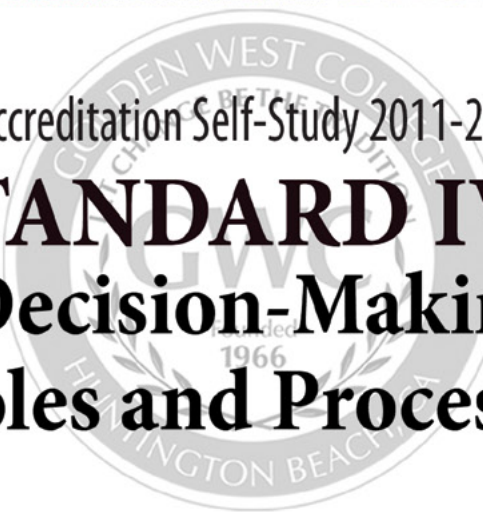




Accreditation Self-Study 2011-2012

# STANDARD IV.A

## Decision-Making Roles and Processes



### Standard IV.A Subcommittee

#### CO-CHAIRS

Ron Lowenburg  
Dean, Criminal Justice and Nursing  
Diane Restelli  
Professor, Nursing

#### MEMBERS

Dr. Nikki Plaster  
Instructor, Biology  
Abraham Tarango  
Professor, English  
Derrick Watkins  
Instructor, Criminal Justice  
Ronald Wilkinson  
Instructor, Sign/Interpreting



## IV.A Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

### IV.A.1

**Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

GWC meets this standard.

#### IV.A.1 Descriptive Summary

In general, GWC makes every effort to establish processes and procedures for meaningful communication between staff, faculty, administrators, and students. It seems reasonable, though, in an era where measurable outcomes are expected of faculty on all fronts, to hold administrators to the same standards. GWC administrators recognize and value faculty voice through the Academic Issues Council (AIC) that meets two times monthly to listen to faculty concerns from the Academic Senate leadership and administrators respond thoughtfully or quickly and accordingly. Constituent based Planning teams meet regularly with each the Vice Presidents, and President. Most Planning teams also have working groups which provide reports to them. There is an exchange of ideas and recommendation among these teams and the College wide Planning and Budget Committee (P&B), which is the central participatory governance body for the college making recommendations to the President. Three other groups report to this body, the Institutional Effectiveness Committee (IEC), largely composed of faculty, the Facilities, Safety and Land Development Committee, and the College Technology Committee (CTC).

Reorganization of the College, both administratively and, in campus committee structures has been under way for almost two years and has had institution-wide implications, which have changed participative processes. Some changes have been necessitated by budget reduced personnel; however, many have been systemic changes aimed at refocusing the institution operationally to be more clearly focused on student learning and success. Some of these changes have been viewed positively while others have been resisted, and/or opposed, which is why the changes must still be considered fluid and in process. At the same time faculty and staff have continued to seek ways to model innovation and pursue institutional excellence. The Board of Trustees receives an impressive annual report on faculty and staff accomplishments for the previous year ([IV.A.1.01: Awards & Accolades 2010-11 & 2011-12](#)). The college and District recognize classified staff and managers, in addition to the Teacher Of the Year Award.

#### IV.A.1 Self Evaluation

GWC meets the standard.

In anticipation of the spring 2013 accreditation site visit, College personnel, in collaboration with the Office of Institutional Research, developed and administered the Accreditation Employee Survey in conjunction with a Student Survey. The Employee Survey was distributed in the fall of 2011 as an online survey to all full and part-time employees. Seventy-three full-time employees (20 percent of the full-time workforce) provided responses survey. By employee group, 51 percent of the full-time faculty participated (up 2 percent from 2006); 45 percent of the classified employees participated (up 3 percent from 2006); but only 4 percent of the administrators and managers participated (down five percent from 2006). The part-time faculty were underrepresented in the count of completed surveys. However, as a whole the survey respondents are considered to be representative of the College workforce and the sample was very comparable to the 2006 survey respondents ([IV.A.1.02: Response Rate Analysis, Employee Accreditation Survey Fall 2011 Results All](#)). Several of the survey's fifty questions (items 1, 2, 3, 15, 37, 40, 41 and 43) address the themes of this standard.

Responses to these items are summarized below:

***Eighty-eight percent of respondents believe the College does an average or above average job in affording all constituents a voice in decision-making (item 1).*** Collectively, the scores amount to a mean of 2.62 or a grade of B- on a four-point scale. This is a decrease over the 2005-06 Self-Study survey results, where a mean of 3.03 or a grade of B was recorded on this item. All six of the Administrative and Management and Other group respondents reported average or above-average scores followed by 93 percent of the part-time (15 respondents) and 91 percent of the full-time faculty (34 respondents) reporting average or above-average scores. Eighty-six percent of the seven respondents employed in Administrative Services reported above average scores. Conversely, only 46 percent of the 13 respondents employed in Student Services recorded above-average scores.

***Overall, eighty-one percent of employees who responded believe the College does an average or above average job maintaining an ongoing dialogue about improving student learning and institutional processes (item 2).*** Collectively, the scores amount to a mean of 2.37 or a grade of C+ on a four-point scale. This is a decrease over the 2005-06 Self-Study survey results, where a mean of 2.81 or a grade of B was recorded on this item. All six of the Administrative and Management and Other groups respondents reported average and above-average scores followed by 85 percent of 34 full-time faculty reporting average and above-average scores. Eighty-six percent of the seven respondents employed in Administrative Services reported above average scores. Conversely, only 23 percent of those 13 respondents employed in Student Services recorded above-average scores.

***Eighty-seven percent of employees believe the College does an average or above average job of getting faculty, staff and administrators to work collaboratively toward goal achievement (item 3).*** Collectively, the scores amount to a mean of 2.38 or a grade of C+ on a four-point scale. This is a decrease over the 2005-06 Self-Study survey results, where a mean of 2.64 or a grade of B- was recorded on this item. All six of the respondents from the Administrative and Management and Other groups reported average or above-average scores followed by 81 percent of the 34 full-time faculty indicating average

or above average scores. Seventy-five percent of the eight respondents employed in the Administrative area reported above average scores. In contrast, only 23 percent of the 13 respondents employed in Student Services.

***Seventy-nine percent of employees believe the College does an average or above average job of getting faculty and deans to collaborate on instructional projects. (item 15).*** Collectively, the scores amount to a mean of 2.28 or a grade of C+ on a four-point scale. This is a new survey item so there is no comparison to the 2005-06 Self-Study survey results. All four of the respondents in the Administrative and Management and Other groups and 81 percent of the 31 full-time faculty reported average and above-average scores. Because the question pertained to dean and instructor collaborations, it may be important to note that 44 percent of the 54 respondents who work as instructors and 42 percent of the 31 full-time faculty respondents recorded above-average marks on this item.

***Seventy-eight percent of employees believe the College does an average or above average job of getting deans to support faculty in professional development (item 37).*** Collectively, the scores amount to a mean of 2.50 or a grade of B- on a four-point scale. This is a new survey item so there is no comparison to the 2005-06 Self-Study survey results. Ninety percent of the 29 full-time faculty respondents reported average and above-average scores. Because the question pertained to deans supporting faculty in professional development, it may be important to note that 54 percent of the 53 respondents who work as instructors and 62 percent of 29 full-time faculty respondents recorded above-average marks on this item.

***Eighty-one percent of respondents felt the College does an average or above average job providing GWC instructors, staff, administrators, and students a voice on campus through established committees (item 40).*** These scores amount to a mean of 2.65 or a grade of B- on a four-point scale. This is a decrease over the 2005-06 Self-Study survey results, where a mean of 2.88 or a grade of B was recorded on this item. All six respondents in the Administration and Management and the Other groups and 94 percent of the 34 full-time faculty respondents reported average or above average scores. Sixty-seven percent of the nine respondents employed in Administrative Services reported above average scores. In contrast, only 39 percent of those who work in Student Services (13 respondents) and 30 percent of the 30 classified employee respondents recorded above-average scores.

***Sixty-six percent of respondents felt the College does an average or above average job providing GWC instructors, staff, administrators, and students a voice in decision-making (item 41).*** These scores amount to a mean of 1.98 or a grade of C on a four-point scale. This is a decrease over the 2005-06 Self-Study survey results, where a mean of 2.54 or a grade of B- was recorded on this item. All six respondents in the Administration and Management and Other groups and 74 percent of the 34 full-time faculty respondents reported average or above average scores. Thirty-nine percent of the 56 respondents who work in instruction recorded above average scores. Some 31 percent of the



13 respondents employed in Student Services and a small 13 percent of the 30 classified employee respondents indicated above-average scores on this item.

***Seventy-seven percent of respondents felt the College does an average or above average job in using established committee processes to facilitate instructors, staff, administrators, and students in working together for the good of the institution (item 43).*** These scores amount to a mean of 2.51 or a grade of B- on a four-point scale. This is a decrease over the 2005-06 Self-Study survey results, where a mean of 2.76 or a grade of B was recorded on this item. All six respondents from the Administrative and Management and Other groups and 91 percent of the 34 full-time faculty reported average and above-average scores. Eighty-eight percent of the eight respondents employed in Administrative Services reported above average scores. Conversely, 39 percent of the 13 respondents working in Student Services and 36 percent of the 28 classified employee respondents indicated above-average scores on this question.

***The overall trend in response to these items indicates that on average 34 percent of the classified workforce and 36 percent of those employees assigned to Student Services reported above-average scores on these items.*** Among the groups sampled it appears that they are the least content groups on campus. Several factors contribute to this lower rating. The new organizational structure impacted Student Services, more than other division, because these areas were redistributed into the other two Vice-Presidents structures. While the administrative intent was to increase integration with like services while streamlining service to students and increasing coordination and planning, these changes required shifting some reporting lines, including changing some job assignments as well as the location where the job was performed. These changes can be disruptive. Added to these changes, were the tensions created by fear of additional staff reductions, contentious collective bargaining and further state funding reductions. These findings and ongoing fiscal challenges will require the college to pay particular attention to improving staff morale in these difficult times. The college must also continue to review and evaluate the workability of the changes it has made to see which adjustments are needed to increase employee satisfaction with these changes.

Additionally, the aggregate data for the 2009-10 Administrator Behavioral Survey provides some useful information to help determine whether the College creates an environment in which individuals feel empowered to participate in decision-making. This survey is administered every two years as part of the evaluation process for all educational administrators and managers employed at the College. The survey helps to provide information about how each educational administrator and manager is perceived by the College personnel he or she supervises.

This eighteen-item survey includes six items that are useful in helping to determine whether the College supports faculty and staff in participation with decision-making activities. Aggregate data for these six items is summarized in Table 1 (educational administrators) and Table 2 (classified managers).

For each of the following areas, to what extent does the manager:

1. Encourage faculty and/or staff to do their professional best
2. Foster an atmosphere of mutual respect
3. Support and encourage improvement and innovation
4. Communicate effectively
5. Listen openly and carefully
6. Allow adequate opportunity for staff and faculty to provide input prior to decision making

The mean score was “above average” for each of these six items for educational administrator and classified manager evaluations. These results suggest that the majority of campus personnel are satisfied with the support their supervisors provide them in participating in decision-making processes ([IV.A.1.03: Aggregated Educational Administrator Behavioral Survey 2009-10](#); [IV.A.1.04: Aggregated Classified Manager Behavioral Survey 2009-10](#)).

Both the Administrator Behavioral Survey and the Accreditation Self-Study Survey suggest that campus personnel are satisfied with the communication they have with their administrators/managers and the encouragement and support they provide for participating in decision-making activities.

Institutional leaders have encouraged staff, faculty, administrators and students to take initiative in improving practice, programs and services in which they are involved. One expression of that encouragement is the recognition programs sponsored by the College. Annually, the Board recognizes employees to take initiative ([IV.A.1.05: District Award Recipients](#)). The Coast District Management Association (CDMA) recognizes one manager from each District site to recognize annually for their contributions to the College that are “above and beyond the call of duty” to benefit a student, the institution where they are assigned or the district. Past recipients from GWC have been characterized as individuals who have taken initiative to improve the practices, programs, and services in which they were involved ([IV.A.1.06: GWC Manager of the Year Information](#)). On campus the College annually recognizes a classified employee of the year for their support and advancement toward one or more of the College goals ([IV.A.1.07: GWC Classified Employee of the Year Information 2011-12](#)). The College also recognizes one classified employee, manager or faculty member annually for outstanding service to the College and contributions to the community by bestowing upon them the Charlie Sianez Outstanding Service Award ([IV.A.1.08: Charlie Sianez Exceptional Service Award Materials 2006-2012](#)). The Orange County Superintendent of Schools annually bestows a cash award to one community college teacher nominated from their college for their outstanding and inspirational work. GWC associated students, administration and Academic Senate participate in that selection and recognition process for at teacher of the year at GWC ([IV.A.1.09: GWC Teacher of the Year Recognition Information 2007-2012](#); [IV.A.1.10: OC Dept of Ed Teacher of the Year Recognition Information](#)).

Several examples illustrate the ways in which ideas for improvement receive a systematic participative review to assure effective discussion, planning and implementation.

A evaluation of the program review process was completed by the IEC in spring 2012 using a survey of participants. It resulted in a series of recommended changes, including moving to a three-year cycle, that have been presented and approved the Senate and the P&B

Committee ([IV.A.1.11](#): *GWC Program Review Process Evaluation 2012 Spring Summary and Proposed Chart*; [IV.A.1.12](#): *Academic Senate Minutes May 8, 2012*; [IV.A.1.13](#): *P&B Agenda May 9, 2012*).

Considerable time and effort over an academic year were devoted to proposing and crafting a reconfiguration of the college from a three to a two Vice Presidents model along with an associated set of changes for instructional dean assignments. The proposal was motivated, in part, as a cost savings, but also as part of a strategy to promote greater integration and cross-functional thinking within the College. Both the P&B Committee and the Academic Senate were involved in those discussions ([IV.A.1.14](#): *Two Vice Presidents Proposal Discussions 2010-11*).

The core planning committee structure has been the subject of much campus discussion in several venues involving the P&B Committee and the Academic Senate over an 18-month period ([IV.A.1.15](#): *Core Planning Committees Revision Discussions 2011-12*).

The process of revisiting the College goals and strategic priorities was conducted in a systematic and deliberately inclusive way over a period of several years ([IV.A.1.16](#): *College Goals Review Process 2007-2011*).

Several initiatives were funded with basic skills dollars after they received significant campus review and discussion. Each has served as a model for institutional change at GWC. One of those was a summer bridge program of math workshops, another was a series of faculty workshops on topics associated with teaching and assessing basic skills student instruction and a third was a pair of learning community initiatives ([IV.A.1.17](#): *Basic Skills Innovations 2009-10*).

During the Academic Year 2010-11 the college drafted, completed and adopted the College Educational Master Plan in alignment with the District Vision 2020 Master Plan. These two documents provide a clear vision for both the District and the College. The plan included a reaffirmation of the newly developed College Mission, Vision, Values and Goals. The College Goals are mapped to the Districts Vision 2020 Master Plan Themes. Both provide the college with ideas for improvement with ambitious goals, solid information for planning and a vision for excellence.

During the Academic year 2011-12 the college held several Campus Conversations in the fall and spring – where senior management shared information and took suggestions – regarding current issues the college was facing – potential budget challenges, course reductions, planning ideas and sought campus feedback and ideas. The new Chancellor also conducted Listening Tours to all colleges, including Golden West ([IV.A.1.18](#): *Announcements of Chancellor's Listening Tours*).

### **Communication at the College needs continued work and improvement.**

GWC is currently in the last stages of implementing the two Vice-President organizational model, with the links to the Student Success Planning Team and the Administrative Service and Student Life Planning Team. These shared governance committee will, assist the College in the development and implementation of course, program, and institution-wide improvements. In late Spring

of 2012 the college conducted surveys in each of the primary shared governance committees to get committee member feedback and a baseline on Committee effectiveness. It is anticipated that committee structures will be modified as a result of this information. Ideally, the College will establish an institution-wide assessment system that will evaluate the degree to which institutional goals and learning outcomes for students are achieved ([IV.A.1.19: Committee Effectiveness Self-Assessment Student Success Committee spring 2012](#)).

Some strategies to create pathways for more efficient student achievement were intensely discussed during the 2011-2012 academic year. Those discussions illustrate the ways in which the College has been faithful to the intent of this standard. One perspective in those discussions was advanced around the proposition of being more coordinated and considerate in scheduling high demand courses required for transfer and intended for the academically prepared student. A different perspective was raised regarding potential problems of academic integrity if course offerings were too compressed. As documented in the following evidence items, the proposal had a thorough “sunshine experience” ([IV.A.1.20: Academic Senate Minutes February 28, 2012-one-year AA Degree proposal](#); [IV.A.1.21: CCI Materials Accelerated AA Degree Proposal Spring 2012](#); [IV.A.1.22: Accelerated AA Degree PowerPoint Presentation to Board of Trustees April 4, 2012](#)). As noted in the framework section of an open letter to the campus, the College President mentioned that the pressures of severely reduced resources can give rise to different ways to frame situations and may prevent solving shared challenges as easily as those circumstances can unit the campus into a powerful team to tackle the situations with creativity, innovation and hard work ([IV.A.1.23: Open Letter April 2012](#)).

The broad-based membership on these core committees, as well as the Core Planning Committees Structure, supports the fact that the College has systematic participation processes that provide the opportunity for faculty, staff, administrators, and students to take initiative and participate in improving College practices, programs, and services. A review of the membership of all standing and ad-hoc committees shows the extent to which the campus community has a voice in the decision-making process. At GWC, faculty, staff, administrators/managers, and students have designated roles in College leadership and decision-making. These roles have been clearly delineated in formal policies and procedures regarding campus governance. In addition, over the past several years, College faculty and students have been able to foster an institutional climate that encourages open communication between and among levels of the College hierarchy. ([IV.A.1.24: Committee Effectiveness Self-Assessment Student Success Committee spring 2012](#)).

While this inclusiveness is desirable because it encourages and facilitates open dialogue from across the campus community, its effectiveness, in measurable terms, remains ambiguous until administrative management decisions are more clearly data driven. Transparency is compromised by right to privacy obligations related to both collective bargaining and personnel practices dictated by law. So while Planning Teams can have a great deal of information and make very specific recommendation, administrative implementation and outcomes may be influenced by other unexplained factors that sometimes breed mistrust or misunderstanding. Mistrust increase when the outcome choices differ from those recommended, or come as a surprise because of unexplained circumstances. The college should continue to strengthen efforts to not only the major college committees but the college campus as a whole.



#### **IV.A.1 Actionable Improvement Plan**

- The college will continue its commitment to the current governance committee structures in place to increase participation and engagement of all constituent groups in fostering an environment of empowerment, innovation, and institutional excellence.
- The College will continue to work with the District to clarify processes for developing, presenting, and implementing innovative ideas to ensure institutional excellence in a multi-college district.

#### **IV.A.2**

**The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

**IV.A.2.a Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

##### **IV.A.2.a Descriptive Summary**

Faculty, administrators, staff, and students have a substantive and clearly defined role in GWC governance. Their voice includes the opportunity to provide input to institutional policies, planning, and budgeting through involvement with the College's standing and campus committees. Roles and responsibilities of the constituent groups are derived from several sources and are delineated clearly. The College's Organizational and Core Planning Structure Charts provide further delineation of structure through which ideas, proposals and decisions can be advanced ([IV.A.2.a.01: GWC Organizational Chart- Spring 2012](#); [IV.A.2.a.02: GWC Core Planning Structure 20111018](#)).

##### **IV.A.2.a Self Evaluation**

GWC meets the standard.

Through the use of defined organizational charts, role and responsibility descriptions for faculty, staff, administrators, and students participation in institutional governance are exercised. Information and ideas flow reciprocally through faculty, staff, respective Deans or Directors to the appropriate College Vice President and/or to the President of the College. Proposals or decisions are acted upon through the appropriate core College committees ([IV.A.2.a.03: GWC Core Planning Structure 20111018](#)).

The College Academic Senate has a significant role, as afforded by the California Code of Regulations, with primary responsibility in developing recommendations to the College administration and Board in the areas of academic and professional matters. The regulations stipulate that the Board is to consult collegially in policy development through either or both relying primarily upon the advice of the Senate or reaching mutual agreement ([IV.A.2.a.04: California Code of Regulations, Title 5, Section 53200\(c\)](#)). This role is further elaborated through CCCD Board

policy ([IV.A.2.a.05: Board Policy 7837, Faculty/Academic Senate Role in Governance](#)). From a faculty perspective policy at GWC is formatted through a process of discussing, debating, and making recommendations through Academic Senate and its subcommittees, and when appropriate consultation may be necessary with collective bargaining agents.

The Academic Senate membership is elected and represents departments with a minimum of 3.0 full-time equivalent faculty and with an Instructional Unit Assistant (IUA) position. All faculty can be represented through this composition and ensures adequate representation. The two standing subcommittees of the Academic Senate are the Council on Curriculum and Instruction (CCI) and Institute for Professional Development (IPD). Each of their memberships mirrors that of the Academic Senate body. Other voting members of the Academic Senate include the CCI chair, IPD chair, and one part-time faculty representative representing the part-time faculty. A student representative (elected by the Student Council) is also included, but participates as a non-voting member. The elections for the faculty representatives are conducted by the Academic Senate Office staff in the spring semester. The scope of the Academic Senate includes all areas listed in Title 5, 53200(c) as well as other academic and professional matter agreed upon between the Board of Trustees and the Academic Senate ([IV.A.2.a.06: Board Policy 7837, Faculty/Academic Senate Role in Governance](#)). The Academic Senate meet the second and fourth week of each month for a two hour period to discuss, recommend, and/or take action on academic and professional matters to the institution and the district. Further clarification of Academic Senate composition, elections, appointment of officers and duties and standing subcommittees of the Academic Senate is found in the *Golden West Academic Senate Bylaws*, which was amended/ratified by the GWC faculty body on October 11, 2011. Also, an example of attending senate members and minutes are found on this same date ([IV.A.2.a.07: Constitution of the GWC Academic Senate rev. November 17, 1998](#); [IV.A.2.a.08: Bylaws of the GWC Academic Senate Fall 2011](#); and [IV.A.2.a.09: Academic Senate Minutes October 11, 2011](#)).

The Academic Senate is actively involved in institutional governance—two of which are the standing subcommittees of the Academic Senate (CCI and IPD) and several campus College committees. Faculty members of these committees are elected and/or appointed to serve a defined purpose as delineated in the Academic Senate Bylaws or campus standing committee structure ([IV.A.2.a.10: Bylaws of the GWC Academic Senate Fall 2011](#)).

The Academic Senate President participates on several committees that meet regularly, including the Instructional Planning Team (IPT) that supports the development, maintenance, and improvement of instructional programs and provides instructional planning input to the campus; the Planning and Budget (P&B) Committee that reviews college-wide issues and advises the College President; the President's Advisory Council (PAC) that provides a summary of student, College, special interests and District updates to faculty, staff, administrators and students; and the Chancellor's Cabinet (CC) that enables discussion, planning and information sharing amongst colleges in the District. The Senate President also participates at District Board meetings in which District business is conducted. During the CCD Board meetings (first and third weeks monthly) the Academic Senate President provides a summary of Academic Senate affairs and/or concerns/

issues. It is the local Academic Senate's opportunity to keep the Board of Trustees and other College participants informed of Senate activities.

In addition, the Academic Senate appoints faculty for many other committees: Faculty Hiring Committees (department related); Administrator Hiring Committee (as needed), District Hiring Committee (as needed), Academic Senate Task Force Committee (for faculty awards); Equivalency Committees (area related); Institutional Effectiveness Committee, Academic Petitions Review Committee, Institutional Effectiveness Committee (IEC); Sustainability Committee; Tenure Review Committee (department related); Continuous Improvement Team Committee; Facilities, Safety, and Land Development Subcommittee; Campus Technology Subcommittee, Student Success Committee; IPT/Enrollment Management Committee; and, the Strategies for Student Success Committee. Each of these committees enables faculty to actively participate in the decision-making processes either at the College or district-wide level. Further clarification of a committees relationship to the College President and the District is presented in the Core Planning Structure Chart and delineates the pathway as to how the College committees, either standing or advisory, interrelate and provide input between faculty, administration, staff, and students and, in some cases, the District ([IV.A.2.a.11](#): *GWC Organizational Chart- Spring 2012*; and [IV.A.2.a.12](#): *GWC Core Planning Structure 20111018*).

Another committee in which faculty involvement is key is the Academic Issues Council (AIC), which is comprised of the Academic Senate Executive Board, two College Vice Presidents, the President, and the Institutional Researcher. It is one of the College's most effective means for discussion and facilitation of campus issues. The purpose of AIC is to address campus issues relating to academic and professional matters such as faculty and management hiring, institutional effectiveness, enrollment management, program review, and campus facilities, safety and land development prior to any formal recommendations being implemented to the faculty Senate or forwarded to the Board of Trustees. Both the Academic Senate Executive Board via the Academic Senate President and Executive Administration representatives provides mutually agreed upon items for discussion prior to meeting. This committee meets twice monthly, rotating locations from the President's Conference Room to a faculty-chosen conference room, thus symbolizing the shared responsibilities and different purviews that administration and faculty have in governing the College. No official agenda or accessible minutes are distributed for this meeting because the conferences are confidential and the collegial debates help to resolve misunderstandings and serve to clarify the decision-making roles and responsibilities of faculty and administration.

The administration clearly has a substantive and defined role in institutional governance. Management has representation on all campus governance councils and committees, as well as standing committees. The College President, in consultation with various committees on campus worked with the AIC and the College Planning and Budget Committee restructure of both the Core Planning Structure Chart and the College Organization Chart. This restructuring is due in part to California's budgetary constraints and the resulting loss of income to support community colleges as it has done in the past. With this income loss came a down-sizing of faculty, staff and management positions. The consequences of the change caused GWC to examine the option and elect to change from three to two Vice President positions—Vice President of Student Success and Vice President of Student Life & Administrative Support. The Vice President for Student Success was

hired July 1, 2011. Duties of the previous three positions were appropriately divided between the two current Vice Presidents. Slight reductions in dean-level positions were also noted at this time due to retirements. Administration continues to seek managerial and faculty input during the downsizing of positions and reorganization process (IV. A.2.a 7: *Academic Senate Minutes December 7, 2010, February 8, 2011, and February 22, 2011*).

The College President meets with his Vice Presidents weekly. He convenes the Administrative Council (all managers) monthly and District's Presidents' and Vice Chancellor's Council on a weekly basis. During these meetings, issues related to institutional governance are often reviewed and discussed. The President chairs the College Planning and Budget Committee which is the core constituency based college wide Planning Committee. All other committees report to and have representatives and or membership on this body.

The College also operates with planning teams representing the two areas of the College- Vice President for Student Success and Vice President for Administrative Services and Student Life. In both Vice Presidential areas the shared governance committees were organized to emphasize cross-functional work as opposed to "silo" thinking and to reduce the numbers of committees so that participation might be facilitate. The initial name for one planning team, Enrollment, Retention and Completion (ERC) Planning Team, was renamed the Student Success Committee/ Planning Team (ERC/SSC) to place a focus on student success issues that can be addressed by *both* instruction and student services personnel. That larger Planning Team works with three subcommittees. The Instructional Planning Team (IPT) as a subcommittee of the Student Success Planning Team has continued to meet, but much of the information covered in IPT is now focused on enrollment management following the three-to-two vice- president College reorganization. The second subcommittee within the Student Success Planning Team is the Strategies for Student Success/Basic Skills Subcommittee. The focus of that subcommittee is on matriculation, student equity and basic skills instructional *and* student support issues. A third cluster is being considered to be composed of representatives from Admissions and Records, Financial Aid and Counseling ([IV.A.2.a.13](#): *Core Planning Committees Organization Chart, February 2, 2012*). The Student Life and Administrative Services Committee/Planning Team operates with three subcommittees: (1) College Technology Subcommittee; (2) Student Life Committee; and (3) Facilities, Safety & Land Development. Every effort is being made to avoid unnecessary meetings and to streamline the communication channels. ([IV.A.2.a.14](#): *Proposed GWC Planning Committees Spring 2011*).

The classified staff at Golden West College has elected to establish "The Classified Connection" and representative group that work with the college and cooperatively with the classified union to represent classified staff in both staff development opportunities and information sharing. The Classified Connection is a recommending body to the President's Administrative Council and the CFCE Executive Council.

The purpose of the meetings is to solicit classified input and seek resolution to issues not under the auspices of the union but that affect classified staff, the Coast District, and the college. Further these meetings will serve to promote shared governance among the classified body within the college community. It will be the charge of the co-facilitators at these meetings to keep the classified staff apprised of information presented in the President's Administrative Council.



The college will expect that managers will make every effort to encourage participation and to accommodate requests by the classified employees to attend without loss of pay, while also maintaining an adequate level of service in their area of responsibility.

The charter was created through an MOU and is currently being updated for the 2012-13 year ([IV.A.2.a.15: Classified Connection MOU](#)). This group has informal meeting monthly and maintains a website and an email exchange to keep staff informed.

The role of students in shared governance is defined in Board policy ([IV.A.2.a.16: Board Policy 3901, Student Role in Governance](#)). This policy, in accordance with the *California Code of Regulations* ([IV.A.2.a.17: California Code of Regulations, Section 51023.7](#)) recognizes that Associated Students have the authority to appoint representatives to all College councils, committees, and work groups. Students are afforded this opportunity at GWC. In addition, each year a district-wide student election takes place to elect a student as a non-voting member of the CCCD Board of Trustees. Student input is encourage and valued in the decision-making process. For example, students are present at GWC Academic Senate meetings and District Chancellor Meetings. Discussions are underway to consider having more student input by inviting the ASGWC Executive Board to GWC IPT meetings for those issues that need more student input. One student on a committee insufficient in some cases, so exploration is underway to garner more student insights to use in helping students to do well at GWC and beyond ([IV.A.2.a.18: ASGWC Constitution](#); [IV.A.2.a.19: ASGWC Campus Wide Committees 2011-12](#); and [IV.A.2.a.20: Academic Senate Minutes December 6, 2011](#)).

The bargaining units afford the faculty, part-time faculty, and classified employees the opportunity to be heard on salary and working conditions.

Union executive board members serve on specified committees and provide needed input and decision-making according to the District negotiated contract. Additional voice is provided to the classified employees through classified bargaining unit appointments to all standing committees. Their participation is encouraged and valued.

Composition of both standing committees and College committees are evaluated for purpose, meetings date/time, member composition, and methodology. It has become increasingly difficult for regular attendance at some committees because of campus downsizing and time constraints of faculty, staff, administrators and students. Every semester the Institutional Effectiveness Committee reminds committees to self-assess following the Five-Step Model to evaluate progress in meeting the stated objectives and to evaluate committee composition as needed. This provides quantitative and qualitative input from faculty, staff, administrators, and student voice

([IV.A.2.a.21: GWC Committee Effectiveness Eight Factor Model](#); [IV.A.2.a.22: Planning & Budget Minutes December 14, 2011](#); and [IV.A.2.a.23: Academic Senate Minutes October 11, 2011](#)).

#### **IV.A.2.a Actionable Improvement Plan**

None

**IV.A.2.b The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

#### IV.A.2.b Descriptive Summary

The faculty at large, the Academic Senate, specific campus committees, and academic administrators apply, plan, review and make recommendations about student learning programs and services to the College President. Board policy affords the GWC Academic Senate, in collaboration with campus and District administration, the opportunity to establish appropriate student learning programs and services ([IV.A.2.b.24: Board Policy 7838, Faculty/Academic Senate Role in Governance](#)). Further the *California Code of Regulations* mandates that the Academic Senate play a key role as the institution is to rely primarily upon the advice and judgment or mutually agree with this body in developing policies involving academic and professional matters ([IV.A.2.b.25: California Code of Regulations Title 5 53200\(c\)](#)). Through this process and campus committee work, student learning programs and services are maintained, developed, revised, and improved.

Day to day coordination for programs and services are conducted at the departmental level with an administrator and staff or a dean and the department chair and directly with faculty and students. The Planning Teams work with the deans and other administrators to make planning recommendations, develop solutions for particular problems and identify successful strategies for increasing both quality and efficiency in delivering services and/or instruction to our students. The two VP Planning Teams have important roles in establishing the plans and executing them across the college.

#### IV.A.2.b Self Evaluation

GWC meets the standard.

The Academic Senate plays a key role in academic and professional matters related to curriculum and program development, degree and certificate requirements, student preparation and success, and program review. A subcommittee of the Academic Senate, CCI has the primary responsibility for the development, review, renewal, and recommendation of curriculum to be approved by the Board of Trustees. A faculty member chairs CCI that includes faculty membership that mirrors that of the Academic Senate ([IV.A.2.b.26: Bylaws of the GWC Academic Senate Fall 2011, Sections II, V](#)). The representation of CCI is inclusive of the various academic disciplines as is the Academic Senate, with the exception of the additional voting members: Vice President of Student Success, Articulation Officer, Student Representative, and Administrative Director of Student Support Services. CCI meetings typically involve significant collaboration and collegial dialogue about curriculum issues. Yearly reports are provided to the Academic Senate, and on a rare occasion, curricular issues may be agendaized for the Academic Senate to discuss and provide direction to the Vice President of Student Success and College President. The CCI chair is provided lecture hour equivalent (LHE) time to lead the CCI. All officers of the Academic Senate Executive Committee are provided LHE time for their leadership roles, as noted in the collective bargaining agreement ([IV.A.2.b.27: Agreement CFE-AFT Local 1911 & CCCD 2011-12](#)).

Several campus committees including standing committees and review processes provide input to assist student learning programs and services:

- Academic Program Review and Student Services Review processes are completed on a rotating two-year review cycle as identified by the Vice President of Student Success. In this process programs complete a structured review template that includes assessment,

evaluation, and future recommendations. Through this process the Vice Presidents make recommendations to the College President for support and change in collaboration with the Academic Senate. According to the Golden West College Key Performance Indicators for 2010-2011 report the College rates itself as 2.9 from the previous year's 2.6—meaning the College is nearing the Proficiency Stage of 3. Stage 4 is the Sustainable Continuous Quality Improvement so progress on program review is being made ([IV.A.2.b.28: Golden West College Key Performance Indicators 2010-2011](#)).

- The Planning and Budget Committee (reviews College-wide budget issues and advises the College President) has a key role in this process as well if funds or facilities are required for the program's continued success. Funding is categorized by the reviewing team: Level 1 requests require no additional funding and Level 2 requires additional funding ([IV.A.2.b.29: Program Review Directions and Forms](#)). The P&B Committee reviews all Level 2 funding and responds.
- The Institutional Effectiveness Committee coordinates and advises Student Success and Student & Administrative Support, the two wings of the College, about student learning outcome assessment for courses and programs. This assessment is used to provide an institution-wide assessment system that evaluates whether or not institutional goals and learning outcomes for students are being achieved. The IEC advises P&B Committee as well.
- The Student Success Planning Team monitors student learning and achievement; identifies areas of concern; and recommends effective practices for continual improvement. In addition, it analyzes how the College delivers basic skills, transfer and career/technical programs, and monitors equity in student success.
- The Instructional Planning Team is a sub-committee of the Student Success Committee/ Planning Team. This team provides support in the development, maintenance and improvement of instructional programs and provides instructional planning input to the campus P&B Committee. This team is led by a Dean and is creating an enrollment management plan.
- The Strategies for Student Success Subcommittee addresses topics pertaining to student equity, matriculation, and basic skills.
- The Admission Pathway "cluster" is being formed of those representatives on the Student Success Planning Team who work in Counseling, Admissions and Records, or Financial Aid.
- The Facilities, Safety & Land Development Subcommittee reviews on-going facilities, campus safety and the need for land development. This committee initially reported to the P&B Committee, but now advise the Student Life and Administrative Services Committee/Planning Team.
- The College Technology Subcommittee has a three-fold charge: 1) to keep abreast of the latest advances in technology and disseminate knowledge; 2) to provide consultation services to the campus community regarding educational technology matters; and 3) to carry out special projects involving the development of educational technology that will

best serve the campus body. This committee initially reported to the P&B Committee, but now reports to the Student Life and Administrative Services Planning Team.

- The GWC Advisory Committees provide necessary input and make recommendations to their respective Planning Teams or P&B Committee and to the College President. The campus Advisory Committee structure is currently under revision.
- The Associated Students provide input through their council directly to the College President and a representative of this body sits on nearly all campus committees to provide the student perspective.
- The Senior Executive Team comprised of the College President and Vice Presidents of Student Success, and Student Life & Administrative Services meets regularly to provide information from planning teams and to bring forward input to the P&B Committee. The Executive team has the responsibility of reviewing all program review information, data, trends, and gather information from Institutional Effectiveness Committee, Planning Teams, Department Managers, Deans, and recommendations from AIC. It is also important to note that according to the Golden West College Key Performance Indicators 2010-2011 report the College rates itself as a 2.8 in college planning which is up 0.3 points from the previous self-rating ([IV.A.2.b.30: Golden West College Key Performance indicators 2010-2011](#)). This result indicates an improvement nearing stage three of proficiency.

All campus committees including standing committees, review processes and work collaboratively together to support curricular and other educational matters that benefit student learning programs and services.

The campus is committed to active involvement of faculty, as evidence by its Academic Senate, including the standing committee CCI of the Academic Senate and other campus committees. The faculty has a substantive and clearly defined responsibility in developing and shaping student learning programs. According to the Accountability Reporting for the Community Colleges (ARCC) for 2012, GWC exceeds statewide averages on five of the seven ARCC measures ([IV.A.2.b 4: ARCC Report 2012, Golden West College](#)). In addition, evidence from the Golden West College Accreditation Employee Survey 2011 Questions #1, #2, #4, and #5 reveals that the campus is committed to continuously improving the student learning process; maintains an ongoing, self-reflection dialogue about the continuous improvement of student learning and institutional processes; and the College seeks to meet the varied educational needs of its students; and, utilizes different modes of instruction to fulfill the objectives of the curriculum to meet students' educational needs at least average (C+) to above average in responses (B-), ([IV.A.2.b.31: GWC Accreditation Employee Survey 2011 Results pgs. 1-5](#)).

Evidence shows that Career and Instructional Programs have been enhanced by the collegial consultation of campus councils and committees through collegial collaboration and that the learning/educational needs of students are being met. The College is committed to continuing the process of assessing, monitoring, and improving student learning programs and services through the work of committees, planning teams and councils.

#### **IV.A.2.b Actionable Improvement Plan**

None



### IV.A.3

**Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

#### IV.A.3 Descriptive Summary

The College is committed to the concept of shared governance and attempts to involve administration, faculty, staff, and students in the governance process. This is reflected in both the 2010-2016 College Goals (#4- Participatory Governance and Leadership) and in the College Values (Collaborative Climate, Inclusiveness and Diversity, and Leadership). The roles of District and the College administration are clearly defined with directives such as the College President's role in "maintaining effective communication among faculty, students, staff and administration" (CCCD Organizational Delineation Of Responsibility). The Core Planning Structure for GWC illustrates the hierarchy of the governing committees and notes "Community input is welcome at every level." In addition to staff participation on campus-wide committees, classified staff developed Classified Connection meetings to get input from staff, work toward resolutions of campus issues, and to make recommendations to the President's Administrative Council in a manner run by shared governance. Furthermore, although the College is a commuter campus and therefore has more difficulty getting students involved in governance activities, all major committees allow for and encourage student representation. Via the Associated Students website, students can easily access information about these committees including the committee description, person to contact, and meeting times ([IV.A.3.01: ASGWC Campus Wide Committees 2011-2012](#)).

#### IV.A.3 Self Evaluation

GWC meets the standard.

It has been the College's goal that administration, faculty, staff, and students work together for the good of students and the institution. While these groups each have a distinct role to play in the governance process, the dialogue that occurs among the committee members from each of these groups has enabled the College to examine issues, address problems, and implement changes much more smoothly than would have been possible in the absence of direct and open communication. This academic year the College has seen a new chancellor who has begun his appointment with The Chancellor's Listening Tour, meetings held at the District site and the three college campuses, to encourage open communication. ([IV.A.3.02: Listening Tour Flyer](#)). The College president holds "Campus Conversation" meetings geared toward open discussion with faculty and staff about current issues on campus. All college meetings are additional forums for campus conversations ([IV.A.3.03: GWC Campus Conversations Material 2011-12](#)). Associated Students of GWC hold Student Town Hall meetings in order to discuss student issues with faculty and administrators. Student Town Hall Meetings were held on Nov. 2, 2011; March 7, 2012; and May 9, 2012 ([IV.A.3.04: ASGWC Town Hall Meetings Material 2011-12](#)).

The current Academic Senate President has been working with the ASGWC Presidents and Student Advocates on the issue of academic integrity for the past two years. This work has included a poll created and conducted by the students in various classes with the permission of instructors. The results were shared and discussed in the Academic Senate and student body meetings ([IV.A.3.05:](#)

*Academic Senate Minutes November 23, 2010 and December 7, 2010*). Recommendations following these discussions included making all students aware of the academic honesty policy by posting it on the faculty syllabi and discussing it during the first week of classes, as well as creating a student awareness campaign for this issue in spring 2012 ([IV.A.3.06: Academic Senate Minutes April 12, 2011 - Academic Integrity Minutes](#)). Further discussion occurred in AIC meetings, in which administration worked closely with faculty leaders to support efforts to uphold the academic integrity of the College.

The aggregate data for the 2009-2010 Educational Administrator and Classified Manager Behavioral Surveys address the employees' abilities to work effectively with faculty and staff through open communication and providing support for innovation. Shown below are percentages of those surveyed that believed that administrators and classified managers functioned "Significantly Above Expectation" ([IV.A.3.07: Aggregated Educational Administrator Behavioral Survey 2009-10](#); [IV.A.3.08: Aggregated Classified Manager Behavioral Survey 2009-10](#)).

Survey Question	Administrators	Classified Managers
11. Support and encourage improvement and innovation	46.8%	37.9%
12. Communicate effectively	32.2%	38.9%
13. Listen openly and carefully	34.5%	47.6%
14. Allow adequate opportunity for staff and faculty to provide input prior to decision making	31.2%	34.8%

The 2011 Accreditation Employee Survey that polled administrators, faculty, and staff also examined employees' opinion of open and effective communication and shared governance. Regarding these issues, the items shown below all scored "Average" to "Above average". ([IV.A.3.09: Accreditation Employee Survey 2011 Results ALL](#)).

3. How well do GWC faculty/staff/administrators understand the College goals and work collaboratively toward their achievement?
40. GWC faculty, staff, administrators, and students have a voice on campus through established committees.
41. GWC faculty, staff, and students have a voice in decision-making processes.
42. GWC relies on the Academic Senate and other appropriate committees for recommendations about student learning programs and services.
43. Through established committee processes, GWC faculty, staff, administrators/managers, and students work together for the good of the institution.

The student voice also influences campus policies and procedures. The new course waitlist procedure being used by the College has come about through student advocacy. Additionally, due to student suggestions, Technology Support Services is currently developing a mobile app to better notify students of waitlist openings. This past year GWC's former student trustee focused his efforts on reducing textbook costs for students. The Academic Senate made this one of its five committee objectives for the 2010-2011 ([IV.A.3.10: Academic Senate Five-Column Model 1-5, fall 2010](#)) and invited the bookstore manager to several Senate meetings to inform faculty of ways to reduce the textbook costs for students, resulting in half a million dollars in savings to

the students ([IV.A.3.11](#): *Academic Senate Minutes October 26, 2010 and September 27, 2011*). The new Academic Senate goal for Fall 2011 is \$260,000 in textbook savings, and the bookstore, students, and faculty continue to explore ways to reduce textbook costs for students. Finally, the student Town Hall Meeting during the fall 2011 semester provided the impetus to create a Financial Literacy Club to help students manage their financial aid.

### **IV.A.3 Actionable Improvement Plan**

None

### **IV.A.4**

**The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

### **IV.A.4 Descriptive Summary**

The Accreditation Mid-Term Report, submitted in 2010, indicates that GWC demonstrates integrity in its relationship with the Accrediting Commission. The College takes very seriously the Commission's requirements for public disclosure, self-evaluation, team visits, and prior approval. In particular, the College has responded to the Commission's recommendations from the previous accreditation. These recommendations included implementing SLO's in all courses, implementing new educational outcomes for AA degrees, and establishing an institutional effectiveness plan.

### **IV.A.4 Self Evaluation**

GWC meets the standard.

GWC has worked diligently to bring to fruition the accreditation committee's recommendations. The Academic Senate and CCI worked to define SLO's and four SLO coordinators were appointed in fall 2011 to work with the IEC. GWC faculty has updated many course outlines of record and has had them approved by CCI. These updates included the addition of SLO's for courses that did not currently have them. GWC has also responded to the Accrediting Commission's recommendation of new educational outlines for AA degrees. The Academic senate and its sub-committee CCI worked to create 12 new AA degrees that include twelve majors designed specifically for transfer students. Golden West College has the second most AA degrees in the state. ([IV.A.4.01](#): *CCI Summary of Approvals 2007-08 to 2011-12*; [IV.A.4.02](#): *Academic Senate Minutes April 10, 2012*).

The agenda and minutes for Academic Senate and CCI are available online and in the Senate office for public inspection

The college submitted a proposal for a substantive change in distance education which was approved by the commission.

GWC has a long history of demonstrating honesty and integrity in its relationships with the external agencies with which the College conducts business. As examples, these agencies include the following:

- Board of Registered Nurses
- Vocational and Technical Education Act
- Measure C Citizen's Oversight Committee
- Peace Officers Standards and Training (POST)
- NATEF – automotive

GWC collaborates with these accrediting boards to incorporate their standards into the GWC's current curriculum. The changes to courses, for the purpose of maintaining the program-level accreditation, are evidenced in the CCI agendas and minutes. GWC will continue to work within shared governance committees to evaluate and implement all recommendations made by state groups, accreditation committees, and advisory committees.

#### **IV.A.4 Actionable Improvement Plan**

None

#### **IV.A.5**

**The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

#### **IV.A.5 Descriptive Summary**

The College is committed to regularly evaluating governance and decision-making structures and processes to ensure integrity and effectiveness. College governance, decision-making, and the role of leadership are evaluated by participation on various shared governance committees. Participation on committees is primarily done by Faculty, Classified, Management, Part-Time Faculty and Student Government. Participation in these shared governance committees assures evaluation of process at GWC from a wide "frame of reference." This shared-governance process has enabled the College to move toward the goal of institutional effectiveness. During these committees' meetings suggested changes are discussed, as are ways of implementation.

#### **IV.A.5 Self Evaluation**

GWC meets the standard.

Under the leadership the current President, the College has implemented new directives for the College P&B Committee ([IV.A.5.01: Planning and Budget Committee Summary September 7, 2005 and February 22, 2006](#)), area-planning teams, and has developed a new Educational Master Plan ([IV.A.5.02: GWC Educational Master Plan 2011](#)). In collaboration with the faculty, the College revised its master plan and extended review methods. The Academic Senate and Curriculum Committee have been instrumental in a move toward a more formal, systematic and regular method of evaluating new and existing educational programs. In 2005-06, the President convened an Institutional Effectiveness Task Force comprised of the three Student Learning Outcome Coordinators (one from instruction, one from student services, and the third from administrative services). The Associate Dean for Institutional Research supported these coordinators. The task force was charged with making formal recommendations of a model the College could use to assess its institutional effectiveness. The College supported this directive by engaging in a dialog using the model. This collaborative effort was enhanced by the participation of all core planning committees.



Budgetary restraints have necessitated changes in the administrative structure at the college, particularly with respect to the number of deans on campus and how divisions are structured. As an example, within the last five years the administrative structure for the Social Sciences, Business, Math and Science divisions have been combined, the Library, Learning Resources, Online Instruction and Staff Development has been consolidated, the Dean of Criminal Justice has also taken responsibility of oversight and coordination with the Director of the School of Nursing. These efforts resulted in reducing the number of deans from eight to six. There are other similar examples of reorganization throughout the College. While these reorganizations have not always been evaluated in terms of effectiveness, the decisions have been made with respect the shared governance structure and processes ([IV.A.5.03](#): *P&B Committee Summary Minutes May 25, 2011*). The next program review should provide the college with evidence on the impact of these changes.

Campus leadership is evaluated every two years. The College conducts evaluations of administrators according to district policy. Faculty and/or staff are surveyed and the data collected is summarized by the campus' research office. The administrator's supervisor then meets with the manager and offers feedback and suggestions for improvement. Because the results of these evaluations are confidential, they are kept at the District Human Resources office in individual personnel files.

Improvements necessary in decision-making structures and processes are often discussed within each shared-governance committee, such as the Academic Senate's discussion of its goals and the progress toward achieving those goals, as well as the AIC's recommendations on extended review. Recommendations made by these committees and/or subcommittees are acted upon at that level and/or forwarded to the appropriate level as noted in the College's organizational chart ([IV.A.5.04](#): *GWC Organizational Chart- Spring 2012*; [IV.A.5.05](#): *GWC Core Planning Structure 20111018*; and [IV.A.5.06](#): *Academic Senate Minutes April 11, 2006, March 14, 2006 and October 10, 2006*).

The College has adopted an updated organizational model. The *conduit* approach has been implemented as GWC has moved away from the more traditional *silo* model. The College believes that the new organizational model will serve to enhance the college-wide shared-governance, yet allow departments, committees and administration to maintain a certain degree of autonomy.

The College is moving toward a more formal, systematic, and regular means of evaluating its governance and decision-making processes. For example, the P&B Committee, Academic Senate, and several individual administrators have linked their annual goals to the College's goals ([IV.A.5.07](#): *P&B Planning Objectives 2008-09 to 2011-12*; [IV.A.5.08](#): *Committees Annual Objectives 2007-2012*).

#### **IV.A.5 Actionable Improvement Plan**

None

## Standard IV.A List of Evidence

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

- [IV.A.1.01](#): Awards & Accolades 2010-11 & 2011-12
- [IV.A.1.02](#): Accreditation Employee Survey 2011 Results ALL
- [IV.A.1.03](#): Aggregated Educational Administrator Behavioral Survey 2009-10
- [IV.A.1.04](#): Aggregated Classified Manager Behavioral Survey 2009-10
- [IV.A.1.05](#): District Award Recipients
- [IV.A.1.06](#): GWC Manager of the Year Information
- [IV.A.1.07](#): GWC Classified Employee of the Year Information 2011-12
- [IV.A.1.08](#): Charlie Sianez Exceptional Service Award Materials 2006-2012
- [IV.A.1.09](#): GWC Teacher of the Year Recognition Information 2007-2012
- [IV.A.1.10](#): OC Dept of Ed Teacher of the Year Recognition Information
- [IV.A.1.11](#): GWC Program Review Process Evaluation 2012 Spring Summary and Proposed Chart
- [IV.A.1.12](#): Academic Senate Minutes May 8, 2012
- [IV.A.1.13](#): P&B Agenda May 9, 2012
- [IV.A.1.14](#): Two Vice Presidents Proposal Discussions 2010-11
- [IV.A.1.15](#): Core Planning Committees Revision Discussions 2011-12
- [IV.A.1.16](#): College Goals Review Process 2007-2011
- [IV.A.1.17](#): Basic Skills Innovations 2009-10
- [IV.A.1.18](#): Announcements of Chancellor's Listening Tours
- [IV.A.1.19](#): Committee Effectiveness Self Assessment Student Success Committee spring 2012
- [IV.A.1.20](#): Academic Senate Minutes February 28, 2012- one-year AA Degree proposal
- [IV.A.1.21](#): CCI Materials Accelerated AA Degree Proposal Spring 2012
- [IV.A.1.22](#): Accelerated AA Degree Power Point Presentation to Board of Trustees April 4, 2012
- [IV.A.1.23](#): Open Letter April 2012
- [IV.A.1.24](#): Committee Effectiveness Self Assessment Student Success Committee spring 2012
- [IV.A.2.a.01](#): GWC Organizational Chart - Spring 2012
- [IV.A.2.a.02](#): GWC Core Planning Structure 20111018
- [IV.A.2.a.03](#): GWC Core Planning Structure 20111018
- [IV.A.2.a.04](#): California Code of Regulations, Title 5, Section 53200(c)
- [IV.A.2.a.05](#): Board Policy 7837, Faculty/Academic Senate Role in Governance
- [IV.A.2.a.06](#): Board Policy 7837 Faculty/Academic Senate Role in Governance
- [IV.A.2.a.07](#): Constitution of the GWC Academic Senate rev. November 17, 1998
- [IV.A.2.a.08](#): Bylaws of the GWC Academic Senate Fall 2011
- [IV.A.2.a.09](#): Academic Senate Minutes October 11, 2011
- [IV.A.2.a.10](#): Bylaws of the GWC Academic Senate Fall 2011
- [IV.A.2.a.11](#): GWC Organizational Chart - Spring 2012
- [IV.A.2.a.12](#): GWC Core Planning Structure 20111018
- [IV.A.2.a.13](#): Core Planning Committees Organization Chart, February 2, 2012

- [IV.A.2.a.14](#): Proposed GWC Planning Committees Spring 2011
- [IV.A.2.a.15](#): Classified Connection MOU - REVISED
- [IV.A.2.a.16](#): Board Policy 3901 Student Role in Governance
- [IV.A.2.a.17](#): California Code of Regulations, Section 51023.7
- [IV.A.2.a.18](#): ASGWC Constitution
- [IV.A.2.a.19](#): ASGWC Campus Wide Committees 2011-2012
- [IV.A.2.a.20](#): Academic Senate Minutes December 6, 2011
- [IV.A.2.a.21](#): GWC Committee Effectiveness Eight Factor Model
- [IV.A.2.a.22](#): Planning & Budget Minutes December 14, 2011
- [IV.A.2.a.23](#): Academic Senate Minutes October 11, 2011
- [IV.A.2.b.24](#): Board Policy 7837, Faculty/Academic Senate Role in Governance
- [IV.A.2.b.25](#): California Code of Regulations, Title 5, Section 53200(c)
- [IV.A.2.b.26](#): Bylaws of the GWC Academic Senate Fall 2011
- [IV.A.2.b.27](#): Agreement CFE-AFT Local 1911 & CCD 2011-12
- [IV.A.2.b.28](#): Golden West College Key Performance Indicators 2010-2011
- [IV.A.2.b.29](#): Program Review Directions and Forms
- [IV.A.2.b.30](#): Golden West College Key Performance Indicators 2010-2011
- [IV.A.2.b.31](#): GWC Accreditation Employee Survey 2011 Results pgs. 1-5
- [IV.A.3.01](#): ASGWC Campus Wide Committees 2011-2012
- [IV.A.3.02](#): Listening Tour Flyer
- [IV.A.3.03](#): GWC Campus Conversations Material 2011-12
- [IV.A.3.04](#): ASGWC Town Hall Meetings Material 2011-12
- [IV.A.3.05](#): Academic Senate Minutes November 23, 2010 and December 7, 2010
- [IV.A.3.06](#): Academic Senate Minutes April 12, 2011 - Academic Integrity Minutes
- [IV.A.3.07](#): Aggregated Educational Administrator Behavioral Survey 2009-10
- [IV.A.3.08](#): Aggregated Classified Manager Behavioral Survey 2009-10
- [IV.A.3.09](#): Accreditation Employee Survey 2011 Results ALL
- [IV.A.3.10](#): Academic Senate Five-Column Model 1-5, fall 2010
- [IV.A.3.11](#): Academic Senate Minutes October 26, 2010 and September 27, 2011
- [IV.A.4.01](#): CCI Summary Approvals 2007-08 to 2011-12
- [IV.A.4.02](#): Academic Senate Minutes April 10, 2012
- [IV.A.5.01](#): Planning and Budget Committee Summary September 7, 2005 and February 22, 2006
- [IV.A.5.02](#): GWC Educational Master Plan 2011 Web Page
- [IV.A.5.03](#): P&B Committee Summary Minutes May 25, 2011
- [IV.A.5.04](#): GWC Organizational Chart - Spring 2012
- [IV.A.5.05](#): GWC Core Planning Structure 20111018
- [IV.A.5.06](#): Academic Senate Minutes April 11, 2006, March 14, 2006 and October 10, 2006
- [IV.A.5.07](#): P&B Planning Objectives 2008-09 to 2011-12
- [IV.A.5.08](#): Committees Annual Objectives 2007-2012