2.B.1.15: Career Center Seminar/Workshop Announcements & Summary Reports 2006-2012  
[CareerCenterWorkshopsAnnouncementsAndSummaryReports2006\\_2012.pdf](#)
- 2.B.1.16: Student Learning Outcomes 2006-2007 Career Center Cycle 2  
[aCycle2CareerCenterSLO2006\\_2007FinalAndComplete7.pdf](#)
- 2.B.1.17: College Central Network  
<http://www.collegecentral.com/gwc/>
- 2.B.1.18: CalWORKS web page  
<http://www.goldenwestcollege.edu/calworks/>
- 2.B.1.19: CalWORKS Program Reviews 2006, 2008, 2010 and 2012 Web Page  
<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>
- 2.B.1.20: CalWORKS Program Student Learning Outcomes Group Program Planning for 2010  
[CalWORKsProgramStudentLearningOutcomes\\_group\\_program\\_planning\\_for2010.pdf](#)
- 2.B.1.21: CalWORKS SLO 2011-12 Program Planning Sessions Assessment

- [CalWorksslo2011\\_212programplanningsessions.pdf](#)
- 2.B.1.22: CalWORKS Program Planning Satisfaction Survey 2011-12  
[CalWORKsProgramPlan2011\\_12\\_finalized.pdf](#)
- 2.B.1.23: ACE Web Page  
<http://www.goldenwestcollege.edu/ace/index.html>
- 2.B.1.24: ACE Program Reviews 2006, 2008, 2010 and 2012 Web Page  
<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>
- 2.B.1.25: GWC ACE SLOs and Assessments  
[GWCACE\\_SLOsAndAssessments.pdf](#)
- 2.B.1.26: EOPS & CARE Web Page  
<http://www.goldenwestcollege.edu/eops/>
- 2.B.1.27: EOPS & CARE Program Reviews 2006, 2008, 2010 and 2012 Web Page  
<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>
- 2.B.1.28: Puente Program Reviews 2006, 2008, 2010 and 2012 Web Page  
<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>
- 2.B.1.29: Student Health Services Web page  
<http://www.goldenwestcollege.edu/studenthealth/>
- 2.B.1.30: Student Health Center Program Reviews 2006, 2008, 2010 and 2012 Web Page  
<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>
- 2.B.1.31: Student Activities Web page  
<http://goldenwestcollege.edu/wpmu/sa/>
- 2.B.1.32: Student Activities Program Reviews 2006, 2008, 2010 and 2012 Web Page  
<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>
- 2.B.2.01: Coast Community College District Board Policies Website  
<http://www.cccd.edu/board/policies/default.aspx>
- 2.B.2.02: GWC Catalog 2011-12 Web Page  
<http://www.goldenwestcollege.edu/catalog/>
- 2.B.2.03: CCA\_NEA and CCCD Agreement 2010-11, Article V, "Academic Freedom and Responsibility," p.4  
[CCA\\_NEAandCCCD\\_AgreementAdjunct FacultyAcademicFreedom\\_p4.pdf](#)
- 2.B.2.04: CCCD & CFE Agreement, Article VI, "Academic Freedom and Responsibility," pp. 6-7  
[CCCDandCFE\\_Agreement2011\\_12AcademicFreedom\\_pp6\\_7.pdf](#)
- 2.B.2.05: Board Policy 4030 Academic Freedom  
[BP4030AcademicFreedom.pdf](#)
- 2.B.2.06: GWC Catalog 2011-12 Web Page  
<http://www.goldenwestcollege.edu/catalog/>
- 2.B.2.07: GWC Catalog 2011-12 Web Page  
<http://www.goldenwestcollege.edu/catalog/>
- 2.B.2.08: GWC Catalog 2011-12, "Graduation Requirements," pp. 40-48  
[GWCCatalog2011\\_12GraduationRequirements\\_pp40\\_48.pdf](#)
- 2.B.2.09: GWC Catalog 2011-12, "Admissions, Registration and Matriculation," pp. 9-24  
[GWCCatalog2011\\_12AdmissionsRegistrationMatriculation\\_pp9\\_24.pdf](#)
- 2.B.2.10: GWC Class Schedule, Spring 2012 "Admissions to GWC"  
[GWCScheduleSpring2012AdmissionsToGWC.pdf](#)
- 2.B.2.11: GWC Class Schedule, Spring 2012 General Education Options

- [sprgsched\\_2012\\_proof.pdf](#)
- 2.B.2.12: GWC Class Schedule, Spring 2012 “Student Success Services”  
[GWCScheduleSpring2012StudentSuccessServices.pdf](#)
- 2.B.2.13: GWC Catalog 2011-12, “Rights, Responsibilities, Policies and Regulations,” pp. 177-188  
[GWCCatalog2011\\_12RightsResponsibilitiesPoliciesAndRegulations\\_pp177\\_188.pdf](#)
- 2.B.2.14: GWC Catalog 2011-12, “Admissions, Registration and Matriculation,” pp. 9-24  
[GWCCatalog2011\\_12AdmissionsRegistrationMatriculation\\_pp9\\_24.pdf](#)
- 2.B.2.15: 2012-13 Catalog Production Calendar  
[2012\\_13CatalogProductionCalendar.pdf](#)
- 2.B.2.16: GWC Catalog 2011-12, “Computer and Electronic Resources Systems Acceptable Use Policy,” pp. 185-187  
[GWCCatalog2011\\_12ComputerAndElectronicResourcesSystemsAcceptableUsePolicy\\_pp185\\_187.pdf](#)
- 2.B.2.17: GWC Catalog 2011-12 Web Page  
<http://www.goldenwestcollege.edu/catalog/>
- 2.B.2.18: GWC Catalog 2011-12 Web Page  
<http://www.goldenwestcollege.edu/catalog/>
- 2.B.3.\_01: Educational Master Plan 2011, V. Environmental Scan, pp. 11-53 and VI. Institutional Effectiveness, pp. 54-69  
[EducationalMasterPlanSp2011\\_V\\_EnvironmentalScanAndVI\\_InstitutionalEffectiveness\\_pp11-69.pdf](#)
- 2.B.3.\_02: Student Equity Plans and Research 2005 to 2011  
[StudentEquityPlansAndResearch2005To2011.pdf](#)
- 2.B.3.\_03: GWC Placement Recommendations Data 2008-2010  
[GWCPlacementRecommendationsData2008\\_10.pdf](#)
- 2.B.3.\_04: Accreditation Student Survey 2011 Results pp. 1-4, item 17  
[AccreditationStudentSurvey2011Resultssp1\\_4.pdf](#)
- 2.B.3.\_05: BSI 2010-11 Year End Report and 2011-12 Action Plan  
[10\\_10\\_11BasicSkills10\\_11EndofyearReport11\\_12actionPlan\\_expedPlan.pdf](#)
- 2.B.3.\_06: Program Plans EOPS 2009-10 to 2010-11  
[EOPS\\_ProgramPlans2009\\_10To2010\\_11.pdf](#)
- 2.B.3.\_07: Matriculation Program Plan 2009  
[5\\_2009GoldenWestCollegeMatriculationPlan.pdf](#)
- 2.B.3.\_08: Student Services Unit Program Reviews 2006, 2008, 2010 and 2012 Web Page  
<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>
- 2.B.3.\_09: Student Services Learning Outcomes and Assessment Examples 2005-06 to 2010-11  
[StudentServicesLearningOutcomesAndAssessmentExamples2005\\_06To2010\\_11.pdf](#)
- 2.B.3.\_10: CalWORKS Program SLO Assessment 2011-12  
[CalWorksProgramSLOAssessment2011-12.pdf](#)
- 2.B.3.\_11: Student Satisfaction with Matriculation Services Student Survey Spring 2009  
[StudentSatisfactionMatricServicesRrt2009.pdf](#)
- 2.B.3.\_12: Student Computing Center Surveys 2007 to 2011  
[StudentComputingCenterSurveys2007to2011.pdf](#)
- 2.B.3.\_13: Student Health Center Survey Instruments  
[StudentHealthCenterSurveyInstruments.pdf](#)
- 2.B.3.\_14: Student Health Center Program Reviews 2006, 2008, 2010 and 2012 Web Page

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- 2.B.3.\_.15: GWC College-Wide Program Review Data Web Page  
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- 2.B.3.a.16: Intercultural Center Web Page  
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- 2.B.3.a.17: Puente Program Web Page  
<http://www.goldenwestcollege.edu/puente/>
- 2.B.3.a.18: Title V Individual GWC Narrative Excerpts spring 2012  
[TitleV\\_IndividualGWCNarrativeExcerptsSpring2012.pdf](#)
- 2.B.3.b.19: Honors Program Reviews 2006, 2008, 2010 and 2012 Web Page  
<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>
- 2.B.3.b.20: Peace Studies Program Reviews 2006, 2008, 2010 and 2012 Web Page  
<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>
- 2.B.3.b.21: Teach3 Program Reviews 2006, 2008, 2010 and 2012 Web Page  
<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>
- 2.B.3.b.22: ASGWC Retreat Schedule and Agenda  
[ASGWC\\_RetreatScheduleAndAgenda.pdf](#)
- 2.B.3.b.23: International Student Program Process Outcome 5CM 2012  
[InternationalStudentProgramProcessOutcome5CM2012.pdf](#)
- 2.B.3.c.24: Counselor Meeting Agendas 2010-11  
[CounselorMeetingAgendas2010\\_11.pdf](#)
- 2.B.3.c.25: Part-time Counselor Training and Department Workshops 2007-2012  
[PART\\_TimeCounselorTrainingAndDeptWorkshops.pdf](#)
- 2.B.3.c.26: Counseling Program Reviews 2006, 2008, 2010 and 2012 Web Page  
<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>
- 2.B.3.c.27: New Student Orientation Web Page  
<http://www.goldenwestcollege.edu/orientation/index.html>
- 2.B.3.c.28: SOAR Student Statistics 1996-2011  
[SOAR\\_StudentStatistics1996\\_2011March8\\_2012.pdf](#)
- 2.B.3.c.29: PVR Transfer Center Letter November 9, 2010  
[PVR\\_TransferCenterLetter110910.pdf](#)
- 2.B.3.c.30: Transfer Center Program Reviews 2006, 2008, 2010 and 2012 Web Page  
<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>
- 2.B.3.c.31: Assessment of New Student Online Orientation Instruction  
[AssessmentOfNewStudentOnlineOrientationInstruction.pdf](#)
- 2.B.3.d.32: College/Vision Mission Statement and College Goals Web Page  
<http://www.goldenwestcollege.edu/about.html#mission>
- 2.B.3.d.33: GWC Student Clubs Web Page  
<http://goldenwestcollege.edu/wpmu/sa/clubs/>
- 2.B.3.d.34: GWC Examples of Diversity Appreciation Programming  
[GWCExamplesOfAppreciationOfDiversityProgramming.pdf](#)
- 2.B.3.e.35: Matriculation Program Plan 2009  
[5\\_2009GoldenWestCollegeMatriculationPlan.pdf](#)
- 2.B.3.e.36: GWC Placement Exam Validation Research

[GWCPlacementExamValidationResearch.pdf](#)

2.B.3.e.37: Board Policy 5055 Priority Registration

[BP5055PriorityRegistration.pdf](#)

2.B.3.e.38: Priority Registration Mandates

[PriorityRegistrationMandates.pdf](#)

2.B.3.e.39: Admissions and Records Program Reviews 2006, 2008, 2010 and 2012 Web Page

<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>

2.B.3.f.40: GWC Catalog 2011-12, "Rights, Responsibilities, Policies and Regulations," pp. 177-188

[GWCCatalog2011\\_12RightsResponsibilitiesPoliciesAndRegulations\\_pp177\\_188.pdf](#)

2.B.3.f.41: Board Policy 5040 Family Rights and Privacy Act of 1974

[BP5040FamilyRightsAndPrivacyActOf1974.pdf](#)

2.B.4.01: [Program Vitality Review Web Page](#)

<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-vitality-review-pvr/>

2.B.4.02: List of Student Service Area SLOs by Unit

[ListOfStudentServiceAreaSLOsByUnit.pdf](#)

2.B.4.03: Student Services Unit Program Reviews 2006, 2008, 2010 and 2012 Web Page

<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>

2.B.4.04: Counseling Program Reviews 2006, 2008, 2010 and 2012 Web Page

<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>

2.B.4.05: CalWORKS Program SLO Assessment 2011-12

[CalWorksProgramSLOAssessment2011-12.pdf](#)

2.B.4.06: Student Services Learning Outcomes and Assessment Examples 2005-06 to 2010-11

[StudentServicesLearningOutcomesAndAssessmentExamples2005\\_06To2010\\_11.pdf](#)