Golden West College
March 2015 Follow-Up Report

Submitted by:
Golden West College
15744 Goldenwest Street, P.O Box 2748
Huntington Beach, CA 92647-2748

Submitted To:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
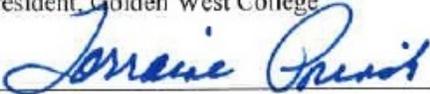March 15, 2015

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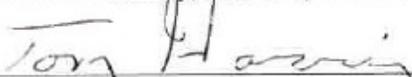# CERTIFICATION of the FOLLOW-UP REPORT

To: Accrediting Commission for Community and Junior College of
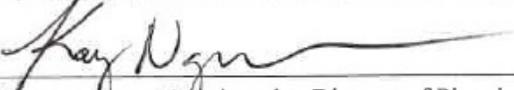   The Western Association of Schools and Colleges

From: Wes Bryan, President
        Golden West College
        15744 Goldenwest Street
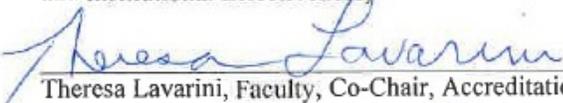   Huntington Beach, CA 92647

I certify there was broad participation by the campus community and believe this report accurately reflects the nature and substance of this institution.

_____   2/20/15
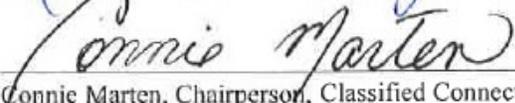Wes Bryan, President, Golden West College   Date

_____   2/19/15
Dr. Lorraine Prinsky, President, Board of Trustees, Coast Community College District   Date

_____   2/19/15
Dr. Tom Harris, Interim Chancellor, Coast Community College District   Date

_____   2/12/15
Dr. Kay Nguyen, Administrative Director of Planning, Research   Date
and Institutional Effectiveness, and Accreditation Liaison Officer

_____   2/12/15
Theresa Lavarini, Faculty, Co-Chair, Accreditation Self-Study Team   Date

_____   2/12/15
Martie Ramm Engle, Faculty, President, Academic Senate 2014-2015   Date

_____   2/12/15
Connie Marten, Chairperson, Classified Connection 2014-2015   Date

_____   2/12/15
Ivan Hermosillo, President, Associated Students Government, 2014-2015   Date

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STATEMENT ON COLLEGE REPORT PREPARATION

In July 2014, Golden West College continued to be on Warning and was required to address four college recommendations and one district recommendation by March, 2015. A workgroup with representatives from the three colleges and the District was formed to address the one district recommendation. For the four remaining college recommendations, workgroups from the March 2014 Follow-Up Report were reconvened. Additional faculty members were also added to the workgroups. The College also created a Sharepoint portal to store all accreditation-related documents for easy access and to allow the campus to provide feedback in a timely manner. The following table shows the College Accreditation Timeline, following the April 2014 Team visit.

Activity	Date
Provide additional information and progress on college recommendations to the Commission	May, 2014
Notify campus of accreditation status	July, 2014
Develop strategies to address remaining recommendations, identifying management co-chairs for each recommendation	September, 2014
Discuss Accreditation status and the next steps with the College at GWC All College Meeting	September 12, 2014
Identify faculty co-chairs for each recommendation	October 10, 2014
Workgroups submit first draft of remaining college recommendations to Accreditation Liaison Officer (ALO) and President	October 27, 2014
All College Meeting activities due from departments	October 27, 2014
First drafts of responses to accreditation recommendations reviewed by ALO and President	November 3-10, 2014
ALO submits first draft to Board of Trustees Accreditation Committee for review at their November 12 meeting	November 6, 2014
ALO submits first draft of Follow-Up report to Board agenda for review at November 19 Board meeting	November 6, 2014
Accreditation Sharepoint portal is set up through Office of Research, Planning, and Institutional Effectiveness (ORPIE)	November 6, 2014
ALO sends feedback to workgroups	November 10, 2014
Workgroups incorporate all feedback and submit second drafts of responses to ALO and President by November 21, 2014	November 13-21, 2014
Second drafts of responses to accreditation recommendations reviewed by ALO, President, Planning & Budget, other campus core planning committees, and Board of Trustees Accreditation Committee	December 5-10, 2014
Workgroup leaders review feedback and incorporate any changes to report and submit to ALO	December 10-17, 2014
ALO submits final draft to Board agenda for review at January 14, 2015 Board meeting	December 19, 2014
ALO submits revised final to Board of Trustees agenda for additional review at February 18, 2015 Board meeting	February 12, 2015
ALO makes final changes and submits to ACCJC	March 12, 2015

Accreditation Workgroups

The following individuals were involved in developing the College's responses to recommendations 2, 3, 5 and 6:

College Recommendation 2:
Kay Nguyen, Accreditation Liaison Officer
Wes Bryan, College President
Sacha Moore, Faculty, Student Learning Outcomes Coordinator

College Recommendation 3:
Kay Nguyen, Accreditation Liaison Officer
Theresa Lavarini, Faculty, Student Learning Outcomes Coordinator
Sacha Moore, Faculty, Student Learning Outcomes Coordinator
Linda Ternes, Faculty, Student Learning Outcomes Coordinator

College Recommendation 5:
Omid Pourzanjani, Vice President
Jaima Bennett, Faculty
Martie Ramm Engle, Faculty
Karen Kuehner, Classified Staff

College Recommendation 6:
Kay Nguyen, Accreditation Liaison Officer
Wes Bryan, College President
Janet Houlihan, Vice President
Omid Pourzanjani, Vice President
Stephanie Dumont, Faculty
Gonzalo Garcia, Faculty
Gregg Carr, Faculty
Paul Wisner, Director
Denise Kahlen, Classified Staff
Subcommittee of Council of Chairs and Deans

STATEMENT ON DISTRICT REPORT PREPARATION

Based on discussions at the Chancellor's Cabinet, in order to provide continuity, it was determined that, to the extent possible, the same district-wide workgroup who had previously worked on developing the responses to the ACCJC District-level recommendations included in the letters sent to the colleges by ACCJC in July 2013 develop the follow-up response to District Recommendation 2 for the reports due to ACCJC by March 15, 2015. The initial workgroup was constituted based on the recommendation of the Chancellor's Cabinet, which is chaired by the Chancellor and is composed of the three College Presidents, the two Vice Chancellors, the Executive Director of Human Resources, and the District Director of Public Information and Governmental Affairs.

The members of the workgroup are listed below:

Coastline Community College
Ann Holliday, President, Academic Senate
Margaret Lovig, Faculty
Dr. Pedro Gutierrez, Past President, Academic Senate

Golden West College
Wes Bryan, President
Gregg Carr, Past President, Academic Senate; President CFE
Ron Lowenberg, Dean
Kay Nguyen, Administrative Director & ALO

Orange Coast College
Denise Cabanel-Bleuer, Past President, Academic Senate
Georgie Monahan, Faculty
Sheri Sterner, Administrative Director & ALO

District Office
Dr. Andreea Serban, Vice Chancellor Educational Services and Technology

At its October 9, 2014 meeting, the workgroup developed the division of responsibilities in terms of developing a draft response, the template to use for writing the draft response, and the evidence to be collected and analyzed in support of the response to ACCJC District Recommendation 2.

RESPONSE TO COLLEGE RECOMMENDATIONS #2, #3, #5, and #6

College Recommendation 2: In order to fully meet the standards and improve institutional planning, the College must implement a process to more specifically create and link objectives that lead to accomplishment of the institutional goals and improvement in Key Performance Indicators (KPIs). (Standards I.A.1, I.A.4, I.B.1-7, III.B.2.b)

Analysis & Findings:

Findings from the Team report dated May 2014 indicated that Golden West College (GWC) has made significant progress in addressing Recommendation 2. However, at the time of the follow-up visit in April 2014, the Planning and Decision-Making Guide, which demonstrates the College's process of linking objectives that lead to the accomplishment of institutional goals and improvement in the key performance indicators (KPIs), was still in draft format. On May 14, 2014, the College Planning and Budget Committee (P&B) voted to approve the Planning and Decision-Making Guide **(COL2.1)** with action plans to be discussed and finalized in the fall 2014 semester.

The action plans to be finalized included:

1. Finalizing the integrated planning and program review cycle
2. Reviewing and revising the program review classified requests prioritization process
3. Reviewing and approving the resource requests process model and request form
4. Reviewing and approving the new resource allocation rubric
5. Reviewing and revising on-going budget review and development processes

Action Plan 1: On December 10, 2014, P&B **(COL2.2)** approved the revised integrated planning and program review cycle with midterm updates. **(COL2.3)**

Action Plan 2: On November 26, 2014, P&B **(COL2.4)** approved the revised program review classified requests prioritization process. **(COL2.5)**

Action Plan 3: On November 5, 2014, P&B voted by email to approve the newly revised resource request form **(COL2.6)** and on November 26, 2014, P&B approved the revised resource requests process model. **(COL2.7)**

Action Plan 4: On November 5, 2014, P&B voted by email **(COL2.8)** to approve the new resource allocation rubric **(COL2.9)**.

Action Plan 5: On December 10, 2014, P&B approved the on-going budget review and development processes model. **(COL2.10)**

With the final votes on integrated planning and the on-going budget review and development processes on December 10, 2014, the Planning and Decision-Making Guide **(COL2.11)** document is fully completed and has been implemented for planning and resource allocation use.

Upon the approval of the resource requests and classified requests prioritization processes, the resource request form, and the resource allocation rubric, GWC commenced the planning and resource allocation process based on the newly revised Planning and Decision-Making Guide. The use of the revised resource request form **(COL2.6)** and the resource allocation rubric **(COL2.8)** emphasize the integration of program review, assessment, planning, and budgeting by requiring departments to justify their resource requests based on their program review reports, outcomes assessment, and student achievement data. The resource request form also asks departments to demonstrate how the resource request (if funded) will support and impact the College goals and lead to the improvement of KPIs associated with the College goals. Additionally, the resource request form demonstrates the institutional commitment to outcomes assessment, including student learning outcomes (SLOs), administrative unit outcomes (AUOs), and service area outcomes (SAOs). Departments that have not participated in outcomes assessment are not eligible for resource allocation.

The Office of Research, Planning, and Institutional Effectiveness (ORPIE) maintains the inventory of all outcomes assessment, reviews all requests, and routes the resource requests back to departments if they have not completed the five-step-model assessment form. It should be noted that outcomes assessment and student achievement data such as student success, retention, graduation, and basic skills remediation are institutional KPIs. By integrating data with the resource allocation process, the College is ensuring that resources are effectively allocated to enhance programs and services or mitigate programmatic performance gaps. This process ensures the College will accomplish its goals and objectives and improve the KPIs.

The recently approved resource allocation rubric reflects the changes made in the resource request form and provides guidelines on how planning teams (CCD, CLASS, and Executive Team) and P&B can rate and prioritize resource requests. This will ensure that the funding allocated will make the most impact on College goals and KPIs while tying the process back to Program Review. In addition to refining the planning, program review, and resource allocation processes through shared governance committees, efforts are ongoing to increase and sustain campus-wide engagement in the areas of student success and institutional effectiveness.

Over the summer, the College executive team (Office of the President, the two Vice Presidents' offices, and ORPIE) planned an All College Meeting, which took place on September 12, 2014. All full-time employees (faculty, staff, and managers) were required to participate. Part-time employees, including faculty, were also invited. The day was divided into two parts: the morning meeting focused on updating the campus on the College's accreditation status, campus safety, new student services and facilities, and strategies on student success; the afternoon meeting allowed departments to discuss student equity, educational planning, student learning outcomes planning, and/or strategic planning for the year **(COL2.12, COL2.13)**.

Instructional departments were instructed to review their course SLOs and assign instructors the responsibility of assessing specific course SLOs. Departments also had the option to review their assessment results and processes to determine whether additional resources from program review and resource prioritization are needed to improve teaching and learning. Instructional departments also reviewed student equity data. The All College Meeting was part of the College's effort to solicit feedback and suggestions on how the campus can focus institutional

energy and resources to mitigate any disproportionate impact. Feedback on student equity data were collected and helped inform the final College Student Equity Plan that was submitted to the State Chancellor's Office in Fall 2014 **(COL 2.14)**.

Student services areas and administrative services areas were also integrally involved in the All College Meeting. Student services areas were also asked to review student equity data and provide suggestions to address areas of disproportionate impact. In addition, student services areas worked on program planning goals and explained how their areas support the College goals and KPIs. For administrative services areas, employees participated in a workshop to review and develop new strategic goals and activities that support the College goals. The outcomes of the activities were submitted to the Office of Research and Planning. Departments were encouraged to use the outcomes from these activities for the fall 2014 resource allocation process.

In addition to the All College Meeting, the College frequently hosts campus-wide meetings called "Campus Conversations," which engage the campus on topics such as the College's accreditation status, student success, student engagement, student learning outcomes, and other college related issues. The Campus Conversations are an on-going effort by the College to keep the campus community informed and engaged **(COL2.15).**

To ensure planning efforts that will lead to the achievement of College goals and improvement of KPIs, the College has built in several mechanisms:

1. The Program Review process will be evaluated on an annual basis and the College will maintain its commitment to the planning and outcomes assessment processes by following the assessment and evaluation calendar **(COL 2.16)**
2. The College will host annual meetings (i.e. All College Meeting, Campus Conversations) to engage and inform the campus on the College's progress in achieving goals and improving KPIs.

ORPIE and the Institutional Effectiveness Committee are monitoring the College's efforts and commitment to planning, program review, and outcomes assessment through dialogues and process evaluation. In the spring semester, ORPIE and IEC will provide the Planning and Budget committee with reports on SLO dialogue survey, SLO assessment inventory, committee effectiveness evaluation, and program review assessment to facilitate discussions on process improvement **(COL2.17).** These activities demonstrate the College's commitment to continuous and sustainable quality improvement.

Conclusion: This recommendation has been addressed and the College meets this standard.

List of evidence:
COL 2.1 PB minutes 051414
COL2.2 PB minutes 121014
COL2.3 Integrated Planning and Program Review Process
COL2.4 PB minutes 112614
COL2.5 Classified Prioritization Process

COL2.6 Resource Request Form
COL2.7 Resource Request Process
COL2.8 PB 110514 E-vote
COL2.9 Resource Allocation Rubric
COL2.10 On-going Budget Review and Development Process Model
COL2.11 Planning and Decision Making Guide Final 2014-15
COL2.12 All College Meeting Agenda
COL2.13 All College Afternoon Activities
COL 2.14 Golden West College Student Equity Plan
COL2.15 Campus Conversation Invitations
COL 2.16 GWC Assessment and Evaluation Calendar
COL2.17PB Agenda 031115

College Recommendation 3: In order to meet the standard, it is recommended that the College complete the process of mapping or aligning the course-level SLOs with program-level SLOs and general education SLOs and expedite the process of assessing the SLOs. t*(Standards II.A.2.f, II.A.2., II.A.2.i, ER 10, ER 19)*

Analysis & Findings:

The College, with guidance from SLO coordinators and ORPIE, has taken a stronger stance and commitment on assessment than previous years by requiring every course to be assessed every semester that the course is offered. Additionally, every program is also required to be assessed every semester. The SLO coordinators have worked diligently in providing support to instructional and student services areas to assist with meaningfully assessment of student learning and areas of service. The SLO coordinators worked with ORPIE to revise the assessment forms and directions so that they are clear and easy to use. As a result, the assessment activities have greatly improved. As of spring 2014, 87 percent of active and offered courses and 88 percent of programs at Golden West College have been assessed **(COL3.1).**

Through the collaboration between the SLO coordinators and the College Curriculum and Instruction committee, (CCI), general education outcomes were merged with institutional learning outcomes. The result has enabled the College to assess iSLOs on a term basis because courses have been aligned to at least one institutional learning outcome. Data collected from ORPIE shows that for fall 2013, the average proficiency for all eight iSLOs was 82 percent. This rate was increased to 87 percent based on spring 2014 assessment data **(COL3.2).** Through collaboration between the SLO coordinators, ORPIE, and the Office of Student Learning and Instruction, the College continues to make great strides by demonstrating a commitment to student learning outcomes. The College has been steadily implementing TracDat in phases to collect assessment data. A few departments were selected for the first phase of training, so that ORPIE can gather feedback and improve the TracDat data process before College-wide implementation.

Currently, 97 percent of the College's active courses have been mapped to program SLOs or iSLOs **(COL3.3)**. In the short time since the April 2014 visit, the College has increased course SLO assessment from 70 percent to 85 percent. The College exceeded its anticipated 75 percent

course assessment rate by the end of spring 2014. Additionally, program SLO assessment has also jumped from 84 percent to 88 percent.

The College is also on track for campus wide implementation of TracDat as a commercial tool to house outcomes assessments. Two departments (Library, Theatre Arts) were selected to transition SLO assessment reporting from Microsoft Word to TracDat **(COL3.4).** ORPIE and SLO coordinators are hosting training sessions in the Spring to train additional departments on the use of TracDat with the hope that the College will do most SLO assessment reporting on TracDat by Spring 2016 **(COL3.5)**

At the time of the previous team visit, it was noted that Golden West College has made significant progress in addressing recommendation 3, including institutionalizing SLOs and integrating outcomes assessment with resource allocation. However, at the time of the follow-up visit in April 2014, the Planning and Decision-Making Guide, which demonstrates the College's institutional commitment to alignment and assessment of learning outcomes, was still in draft format.

On May 14, 2014, the College Planning and Budget Committee voted to approve the Planning and Decision-Making Guide **(COL3.6)** with action plans to be discussed and finalized in fall 2014. Action items that show the College's commitment to student learning outcomes are:

1. Review and approve the resource requests process and request form
2. Review and approve the new resource allocation rubric

In fall 2014, the College commenced the planning and resource allocation process (COL3.5GoldenWestCollegeResourceRequestTimeline) based on the newly revised Planning and Decision-Making Guide **(COL3.7)** with the newly updated processes and forms.

Action Item 1:
On November 5, 2014, P&B voted by email to approve the newly revised resource request form **(COL3.8)** and on November 26, 2014, P&B approved the revised resource requests process model. **(COL3.9)**

Action Item 2:
On November 5, 2014, P&B voted by email to approve the new resource allocation rubric. **(COL3.10)**
The use of the revised resource request form and the resource allocation rubric emphasize the integration of program review, assessment, planning, and budgeting by requiring departments to justify their resource requests based on their program review reports, outcomes assessment, and student achievement data. The resource request form demonstrates the institutional commitment to outcomes assessment, including student learning outcomes (SLOs), administrative unit outcomes (AUOs), and service area outcomes (SAOs). Departments that have not participated in outcomes assessment are not eligible for resource allocation. The Office of Research, Planning, and Institutional Effectiveness (ORPIE) maintains the inventory **(COL3.1)** of all outcomes assessment, reviews all requests, and routes the resource requests back to departments if they have not completed the five-step-model assessment form.

The recently approved resource allocation rubric also reflects the changes in the resource request forms and provides guidelines on how planning teams and the Planning and Budget Committee can rate and prioritize resource requests based on program review, to include student learning outcomes.

Over the summer, the College executive team (Office of the President, the two Vice Presidents' offices, and ORPIE) planned an All College Meeting on September 12, 2014. All full-time employees (faculty, staff, and managers) were required to participate. Part-time employees were also invited. The purpose of the day was to provide the campus community with an update on the College's accreditation status and to provide opportunities for departments to review programmatic and institutional data to develop plans for the year. Instructional departments were asked to utilize the SLO assignment grid **(COL3.11, COL3.12)** to assign instructors who are responsible for assessing particular course SLOs.

Departments also had the option of reviewing their assessment results to identify areas in need of funding through the resource allocation process.

Conclusion: This recommendation has been addressed and the college meets this standard and eligibility requirement**.**

As mentioned previously, over 97 percent of the College's active courses have been mapped to program SLOs or iSLOs. In the short time since the April 2014 visit, the College has increased course SLO assessment from 70 percent to 87 percent.   Program SLO assessment has also jumped from 84 percent to 88 percent. The College exceeded its anticipated 75 percent course assessment rate by the end of spring 2014. The newly-revised resource request form emphasizes outcomes assessment as an eligibility requirement for resource funding. The use of this form, along with the approval of the Planning and Decision-Making Guide, demonstrates the College's institutional commitment to outcomes assessment that will improve student learning, student services, and institutional effectiveness.

List of Evidence:
COL3.1Assessment Inventory
COL3.2 iSLO Summary Report
COL3.3 cSLO Mapping Alignment Inventory
COL3.4 Assessment Sample from TracDat
COL3.5 TracDat Implementation Timeline
COL3.6 PBminutes 051514
COL3.7 Planning and Decision Making Guide Final 2014-15
COL3.8 Resource Request Form
COL3.9 Resource Request Process
COL3.10 Resource Allocation Rubric
COL3.11 SLO Assignment Grid
COL3.12 SLO Assignment Grid Sample

College Recommendation 5: **In order to meet the standard, the College must develop and implement a policy and/or procedures for measuring the program length and intended outcomes of degrees and certificates offered by the College.**
(Standards II.A, II.A.1, II.A.2, II.A.2.h, II.A.6a-c)

Analysis & Findings:

Findings from the Team report dated May 2014 indicated that "with the full implementation of the program sequence template and the release of the 2014-15 college catalog in June 2014, the College will have addressed this recommendation." The GWC 2014-15 catalog was published on the web in July 2014. The GWC 2014-15 catalog **(COL5.1)** reflects the new and revised format for presenting programs to students based on the program sequence template **(COL5.2)**. The 2014-15 GWC catalog contains program outcomes, and plans with course sequences and duration for all majors and certificates. ACCJC's recommendation looked for the College to implement the requirements of this recommendation and to institute a process to maintain the currency of the information on an ongoing basis.

To ensure that the College will sustain this effort, at its October 7, 2014 meeting **(COL5.3)**, CCI adopted a new policy for all new and modified program proposals, to include updated/validated program sequence and duration document for review and approval.

Conclusion: With the publication of the 2014-15 GWC catalog containing program outcomes and plans with course sequences and duration for all majors and certificates, this recommendation has been addressed and the College meets this standard.

List of Evidence:
COL5.1 2014-15 Golden West College Catalog
COL5.2 Program Template v2
COL5.3 CCI minutes 100714

College Recommendation 6: In order to meet the standards, the College must develop financial planning processes that include the following:
  a. **Consider its long-range financial priorities when making short range financial plans.**
  b. **Develop financial plans that are integrated with and support all institutional plans**
  c. **As was noted by the 2000 and 2007 evaluation teams, the College must develop an enrollment management plan in order to maintain the financial viability of the organization (Standards III.D.1.a, III.D.1.c)**

Although actions to address this recommendation will be fully integrated as the sub-recommendations influence one another, the College is writing each individual component separately in this follow-up report to ensure that all recommendations are addressed.

Recommendation 6.a: The College must develop a financial planning process that considers its long-range financial priorities when making short-range financial plans.

Analysis & Findings:

Findings from the Team report dated May 2014 indicated that Golden West College has made significant progress in addressing Recommendation 6. However, at the time of the follow-up visit in April 2014, the Planning and Decision Making-Guide, which demonstrates that the College does consider its long range financial priorities when making short-range financial plans, was still in draft format.

The Planning and Decision-Making Guide directs the College through various decision-making processes that impact the College's long-term and short-term planning and budgeting. This demonstrates the College's consideration of long-range financial priorities when making short-range financial plans. The College accomplishes this through the resource allocation process, which helps Planning & Budget, the College's planning teams, and the College President prioritize annual requests based on the demonstrated needs from Program Review, as well as the impact that resource requests (if funded) have on College goals. On May 14, 2014, the College's Planning and Budget committee approved the Planning & Decision-Making Guide **(COL6a.1, COL6a.2)** with action plans to be addressed in the fall 2014.

The action plans to be finalized included:

1. Developing and finalizing the integrated planning and program review cycle
2. Reviewing and revising the program review classified requests prioritization process
3. Reviewing and approving the resource requests process model and request form
4. Reviewing and approving the new resource allocation rubric
5. Reviewing and revising on-going budget review and development process

Action Plan 1: On December 10, 2014, P&B **(COL6a.3)** approved the revised integrated planning and program review cycle with midterm updates. **(COL6a.4)**

Action Plan 2: On November 26, 2014, P&B **(COL6a.5)** approved the revised program review classified requests prioritization process. **(COL6a.6)**

Action Plan 3: On November 5, 2014, P&B voted by email to approve the newly revised resource request form **(COL6a.7)** and on November 26, 2014, P&B approved the revised resource requests process model. **(COL6a.8)**

Action Plan 4: On November 5, 2014, P&B voted by email to approve the new resource allocation rubric. **(COL6a.9)**

Action Plan 5: On December 10, 2014, P&B approved the ongoing budget review and development process model. (**COL6a.10**)

With the final votes on integrated planning and the ongoing budget review and development process on December 10, 2014, the Planning and Decision-Making Guide **(COL6a.2)** document is fully completed. It has been implemented for planning and resource allocation use, including requests for non-personnel and classified positions. Non-personnel requests were due at the end of

the fall 2014 semester **(COL6a.11)** and discussion and prioritization are ongoing during spring 2015, with the final decisions to be made by the College President in May 2015 **(COL6a.12).** Similarly, requests for classified positions **(COL6a.13)** are due in the middle of spring 2015 and discussion and prioritization are ongoing during spring 2015, with final submission to the College President in May 2015 **(COL6a.14)** for future consideration as funds become available. The process for faculty hiring was in place and implemented prior to the approval of the resource request and classified hiring processes **(COL6a.15).**

Additionally, the College's Long Range Financial Plan was developed to provide the College with one document that outlines the processes which have been adopted by the College to provide effective budgetary and the key performance indicators (KPI) decision making including all long-range financial commitments. In addition, the plan utilizes the most current information from the District Office to project the College's budget and growth targets to assist in developing funding strategies for a three year time frame **(COL6a.16).**

Conclusion: With the approval of the Planning and Decision-Making Guide, and current implementation of the resource allocation (non-personnel, classified and faculty requests) processes, the College has addressed the recommendation and now meets this standard.

List of Evidence:

COL6a.1 PB minutes 051414
COL6a.2 PDMG Approved
COL6a.3 PB minutes 121014
COL6a.4 Integrated Planning and Program Review Process
COL6a.5 PB minutes 112614
COL6a.6 Classified Prioritization Process
COL6a.7 Resource Request Form
COL6a.8 Resource Request Process
COL6a.9 Resource Allocation Rubric
COL6a.10 On-going Budget Review and Development Process Model
COL6a.11 Fall 2014 Submitted Resource Requests
COL6a.12 Resource Request Timeline
COL6a.13 Classified Positions Request Form
COL6a.14 Classified Request Timeline
COL6a.15 Fall 2014 Faculty Rating List
COL6a.16 Long Range Financial Plan

Recommendation 6.b: The College must develop financial plans that are integrated with and support all institutional plans.

Analysis & Findings:

Findings from the Team report dated May 2014 indicated that Golden West College has made significant progress in addressing Recommendation 6 with regards to developing financial plans that integrate with and support all institutional plans. However, at the time of the follow-up visit

in April 2014, the Long-Range Financial Plan (LRFP), which ties all College plans together, was still in draft format. On May 14, 2014, the College's Planning and Budget committee approved the LRFP **(COL6b.1, COL6b.2)** with action plans to be addressed in the fall 2014

The action plans identified for the campus to begin working on in Fall 2014 are as follows:

1. Revise the Educational Master Plan (will be renamed the College Master Plan)
2. Draft the Staffing Master Plan
3. The Planning and Budget Committee, working with the Academic Senate and the District, will adopt a clear and efficient grant writing and tracking process to increase efficiencies and minimize a duplication of efforts.
4. The Foundation Board will develop and adopt a revised mission statement and set of Board Goals by the end of fall 2014.
5. The Planning and Budget Committee will develop a contingency plan, including its purpose and how it will be budgeted, as well as establish protocols on how the funds will be spent and what will happen if the funds are not needed within a specified time.
6. The task force established by Planning and Budget in spring 2014 will report back to Planning and Budget in the fall 2014 with specific recommendations to address unbudgeted items under the Budget Challenges section of the LRFP.

Action Plan Updates:

Action Plan 1 – The College Educational Master Plan revision process has been started. The District completed the 2014-2017 District-Wide Strategic Plan and it was approved by the Board of Trustees November 19, 2014. The District-wide Strategic Plan was developed with constituent and college input. This plan's goals will work in concert with the College's Master Plan. A subcommittee of Planning and Budget has been established **(COL6b.3)** and will meet in spring 2015 to begin the review process of the campus mission and goals. This is the first step in the revision of the College Master Plan (formerly Educational Master Plan). The revised College mission and goals will be adopted in fall 2015. In spring 2016, the College will begin working on a new 6-year master plan.

Action Plan 2 – The College has held several planning meetings related to the Staffing Master Plan. **(COL6b.4)** Due to staffing changes in Human Resources, this plan will be modified to be a more general plan, with completed draft in spring 2015. A comprehensive staffing plan will be completed after a new District Vice Chancellor of Human Resources is hired in spring 2015. Pending approval of the Staffing Master Plan, the College is utilizing its current adopted processes for both classified and faculty hires, as outlined in the Planning and Decision-Making Guide. In utilizing this process, the College is on course to increase classified and faculty staffing levels moderately from previous years **(COL6b.5).**

Action Plan 3 – The Academic Senate President and the Vice President, Student Life and Administrative Services have met and developed a Grant Routing Process **(COL6b.6).** This process has been discussed at the Academic Issues Council and will be presented to Planning and Budget in the spring of 2015. In addition, at the District Joint Vice President Meeting, the Grant process was discussed to clarify the District's role in the grant process **(COL6b.7).** In addition to

clarifying the routing process for new grants, the College Fiscal Services department will be hiring an accounting position, whose responsibility will be to track categorical and grant accounts and work with individuals who wish to write a grant to ensure their budget is in line and that the match is not utilized in other grants/categorical funds **(COL6b.8).** Discussions have taken place at Planning and Budget and the LRFP Annual Review Task Force related to updating them on this process as well **(COL6b.9, COL6b10, COL6b.11).**

Action Plan 4 – The Foundation Board held an all-day retreat in June 2014 to update their mission statement and goals **(COL6b.12).** In addition, the Board established subcommittees to support their identified efforts.

The Foundation Mission Statement – The Golden West College Foundation mission is to provide resources to support the College for advancing education opportunities and lifelong learning for students.

Foundation Board Goals –
- Transition from an event-based foundation to a comprehensive fundraising foundation
- Increase the visibility and presence of GWC in the communities we serve
- Create an "A" level Board that represents the sectors, cultures and communities we serve, with Board members who can make a difference
- Create an infrastructure to support a comprehensive fundraising foundation
- Take financial support of GWC to the community at large, as a way community members can make a difference

Subcommittees Established –
Community Engagement and Outreach
Board Development
Fundraising
Planned Giving

Each of these subcommittees have met and are working on establishing specific objectives to reach the established goals of the Foundation. The committees provide updates and or recommendations at each foundation board meeting **(COLb.13).**

Action Plan 5 – The Planning and Budget Committee (P&B) assigned the task of developing criteria for the allocation of contingency fund expenditure to the task force that was formed to start the first annual review of the LRFP. At the task force meeting, it was determined that there needed to be additional clarification from the P&B to determine what the spending criteria should be, as well as what types of expenditures would qualify for use of these funds **(COL6b.14).** At the December 10, 2014 meeting, P&B voted to approve the establishment of a contingency fund based on the College's ending balance with the criteria for spending to be determined in spring 2015 **(COL6b.15).** The criteria discussion will be completed in spring 2015 and the funds will be in place for the 2015-16 budget year)

Action Plan 6 – The task force has met to discuss the cost-saving measures identified. Their conclusion was that, while we should implement the items identified, the cost reductions are not sufficient to reach the target of funding the unbudgeted items and that we need to work towards larger goals. Planning and Budget continues to discuss the funding of the unbudgeted list utilizing ongoing funds instead of one-time funds. **(COL6b.16**).

The LRFP integrates all of the current campus plans by taking into consideration the financial obligations of each so that the College has a more comprehensive view of the commitments and funding sources of each plan. In addition, the Board approved the 2014-17 District-wide Strategic Plan on November 19, 2014, and it will be incorporating a district-wide Staffing Master Plan.

The District-Wide Strategic Plan includes goals relating to Student Learning and Achievement, Stewardship of Resources, Community Engagement and Partnerships, Workplace Engagement and Satisfaction, and Effectiveness of District-Wide Participatory Governance. The District Strategic Plan's Stewardship of Resources goal is incorporated into the College LRFP **(COL6b.17).** A matrix of the Stewardship of Resources goals has been created and the college will utilize that information to develop its own LRFP goals to support these broader goals. The development of these goals will take place in spring 2015 for implementation in 2015-16 and will provide direction for the 2016-2022 College Master Plan.

In addition to the District Strategic Plan, the District has developed a new Budget Allocation Model **(COL6b.18)** which went into effect for 2014-15 with full implementation in 2015-16. This model will be assessed annually to measure the effectiveness of the model and also the impact of the allocation process to each of the campuses. This evaluation and assessment of the model is ongoing.

The Facilities Master Plan was adopted in 2011, and was utilized to develop bond language to support Measure M. This plan is primarily funded by Measure M (the District's General Obligation Bond). A proposed amendment to the plan was initiated in fall 2014 **(COL6b.19),** and presented to the campus in early spring 2015 **(COL6b.20)**. The revised Facilities Master Plan was approved in Planning and Budget on February 25, 2015 **(COL6b.21)** As identified in the LRFP, the College seeks to leverage other funding sources in order to fully implement our Facilities Master Plan. While continuing to explore supplemental funding strategies, the College will closely monitor all projects to ensure budgetary cost control and identify potential budgetary savings opportunities **(COL6b.22, COL6b.23).**

The Technology Master Plan was adopted in 2012 and will be reviewed and revised in collaboration with a newly developed District Technology Advisory Committee during spring of 2015. As identified in the LRFP, Measure M funds were used to create a College and District endowment for technology. In response to the state's recent request for a five-year instructional equipment plan, the College is currently complying with this request, which will assist in replacing classroom technology and potentially allow the College to leverage the Measure M technology endowment funds for other purposes **(COL6b.24).**

The 2011-2016 Educational Master Plan is currently under review in Planning & Budget. A workgroup was established in fall 2014. They will begin reviewing the College mission, goals and objectives in spring 2015 for preparation of the 2017 Educational Master Plan, which will be renamed College Master Plan. The College Master Plan will be updated with revised College goals, which drive the program review process and, in turn, drive short and long-range financial priorities **(COL6b.25).**

The Enrollment Management Plan (EMP) has been adopted by Planning and Budget and includes a financial matrix identifying funding required to implement the plan. The LRFP has incorporated this matrix to ensure there is connectivity between the Enrollment Management Plan and the implications of enrollment management to the College budget **(COL6b.26).** These financial priorities will be presented to the Planning and Budget Committee for consideration before allocations of funding to short-range financial resource requests.

The Staffing Master Plan was originally scheduled to be completed in fall 2014. These discussions were temporarily suspended due to personnel changes at Golden West College and the District Office. Additionally, there has been a prolonged discussion district-wide regarding hiring more full-time faculty. Two actions were taken at the district level relating to this matter: (1) Adding a goal in the District-Wide Strategic Plan 2014-17 to hire more full-time faculty and (2) the Board of Trustees approving the Chancellor's recommendation of a three-year plan for funding new hires. The GWC Staffing Master Plan will reflect these actions.   It has been decided that an initial, general staffing plan will be developed in spring 2015, with a more comprehensive plan to be completed after a new District Vice Chancellor, Human Resources is hired in spring 2015. Golden West currently has processes in place for faculty and classified hiring prioritization, as outlined in the Planning and Decision-Making Guide **(COL6b.27, COL6b.28)** and the College is moving toward making moderate staffing increases.

The first review of the Long Range Financial Plan began in fall 2014 **(COL6b.29)** with P&B and P&B taskforce addressing individual action plans as described earlier. After detailed discussion at Planning and Budget related to the LRFP and the EMP, it was recommended that the campus conduct an annual review of both plans to ensure the plans stay relevant and sustainable **(COL6b.30).** The annual review of these plans will integrate with relevant data and information from the Coast Community College District-wide Planning website to ensure that the campus projections for finance and FTES are on target with larger District-wide projections **(COL6b.31)**. The next annual review will consider the use of the plan and develop and enhance new tools as deemed appropriate to ensure the plan is beneficial to the College.

The annual review of the LRFP will take place every spring and will keep the financial needs of the College at the forefront of discussions and allow the campus community to be aware of the financial strengths and challenges of the institution. This understanding will allow for better interactive discussion and continuous improvement of the College planning process. This will also allow the campus to understand the link between the District and Golden West.

Conclusion: The College has addressed the recommendation and now meets the standard.

List of Evidence:
COL6b.1 PB minutes 051514
COL6b.2 LRFP Approved
COL6b.3 PB Summary 102214
COL6b.4 Staffing Master Plan Meeting agendas
COL6b.5 Staffing Level Graph
COL6b.6 Draft Grant Process
COL6b.7 Joint VP Meeting Minutes
COL6b.8 Draft Job Description
COL6b.9 PB Summary 121014
COL6b.10 LRFP Annual Review Notes on Grant Adoption111714
COL6b.11 LRFP Annual Review Notes on Grant Writing 120414
COL6b.12 Foundation Retreat Notes
COL6b.13 Foundation Agenda Samples
COL6b.14 LRFP Annual Review Notes on Contingency Plan 120414
COL6b.15 PB Summary 121014
COL6b.16 LRFP Annual Review Notes on Contingency Plan 120414
COL6b.17 District-wide Strategic Plan 2014-17 Goals
COL6b.18 District Budget Allocation Model
COL6b.19 FSLD Minutes 121214
COL6b.20 Facilities Master Plan Presentation
COL6b.21 PB Minutes 022615
COL6b.22 Surf Report
COL6b.23 LRFP Facilities Plan Section
COL6b.24 LRFP Technology Plan Section
COL6b.25 PB Summary 102214
COL6b.26 EMP Financial Implications Table
COL6b.27 Faculty Prioritization Process
COL6b.28 Classified Prioritization
COL6b.29 LRFP Annual Review Notes
COL6b.30 GWC Assessment and Evaluation Calendar
COL6b.31 District Master Planning website

Recommendation 6.c: As noted in the 2000 and 2008 evaluation team reports, the College must develop an enrollment management plan in order to maintain the financial viability of the organization. *(Standards III.D.1.a, III.D.1.c)*

Analysis & Findings:

Findings from the Team report dated May 2014 indicated that Golden West College has made significant progress in addressing Recommendation 6c with regards to development of an enrollment management plan. However, at the time of the follow-up visit in April 2014, the Enrollment Management Plan was still in draft format. The College Planning and Budget Committee voted on May 14, 2014 to approve the Enrollment Management Plan **(COL6c.1, COL6c.2)** with the following action plans to be discussed and addressed in the Fall 2014:

1. Finalize enrollment management cycle
2. Revise/Finalize financial implications of the plan resulting from each goal
3. Review/finalize Guiding Principles section of the plan

Action Plan 1: The Enrollment Management Cycle, as outlined on page 5 of the plan, is being executed as follows:

- The College has engaged in numerous statewide activities to share, discuss, and refine its Enrollment Management Plan **(COL6c.3, COL6c.4).** The input from these engagements are incorporated into the EMP and included in the 2015 edition of the plan under review in spring 2015.
- The Division Goals are still in draft form and are being reviewed and revised within each division.
- The 5-column models for each of the goals are being compiled in spring and samples of these models are included as evidence **(COL6c.5).**
- A list of the completed, in-progress, and new goals are listed below and will be included into the newly revised 2015 EMP.
- The Guiding Principles section of the plan is under review as described below in Action Plan 3.

Action Plan 2: The financial implications of the goals of the plan have been updated and a new chart integrating funding from General Funds and all various grants is incorporated into the new EMP. The financial impact of the EMP has been incorporated into the Long-Range Financial Plan to ensure the College's financial viability. Additionally, the following activities identified in the plan goals have been implemented:

1. (Goal #1) Based on District-wide FTES targets and consistent with the plan, the College achieved its goal of reaching 10,000 FTES for 2013-14 and is working to reach the planned 10,250 FTES for 2014-15. The College also exceeded its goal of hiring six (6) new faculty members by hiring seven (7) new faculty members. Since this goal is articulated for the next four years, the goal will continue as is in the plan.
2. (Goal #5) The Answer Center and Call Center have been in operation since summer 2014 registration and will continue to be enhanced and monitored. The results of this implementation are influencing and informing the design of the new Student Services building. **(COL6c.6, COL6c.7, COL6c.8, COL6c.9)**
3. (Goal #5) Online scheduling of appointments has been implemented for the Assessment Center **(COL6c.10)** and is being designed for other services, such as Counseling.
4. (Goal #8) The Math Program Vitality Review (PVR) process was successfully followed in 2013-14 to create the Math PVR report. The recommendations from this report and the outcome of the Math PVR Phase II (to be conducted in 2014-15) will be used to inform the actions the College will take in 2014-15.
5. (Goal #9) The Council on Curriculum and Instruction (CCI) completed a "Catalog Clean-up Project" in the spring of 2014. A list of courses that had not been offered in five years was generated and discipline faculty members were asked to recommend courses from the list for suspension and retirement. The project resulted in the suspension of 47 courses and the retirement of 66 courses, substantially cleaning up the

catalog and clarifying pathways that lead to student success and completion. (**COL6c.11**)

For 2014-15, the College is currently implementing the following activities and goals:

1. (Goal #1) Consistent with the plan, the College will continue its work to reach 10,250 FTES in 2014-15.
2. (Goal #2) Implement TracDat to better manage SLO assessment data and provide better visibility on the exploration and outcome of the assessments for faculty to continue to improve education for their students.
3. (Goal #3) In collaborative and shared-governance committees, prepare the Student Equity Plan and widely communicate its identified activities (**COL6c.12**).
4. (Goal #5) The College will design the new Student Services building in 2014-15.
5. (Goal #7) The College will increase its efforts to build partnerships with ten (10) local high schools with highest transfer numbers to GWC. These efforts will increase high school students' college readiness.

The following new goals are being considered for the addition to the EMP for 2015-16 revision of the plan:

1. Develop Year-Ahead class schedule offerings available to students and counselors.
2. Improve onboarding of students through the implementation of the EAB system. The EAB system will provide an automated tool to assist/guide students from their application stage through the end of their first semester at the College.
3. Improve retention of students through a pilot implementation of the Civitas system. This tool will interface between Banner, BlackBoard, and other systems to provide early alert metrics and notifications to faculty on students that are at risk or likely to become at risk.
4. Connect and align goals and activities of the SSSP, BSI, Student Equity Plan, and the Title III grant.
5. Increase efforts to better onboard new faculty and increase professional development in student success related topics on a continual basis.
6. Implement project in CCI to further clean up catalog by examining underperforming programs. Discipline faculty members will be encouraged to discuss programs for possible suspension or retirement, thus clarifying for students the pathways that lead to success.
7. Discussion in Planning and Budget subgroup of the "Guiding Principles" from the EMP to ensure that allocation of funding aligns with stated principles and goals.

Action Plan 3: The Guiding Principles section is in draft mode (included in Appendix A of the plan) and is being reviewed as follows:

1. Distribution of resources between Transfer/GE, CTE, and remedial education. – P&B subgroup + representative(s) from Institutional Effectiveness Committee (IEC).
2. Scope and potential of CTE and Transfer programs, certificates, G.E., and majors. – CCI subgroup + administration.

3. Scope and potential of remedial education programs – Recruitment to Completion Committee (RCC) subgroup + representatives from Academic Senate.
4. Scheduling Practices and Guidelines including Add/Cancel policies – Council of Chairs and Deans (CCD) subgroup.
5. Data collection and analysis – IEC subgroup.

Reports from these working groups are due on March 31, 2015 and will be incorporated into the updated Enrollment Management Plan for implementation during the 2015-16 academic year.

ACCJC's recommendation looked for the College to follow the process of reviewing, refining, and, in general, updating the EMP and executing its goals. For the second year, the College, as outlined above, has reviewed and updated the EMP in a shared-governance setting in the fall semester **(COL6c.13, COL6c.14, COL6c.15, COL6c.16, COL6c.17)**.

The College will continue the process of reviewing the EMP annually in the spring semester. The College will collect and analyze data of its implementation activities and revise the plan accordingly for the following year **(COL6c.18)**.

Conclusion: With the approval and adoption of the Enrollment Management Plan by Golden West College Planning and Budget committee, **t**he College has addressed the recommendation and now meets the standard**s.**

List of Evidence:
COL6c.1 PB Summary May 14 2014
COL6c.2 Approved EMP
COL6c.3 Statewide Feedback on EMP 2014-15Activities
COL6c.4 Great Deans EMP Presentation
COL6c.5 EMP 5CMs
COL6c.6 Answer Center Pictures
COL6c.7 Answer Center Survey 120914
COL6c.8 Answer Center e-vite 2014
COL6c.9 Answer Center SAO Fall 14
COL6c.10 Assessment Center Online Appointment
COL6c.11 2013-2014 CCI Summary
COL6c.12 GWC Student Equity Plan
COL6c.13 CCD Minutes 100614
COL6c.14 EMP Discussion CCD Minutes 111714
COL6c.15 CCI Minutes 100714
COL6c.16 PB Summary Oct 8 2014
COL6c.17 PB Summary Sept 24 2014
COL6c.18 GWC Assessment and Evaluation Calendar

RESPONSE TO DISTRICT RECOMMENDATION 2

District Recommendation 2- To meet the Standards, and as recommended by the 2007 team, the team recommends that the Board and district follow their policies regarding the delegation of authority to the Chancellor for effective operation of the district and to the college presidents for the effective operation of the colleges. Further, the team recommends that the district develop administrative procedures that effectively carry out delegation of authority to the Chancellor and the college presidents. (Standards IV.B.l.j, IV.B.3.a, IV.B.3.g)

Analysis and Findings:

The 2014 Accreditation Follow-up Report documented and provided evidence for the extensive changes related to the creation of new board policies and administrative procedures or revisions of existing ones affecting the delegation of authority to the Chancellor and the College Presidents. The Accreditation Visiting Teams who visited the three colleges in April 2014 concluded in each of the three evaluation reports that "*The District has fully addressed the recommendation and meets the Standards.*"

The 2014 Accreditation Visiting Teams also noted in their conclusion the following:

"Tremendous improvement in the operationalization of the policies was evidenced. Since the operationalization of these policies is relatively new, close monitoring is needed to ensure smooth transition of the changes and to ensure college personnel understand the changes and work within agreed upon policies and procedures."

This section provides an analysis and findings relative to the continued implementation and operationalization of the relevant board policies and administrative procedures.

BP 2200 Board Duties and Responsibilities **(DIS 2.1)** was revised in November 2013 and subsequently in April 2014 to include the Chancellor in the hiring and evaluation of the Board Secretary and the appointment and oversight of the District General Counsel, District External Auditor, and District Lobbyist. Previous language in the policy had these functions being selected and overseen exclusively by the Board of Trustees. In addition, BP 2905 General Counsel **(DIS 2.2)** was revised in December 2013 to define the working relationship and direction received from both the Board of Trustees and the Chancellor whereas previously the General Counsel received direction and oversight exclusively from the Board of Trustees. The revision specifies that the General Counsel reports regularly to both the Chancellor and the Board of Trustees and provides legal reports and advice as requested by the Chancellor or Board of Trustees, acting as a whole.

The Chancellor participated in the regularly scheduled managerial evaluation for the Board Secretary conducted on August 6, 2014. The Chancellor provided a written evaluation which was discussed along with the Board's evaluation of the Board Secretary at the closed session on August 6, 2014 **(DIS 2.3).**

In terms of oversight of the District Lobbyist, the Chancellor assigned the District Director of Public Information and Governmental Affairs to work with staff from the District Lobbyist's firm to arrange legislative visits and to represent the District's views in legislative sessions in Sacramento. Previously, the District Lobbyist's firm worked only with the Board of Trustees, but over the past two years staff from the District Lobbyist's firm have worked closely with the District Director of Public Information and Governmental Affairs as well.

In addition, the Chancellor delegated the Board Secretary to work with staff from the District Lobbyist's firm in working with the District Student Council. Staff from the District Lobbyist's firm facilitated Student Lobby Day by setting up appointments with legislative offices and arranging speakers for the students attending.

The Chancellor has met regularly with the General Counsel to provide guidance relative to topics of interest **(DIS 2.4)**. In addition, the General Counsel has met regularly with the Vice Chancellor Administration and Fiscal Services and the Risk Services Manager regarding contracts and agreements. As stated in the revised BP 2905, the General Counsel has provided legal services to the District as authorized by the Chancellor, Board of Trustees, acting as a whole, Vice-Chancellors, College Presidents, the District's Chief Human Resource Officer, and Risk Manager including legal advice, research, training, and opinions to the Chancellor and Board of Trustees.

BP 2430 Delegation of Authority to CEO **(DIS 2.5)** was revised in December 2013 to more specifically define the delegation of authority to the Chancellor and the College Presidents. A new administrative procedure – AP 2430 **(DIS 2.6)** - was ratified in December 2013 that indicates the specific areas for which the Chancellor and the College Presidents are responsible. The administrative procedure was created based on discussions with the Chancellor and the College Presidents. While many examples can be provided to document the operationalization of BP/AP2430, below are some highlights.

Coastline Community College

The President led a collaborative and strategic planning process in 2011-12, as well as the development of an integrated planning process **(DIS 2.7)**. The systematic implementation and evaluation of these plans are overseen by the Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) and the Wing Planning Councils **(DIS 2.8)**. PIEAC and the Wing Councils are participatory governance committees that report to the College Council, which is chaired by the President. The Committees make recommendations to the President regarding planning priorities, budget allocations, and other college plans. The College completed the development of a Student Success Plan **(DIS 2.9)**, which was presented to the Board of Trustees on November 5, 2014.

The College's master plan (or strategic plan) is focused primarily on student learning, teaching, and success. The integrated planning process ensures that funds are allocated to support the College's mission, goals, and priorities as demonstrated on the resource allocation rubric **(DIS 2.10)**. For example, beginning in Fall 2014-Spring 2015, the College will launch a Center for

Teaching and Learning (CTL) to improve course quality and support faculty professional development. Funding for the CTL is reflected in the allocations recommended by PIEAC and approved by the President **(DIS 2.11)**.

The President has strengthened support for general education and CTE programs by hiring more full-time faculty. In 2013-14, the President approved the hiring of full-time faculty in the following disciplines: Chemistry, Counseling, Business, Sociology/Human Services and Philosophy **(DIS 2.12)**. Some of the disciplines had no full-time faculty. For academic year 2014-15, four full-time faculty were hired to strengthen support for programs and student success.

Golden West College

As stated in AP 2430, the President provides leadership in the development and implementation of a sustainable and integrated strategic plan. Golden West College developed the College Educational Master Plan 2011-16 **(DIS 2.13)**, College Facilities Master Plan **(DIS 2.14)** and Student Success and Support Program (SSSP) Plan **(DIS 2.15)**, the latter was presented to the Board of Trustees on October 15, 2014. Each of these plans is being implemented according to stated goals, objectives and timelines.

The President provides leadership in the development and implementation of career technical education to meet the needs in the community. Golden West College was selected by the District at the November 5, 2014 Board of Trustees meeting to submit an application for a Bachelor's Degree in Community Corrections **(DIS 2.16)**.

The President provides leadership in the development and implementation of a comprehensive enrollment management plan. Golden West College developed an Enrollment Management Plan **(DIS 2.17)** which is being implemented.

In addition, the College's Planning and Decision-Making Guide **(DIS 2.18)** provides additional evidence regarding the operationalization of the delegated authority to the President.

Orange Coast College

In March 2013 the college received commendations from the site visiting team for its planning, transparency, and commitment to the principles of participatory governance that has resulted in a culture of openness. In addition the college was commended for its broad dissemination and acceptance of its decision making document. Since the site visit the college, under the direction of the College President, has reviewed and revised the college mission, vision, and updated its strategic plan, the OCC Educational Master Plan according to the time frames established in the decision making document. The College Council has adopted key performance indicators that are in alignment with the Coast District Master Plan.

The campus internal portal page **(DIS 2.19)** demonstrates the operationalization of the delegation of authority along with links to letters and flow charts. This link is available to all college employees. On this portal site flow charts to some of the common procedures such as routing for Presidential approval, travel approval, standard contract routing, and summaries of

types of campus approval processes **(DIS 2.20)**. All of these approvals are transparent to the campus and can be found on this portal site **(DIS 2.21)**. This information, along with the Orange Coast College Decision Making Document **(DIS 2.22)**, delineates the delegation of authority, the flow of the processes, and the operationalization of ongoing specific examples.

BP 6340 Bids and Contracts **(DIS 2.23)** was revised in December 2013 to delegate the authority to the Chancellor to enter into contracts for work to be done, services to be performed or for goods, equipment or supplies to be furnished or sold to the District that do not exceed the amounts specified in Public Contract Code Section 20651, as amended annually under Public Contract Code Section 20651(d), without requiring prior approval by the Board but ratification by the Board. This is a significant change in actual delegation of authority to the Chancellor.

Prior to this change, any contract, service, or purchase, regardless of dollar amount required prior approval of the Board, which had an impact on the ability of the District to operate efficiently. The associated AP 6340 **(DIS 2.24)**, ratified in December 2013, defined the delegation of authority from the Chancellor to the Vice Chancellor of Fiscal and Administrative Services.

The operational implementation of the revised or new relevant board policies and administrative procedures was defined and communicated to all district managers on January 23, 2014 by the manager of the District Risk Services. The changes were implemented effective with the Board meeting on February 5, 2014 **(DIS 2.25, DIS 2.26)**. As evidenced by Board agendas since February 2014, the operationalization of BP 6430 and AP 6430 has continued consistently.

As with any new processes, refinements do occur over time to provide clarification and improvements. A revision of BP 6430 was brought to the Board of Trustees for first reading at the Board meeting on August 6, 2014. This revision provided clarification as follows: "Irrespective of whether bids are required under the Public Contract Code, the Chancellor may approve, subject to subsequent Board ratification, only contracts which do not exceed, for the total duration of the contract, the amounts specified in Public Contract Code Section 20651, as amended annually under Public Contract Code Section 20651(d)." Based on additional feedback from the Board of Trustees and General Counsel, the revised BP 6430 **(DIS 2.27)** was approved at the November 19, 2014 Board meeting.

An additional clarification was also included in a subsequent revision of BP 6100 Delegation of Authority to the Chancellor **(DIS 2.28)** associated with fiscal matters. The following paragraph was revised to read "The Chancellor may amend the terms and conditions of any contract which the Chancellor has approved pursuant to delegated authority, so long as the terms of the amended contract still are within the scope of the delegated authority, subject to subsequent ratification by the Board of Trustees." This revision of BP 6100 was brought to the Board of Trustees for first reading at the August 6, 2014 Board meeting and was approved at the November 19, 2014 Board meeting.

The procedures created and distributed in February 2014 regarding the submission and review of contracts were revised to reflect the clarification included in BP 6340 Bids and Contracts. The revised procedures were distributed to all managers and their assistants, as applicable, on September 18, 2014 **(DIS 2.29, DIS 2.30)**. In addition, BP 6934 Limited Authority to Settle Liability Claims was revised to increase the amount that the Vice Chancellor Fiscal and Administrative Services is authorized to settle claims on behalf of the District without prior Board approval from $5,000 to $10,000. The revised BP 6934 was approved at the December 10, 2014 Board meeting **(DIS 2.31)**.

A new board policy related to the delegation of authority to the Chancellor related to personnel matters was created - BP 7110 - which combined a number of disparate policies and more clearly articulated the type of personnel actions that the Chancellor could undertake without prior approval by the Board but rather ratification by the Board to effectively run the operations of the District. The new BP 7110 was approved by the Board in December 2013. The associated AP 7110 defined the delegation of authority from the Chancellor to the Vice Chancellor of Human Resources and was ratified in December 2013. Subsequently, as it was the case with BP 6100 and BP 6430, BP 7110 has been further revised to clarify language. A revised version of BP 7110 was brought for first reading to the November 5, 2014 Board meeting and was approved at the December 10, 2014 Board meeting **(DIS 2.32)**. The operationalized of BP 7110 has continued consistently since its adoption in December 2013 as evidenced by personnel related items on Board agendas **(DIS 2.33)**.

Conclusion: The District and the Board of Trustees have continued the implementation and operationalization of the board policies and administrative procedures related to the delegation of authority to the Chancellor and the College Presidents.

This recommendation is fully addressed and the colleges meet the standards.

List of Evidence:

DIS 2.1 BP 2200 Board Duties and Responsibilities
DIS 2.2 BP 2905 General Counsel
DIS 2.3 Closed Session Agenda August 6, 2014
DIS 2.4 List of Chancellor's meetings with the General Counsel January 2014- November 2014
DIS 2.5 BP 2430 Delegation of Authority to CEO
DIS 2.6 AP 2430 Delegation of Authority to CEO
DIS 2.7 Coastline Community College Integrated Planning Guide
DIS 2.8 Coastline Community College Wing Planning Councils
DIS 2.9 Coastline Community College Student Success Plan
DIS 2.10 Coastline Community College 2014-15 Resource Allocation Rubric
DIS 2.11 Coastline Community College 2014-15 PIEAC Prioritization Funding Requests
DIS 2.12 Coastline Community College 2013-14 Faculty Prioritization Letter
DIS 2.13 Golden West College Educational Master Plan 2011-16
DIS 2.14 Golden West College Facilities Master Plan
DIS 2.15 Golden West College Student Success and Support Program Plan

DIS 2.16 Golden West College Application for Offering Baccalaureate Degree Program
DIS 2.17 Golden West College Enrollment Management Plan
DIS 2.18 Golden West College Planning and Decision-Making Guide
DIS 2.19 Orange Coast College Campus Approvals
DIS 2.20 Orange Coast College Presidential/Approval/Travel Flow Charts & Contract Routing
DIS 2.21 Orange Coast College Presidential Approval Request Portal Screenshot
DIS 2.22 Orange Coast College Decision Making Document
DIS 2.23 BP 6340 Bids and Contracts Approved December 2013
DIS 2.24 AP 6340 Bids and Contracts Ratified December 2013
DIS 2.25 Memorandum to District Managers Support Staff Regarding Delegation Authority
Contracts Submission Review 1/23/2014
DIS 2.26 Contract Submission and Review Procedures 1/22/2014
DIS 2.27 BP 6430 Bids and Contracts Approved November 2014
DIS 2.28 BP 6100 Delegation of Authority to the Chancellor Approved November 2014
DIS 2.29 E-mail from Risk Services Manager Regarding Revision of Procedures for Submission and Review of Contracts 9/18/2014
DIS 2.30 CCCD Contract Submission and Review Procedures 9/18/2014
DIS 2.31 BP 6934 Limited Authority to Settle Liability Claims Approved December 2014
DIS 2.32 BP 7110 Delegation of Authority to the Chancellor Human Resources Approved December 2014
DIS 2.33 Examples of continued operationalization of BP 7110