



## **Planning and Decision-Making Guide**

**Adopted by the Planning and Budget Committee:**

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### SECTION 1: INTRODUCTION

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The purpose of this document is to describe the structure and mechanisms for decisions-making within the participatory governance environment at Golden West College (GWC). It is a living document and is updated as a result of the College's commitment to an ongoing assessment process that leads to continual improvement.

GWC planning and decision-making is guided by the College's Mission, Vision, and Values Statements, as well as the College's Goals and Plans, which are included in GWC's *Strategic Plan*.

### MISSION

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Golden West College provides an intellectually and culturally stimulating learning environment for its diverse student population. The College provides enriching and innovative programs that help students: transfer to four-year institutions, earn associate degrees, complete certificates in career and technical education, advance their careers, and demonstrate college readiness. The College is committed to continuous assessment and improvement of student learning and institutional effectiveness.

### VISION

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GWC welcomes you. Be inspired. Be empowered. Be transformed.

### COLLEGE GOALS

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The College goals developed for 2016-2022 are summarized as follows:

#### **Student Success**

Golden West College seeks to increase completion of educational and career goals by providing excellence in teaching and support services.

#### **Equitable Achievement**

Golden West College seeks to close any identifiable student achievement gap while promoting and recognizing the diversity and contribution of all individuals.

#### **Learning Environments:**

Golden West College seeks to provide a safe, welcoming, and supportive environment to benefit students, faculty, staff, and the community.

#### **Communication**

Golden West College seeks to improve communication to inform and engage the college community.

#### **Engagement**

Golden West College seeks to increase active participation from students, faculty, staff, and community in college governance and leadership.

#### **Resource Optimization**

Golden West College optimizes financial resources, facilities and technology to enhance student learning and success.

## SECTION 2: THE COLLEGE CULTURE

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### ROLE OF FACULTY, STAFF, STUDENTS, AND ADMINISTRATORS IN DECISION-MAKING

#### Decision-Making Assumptions:

College-based recommendations and decisions typically fall under Participatory Governance through the Academic Senate, planning and advisory committees and Administrative Responsibilities:

- The Board of Trustees is ultimately responsible for setting District policy and ensuring educational quality within the District's collective bargaining environment.
- The president has the authority for making College decisions in budget, planning, and administrative matters.
- The Board of Trustees and the administration of the Coast Community College District recognize and respect the Academic Senate Golden West College as the governance bodies of the Colleges representing faculty on academic and professional matters (Title 5, 53200[b] and BP 7837).
- The College is committed to participatory governance, the spirit of collegiality, and academic freedom in its decision-making processes.
- The defined roles of faculty, staff, students, and administrators in decision-making processes are described in CCCD Board Policy and Administrative Procedure 2510, Participation in Local Decision Making.
- The success of any policy depends upon the process of consensus and its widespread acceptance. While decisions may take longer through this process, they are likely to be more successful decisions due to a broad commitment to their successful implementation.

#### Role of Students in Decision-Making

Students are also valued for their unique perspectives. Their equal stake in the College's success and well-being gives them equal responsibility in creating a strong and representative voice. Their participation on committees is intended not only to help the College but also to provide students with experience in governance ([CCCD Board Policy 2510](#)).

Students (Title 5 Section 51023.7) The Associated Students shall be given an opportunity to participate effectively in the formulation and development of Board Policies and Administrative Procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students. Board Policies and Administrative Procedures that have or will have a "significant effect on students" include those dealing with the following areas:

1. Grading
2. Codes of student conduct
3. Student discipline
4. Curriculum development
5. Courses or programs to be initiated or discontinued
6. Institutional planning and budget development
7. Student preparation and success
8. Student services planning and development
9. Student fees
10. Participation on hiring committees
11. Any other Board Policy, Administrative Procedure, or related matter that the Board determines will have a significant effect on students

The Board also shall give reasonable consideration to the recommendations and positions developed by students regarding Board Policies and Administrative Procedures pertaining to the hiring and evaluation of faculty, administration, and classified staff. Except for unforeseeable emergency situations, the Board shall not take any action

on matters subject to this Procedure noted above that have a significant effect on students until the Associated Students have been provided the opportunity to participate.

### **Role of Faculty in College Decision-Making**

Faculty members—both full- and part-time—play an important role in all matters of decision-making related to governance. They have a primary role in matters pertaining to instruction and curriculum. Moreover, their input is considered especially vital when decisions are being formulated that are directly related to their particular field of expertise [BP 7837 Faculty/Academic Senate Role in Governance]

The Board of Trustees of the Coast Community College District, or such representatives as it may designate, will rely primarily upon the advice and judgment of the Academic Senate in developing policies involving the following academic and professional matters:

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Standards or policies regarding student preparation and success
- Educational program development
- Faculty roles and involvement in accreditation processes, including self-study and annual reports
- Policies for faculty professional development activities
- Processes for program review.

On these matters, when the Board elects to rely primarily upon the advice and judgment of the Academic Senate, the recommendation of the Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted.

The Board of Trustees of the Coast Community College District, or such representatives as it may designate, will reach mutual agreement with the representatives to the Academic Senate in developing policies regarding the following academic and professional:

- Grading policies
- District and College governance structures, as related to faculty roles
- Processes for institutional planning and budget development
- +1. Other academic and professional matters as mutually agreed upon.

In instances where the Board of Trustees and the Academic Senate(s) cannot reach mutual agreement, existing policy shall remain in effect unless continuing with such policy exposes the District to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the Board of Trustees may act, after a good faith effort to reach agreement, but only for compelling legal, fiscal, or organizational reasons (Title 5, 53203d2).

In matters of decisions regarding working conditions, the faculty unions shall be consulted for their input, and the resulting collective bargaining agreement and memorandums of understanding shall be implemented. Collective bargaining for community colleges is defined in the Education Employment Relations Act (EERA). The scope of representation is in EERA §3543.2 [EERA <https://www.perb.ca.gov/lawspdfs/eera.pdf> ] and includes matters relating to the following:

- Transfer and reassignment
- School calendar
- Compensation
- Wages
- Hours of employment
- Terms and conditions of employment - health and welfare benefits
- Leave

- Transfer and reassignment policies
- Safety conditions
- Class size
- Procedures for evaluation of employees
- Organization security
- Procedures for processing grievance
- Layoff procedures
- Alternative compensation or benefits for employees adversely affected by pension limitations
- Additional compensation or salary schedule based on criteria other than years of training and experience

The EERA does not identify all matters that are subject to bargaining, so the Public Employees Relations Board (PERB) has identified criteria to determine whether items may fall within the scope of collective bargaining:

- The item logically and reasonably relates to a listed subject.
- The item is of sufficient concern to the board and the union so that conflict requiring mediation might occur.
- Negotiations will not significantly abridge managerial prerogatives.

### **Role of Staff in Decision-Making**

Classified staff members are valued for the critical role they play in providing support to the other three major constituency groups (i.e., faculty, administration, and students). They are expected to have a strong voice in decision processes because of their unique perspectives, their experience, and their commitment to the overall success and well-being of the College. Classified staff participation includes the following:

- College and District encourage and support classified staff to engage in decision-making processes.
- Recognition of the need for all College constituencies to participate in the decision-making process.
- Opportunities for classified staff to participate in the formulation and development of District and College policies and procedures and, in those processes, jointly developing recommendations for action by the governing board that have or will have a significant effect on classified staff.
- Classified representation and participation on District and College committees. CFCE contract language guarantees Classified participation in committees and participatory governance. (Section 2.10-B- [CFCE Contract](#))
- Classified committee members selected by classified employees (Classified Senate and CFCE Union).
- Classified professional roles and involvement in the College accreditation process.
- Classified professional roles in program planning, development, and staffing.
- Professional development policies and activities.

In matters of decisions regarding working conditions, the classified union shall be consulted for their input, and the resulting collective bargaining agreement and memorandums of understanding shall be implemented. Collective bargaining for community colleges is defined in the Education Employment Relations Act (EERA). The scope of representation is in EERA §3543.2 [EERA <https://www.perb.ca.gov/lawspdfs/eera.pdf> ] and includes matters relating to the following:

- Transfer and reassignment
- Compensation
- Wages
- Hours of employment
- Terms and conditions of employment - health and welfare benefits
- Leave
- Safety conditions
- Procedures for evaluation of employees
- Procedures for processing grievance
- Layoff procedures

- Alternative compensation or benefits for employees adversely affected by pension limitations
- Additional compensation or salary schedule based on criteria other than years of training and experience, including Out of Class or temporary assignments

### **Role of Administrators in Decision-Making**

Golden West College administrators are charged to perform duties unique to their roles at the College. These duties, which are exclusive to their employment responsibilities as managers, may include but are not limited to:

- Consult collegially but expeditiously to serve staff, students, and the community.
- Ensure that the teaching of students and the quality of programs and services improve through participatory governance processes.
- Serve as an advocate for all constituencies.
- Lead, serve on, and actively engage in College committees as appropriate. Planning, Fiscal, & Compliance.
- Participate in the planning for the future direction of College programs and services.
- Consider and represent College-wide needs and interests in the decision-making process.
- Accept accountability for developing and overseeing budgets for College programs and services.
- Assist staff to achieve their professional goals and potentials.
- Carryout the requirements of District contracts, including labor contracts.
- Coordinate search committees for faculty, staff, and administrative hiring in accordance with shared policies.
- Fulfill individual contractual obligations for the duration of tenure as administrative employees.
- Participate in the hiring process, including making employment recommendations to the College President.
- Oversee and approve absences, including personal and professional leaves.
- Determine and assign duties of faculty and classified staff in accordance with their contracts.
- Respond to staff and student concerns, as well as resolve personnel conflicts.
- Oversee conditions of employee working environments.
- Initiate progressive disciplinary action when necessary.

### **Role of the College President in Decision-Making**

The college president or the institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The CEO plans, oversees, and evaluates an administrative structure's **organization and staff** to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their ~~Through~~ established policies and procedures. **T**he CEO guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement;
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. responsibilities, as appropriate.

## SECTION 3: PLANNING & GOVERNANCE

### PLANNING COMMITTEE STRUCTURES

#### Core Planning Structure

The diagram below represents the College's core planning committee structure, which is not the same as the College's administrative structure (Appendix). As indicated, the Planning Council and Budget Council are the primary recommending body to the College President on matters of college-wide planning and budget. Committees such as Enrollment Management; Council of Chairs and Deans; College Technology; Diversity, Equity and Inclusion; Safety, Sustainability, and Facilities; and Institutional Effectiveness serve as advisory and provide support **during resource allocation requests—why this?** On an annual basis, these committees complete a self-evaluation to determine the effectiveness of the committee for continuous improvement. (See Appendix for related committee evaluation form).

#### Committees – General Rules

- **Establishment of Committees**
  - The formation of a constituent-based committee shall be initiated by submitting a proposal to the President's Cabinet and the Academic Senate for review and approval.
  - A proposed committee shall have a clearly defined scope of responsibilities and purpose as defined in its mission statement and annual goals.
  - A committee's mission statement and annual goals shall align with either the college's mission or the strategic plan.
- **Responsibilities**
  - Each committee shall organize and direct its meetings toward the effective accomplishment of its goals.
  - Each committee shall establish policies and processes necessary to accomplish its goals.
  - Each committee shall post its mission, goals, membership, agendas, and minutes in a forum accessible to all Golden West College faculty, staff, students, and community members (in compliance with the Brown Act as needed).
  - Each committee shall consider procedural rules (i.e., Roberts Rule of Order) and its compliance with the Board of Education code.
  - Each committee may be asked to present their Executive Summary report to the President's Cabinet and/or the Academic Senate as needed.
- **Membership and Leadership**
  - A constituency-based committee membership shall at a minimum consist of qualified members from each constituent group.
  - Each committee shall maintain their membership roster and submit to the Academic Senate any faculty membership vacancies.
    - The Academic Senate shall be responsible for the nomination and voting procedure for faculty committee members.
    - The Classified Senate shall be responsible for the formation and voting procedure for staff committee members.
  - Each committee may create sub-committees, Work Groups, Task Force(s), etc., as necessary for performance of its roles and responsibilities.
    - The Committee may independently send callouts to faculty, staff, and students to form its subcommittees, work groups, task forces, etc. as necessary.
    - The Committee Chair shall inform the Academic Senate and the Classified Senate of the subcommittee, work group, task force, etc. and report its faculty/staff membership for Senate consent agenda.

#### Types of Committees:

##### Standing committees and Advisory committees

- Standing or advisory committees shall adhere to the scope, purpose, responsibilities, membership, and leadership rules as established above.
- A standing or advisory committee's existence shall remain uninterrupted unless the President's Cabinet and the



Academic Senate amends or terminates a standing or advisory committee.

- Authority
  - Each standing or advisory committee shall have the authority to establish work groups.
  - Each standing or advisory committee shall be granted the authority to make recommendations to the President's Cabinet and the Academic Senate.
  - An ~~standing~~ or advisory committee's recommendations shall have no legal standing.
  - A standing committee's recommendations shall have no legal standing unless given authority at a formal meeting of the President's Cabinet and the Academic Senate.

### Work Groups – General Rules

- Work groups are established by a standing or advisory committee, or may be created by the President's Cabinet or Academic Senate in which case approval is required by both.
- A work group may be terminated by the body through which it was established by a simple majority vote.
- Scope and Purpose
  - Each work group shall have a clearly defined scope as stated in its mission statement and goal(s).
  - Each work group's mission statement and goal(s) shall align with either the college's mission and/or 10+1.
  - To improve effectiveness, efficiency, as well as student, employee, and community engagement, each work group may review policies, procedures, processes, practices, timelines, and functions.
  - ~~Each work group will report any recommendations, additions, deletions, changes, and any other suggestions to the parent committee.~~
  - Work groups are not given the authority to make binding decisions.
- Responsibilities
  - Each work group shall organize and direct its meetings toward the effective accomplishment of its goal(s).
  - The President's Cabinet and/or the Academic Senate body may request at any time a report from the work group.
  - ~~Each work group shall report its recommendations, additions, deletions, changes, and any other suggestions to its parent committee/body. to the larger committee.~~
- Membership and leadership—
  - The membership and leadership of each work group shall be clearly defined upon its formation—within its scope, mission, and goals. The members need not be from the parent committee.
  - The Academic Senate and the Classified Senate shall be informed of any membership changes.
  - It is encouraged that leadership be shared among the work group members.

### Types of Work Groups

#### Council, Board or Cabinet

- A council, board or cabinet shall adhere to the general rules of a work group as established above.
- A council, board or cabinet shall be created for the purpose of providing leadership.
- A council, board or cabinet may meet in sessions to discuss and debate specific college issues or issues both specific to the issues pertaining to the college's general state of affairs.

#### Task Force

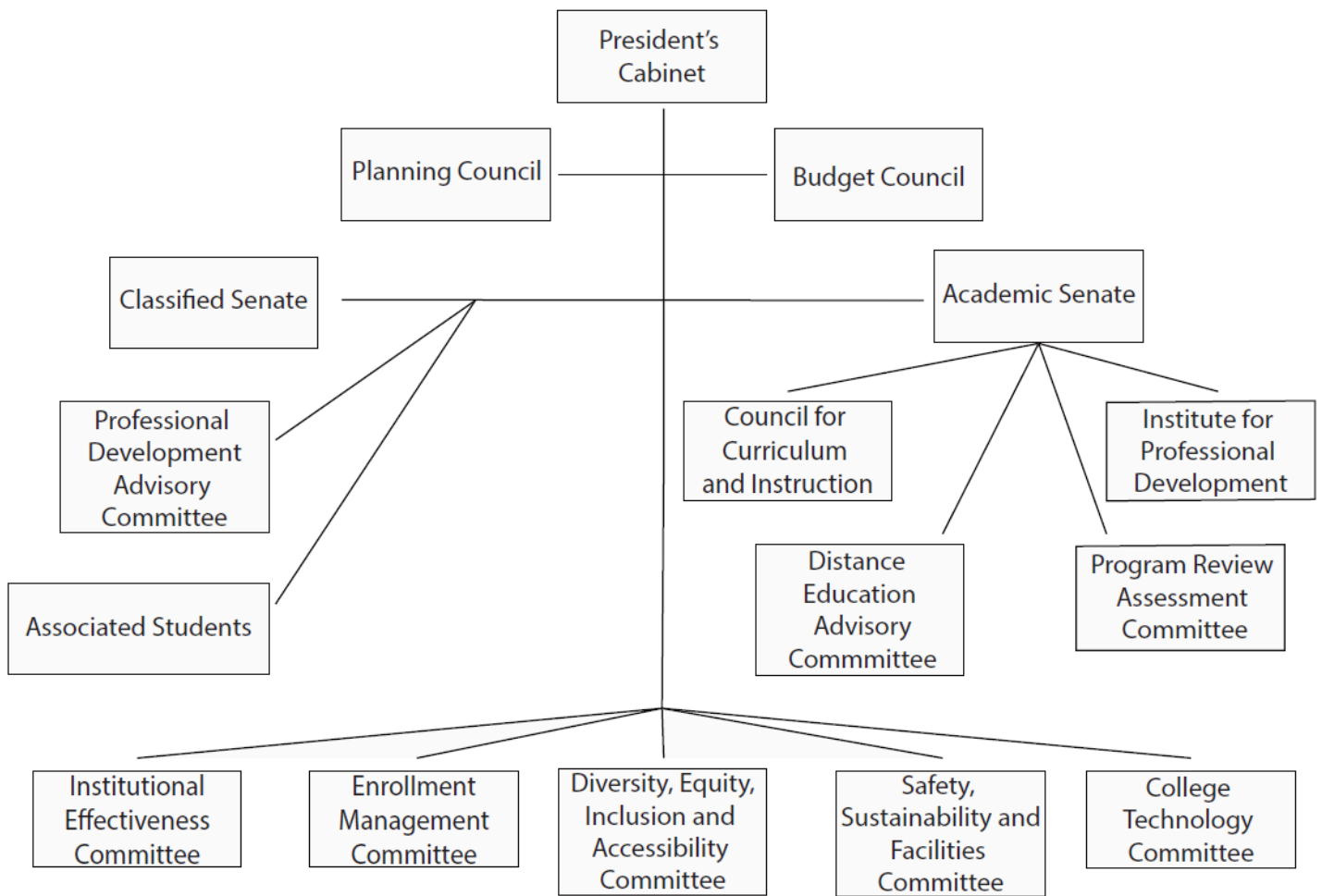
- A task force shall adhere to the general rules of a work group as established above.
- A task force shall be focused and temporary.
- A task force shall be created for a specific purpose and goal(s), and it shall be given a specific time period to attain its goal(s).

#### Ad Hoc

- An ad hoc work group shall adhere to the general rules of a work group as established above.
- An ad hoc work group falls outside the stated parameters of either a council, board, cabinet, or task force.
  - Examples of an ad hoc work group may include "liaison(s)" to various campus councils, committees, and/or work groups.



## Golden West College Participatory Governance



## President's Cabinet

### **PURPOSE:**

- Primary participatory governance body for the college directly advising the College President on policy and governance.
- Forum to review and recommend the direction and focus for the college consistent with the College's Mission, Vision, and Values
- Consultative body for the President on issues of college leadership and matters of college-wide importance, including those which are subject to consultation with the Academic Senate as academic and professional matters and with the bargaining units as contractual matters.
- It is understood that the authority of the Academic Senate, the Associated Students of Golden West College and the agreements of our established collective bargaining agents are not diminished by the provisions or definitions found in this document.
- This cabinet is a shared governance committee.
- This cabinet is not subject to the Brown Act.
- Attendance should be limited to cabinet members only.

### **RESPONSIBILITIES:**

1. Periodically review and revise the College's Mission, Vision, and Core Values.
2. Revise and recommend goals for the College.
3. Ensure that the various planning processes are coordinated and consistent with the established direction and focus of the College.
4. Periodically evaluate the College governance procedure and structure.
5. Participate in the development of recommended College priorities.
6. Evaluate the work of the governance committees of the College using an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, and implementation (ACCJC Standard I.B.3) including the ongoing evaluation of process for planning, budgeting, and accreditation.
7. Must consult with the AS President and Classified Senate President for agenda items.
8. Incorporate equity-minded decision making to create, promote, and maintain activities, programs, and instruction that welcome, celebrate, and promote respect for all. This includes creating equity among disproportionately impacted students across age, ethnicity, race, national origins, gender, gender expression, sexual orientation, mental/physical abilities, family status, religion, and socioeconomic status.
9. Agendas and Action items will be posted as part of the shared governance process.

**RECOMMENDING TO:** College President

**CHAIR:** College President

**RECORDER:** Executive Assistant to the College President

**MEMBERSHIP:** 12 members - (\* Chair) Permanent membership as dictated by terms in position

1. \*College President
2. VP of Instruction
3. VP of Student Services
4. VP of Administrative Services
5. Academic Senate President
6. Academic Senate VP 1
7. Academic Senate VP 2
8. Classified Senate President
9. Classified Senate President Elect
10. CDMA Representative
11. ASGWC President
12. ASGWC VP

Other Advisors (as needed, when needed):

13. CCI-IPD-DEAC Representative
14. CFE Representative
15. CFCE Union Representative
16. HR Manager
17. Equity manager
18. Finance Director or Manager

### **Planning Council**

#### **PURPOSE:**

- Primary coordinating and recommending body to the College President on matters of college-wide planning.
- Primary resource for accreditation and program review processing, coordination, and recommendations.
- It is understood that the authority of the Academic Senate, the Associated Students of Golden West College and the agreements of our established collective bargaining agents are not diminished by the provisions or definitions found in this document.
- The Planning Council is a shared governance committee.
- It is not subject to the Brown Act.

#### **RESPONSIBILITIES**

1. Establish long-term and short-term planning priorities for the college.
2. Conduct and oversee the process of updating the Strategic Plan, College Mission and Goals, Program Review, and Accreditation reports.
3. Review of data and other campus committee reports to make recommendations for annual institutional priorities.
4. Develop and implement resource allocation guidelines and recommendations that enable achievement of college-wide planning goals. Make recommendations of same to the college Budget Council.
5. Present updates on planning to the Budget Council, Academic Senate, and other college committees, as necessary.
6. Establish, monitor, and review the work of planning task forces to address specific tasks and implementation of task force recommendations once approved by the Planning Council.
7. Incorporate equity-minded decision-making to create, promote, and maintain activities, programs, and instruction that welcome, celebrate, and promote respect for all. This includes creating equity among disproportionately impacted students across age, ethnicity, race, national origins, gender, gender expression, sexual orientation, mental/physical abilities, family status, religion, and socioeconomic status.
8. Hold regularly scheduled joint meetings with the Budget Council (frequency TBD by Councils).
9. Agendas and Action items will be posted as part of the shared governance process.

**RECOMMENDING TO:** President's Cabinet

**Co-CHAIR:** VP of Instruction **and** VP of Student Services

**RECORDER:** Assistant to the VP of Instruction

**MEMBERSHIP:** 15 members (\* Co-Chairs)

2-year terms (1 faculty, 1 classified staff and 1 manager/dean eligible for election each year to create staggered terms)

1. \*VP of Instruction
2. \*VP of Student Services
3. Academic Senate President or faculty designee from AS
4. Faculty Member from CCD
5. Faculty Member at-Large (may be FT or PT)

6. Classified Senate President or designee
7. Classified Staff member appointed from Classified Senate
8. Dean or manager at-large
9. Dean or CDMA at-large
10. ORPIE Manager or designee
11. Equity Manager or designee
12. CFE Representative or designee
13. CFCE Representative or designee
14. ASGWC Representative
15. ASGWC Representative

### **Budget Council**

#### **PURPOSE:**

- Primary recommending body to the President's Cabinet and the College President on matters of college-wide budget and resource allocations.
- Primary resource for budgetary and financial recommendations that originate from other college committees. All budget or resource allocation matters will first come to this council then be processed as appropriate through this council or referred for additional review to the appropriate college committee.
- It is understood that the authority of the Academic Senate, the ASGWC, and the agreements of our established collective bargaining agents are not diminished by the provisions or definitions found in this document.
- Budget Council is a shared governance committee.
- Budget Council is not subject to the Brown Act.

#### **RESPONSIBILITIES**

1. Primary budget and finance committee.
2. Review of all requests for funding (no matter the source) including RFP's, lottery, CTE, program review resource requests, technology software and equipment.
3. Refer to appropriate committees for more information regarding requests when needed and make recommendations to the President's Council on expenditure.
4. Develop and implement resource allocation guidelines and recommendations that enable achievement of college-wide long-term and short-term budgetary goals.
5. Review and recommendation of proposed college budgets.
6. Review of District adopted budgets (college general fund).
7. Review and approval of all contracts that obligate the college and provide essential services.
8. Incorporate equity-minded decision making to create, promote, and maintain activities, programs, and instruction that welcome, celebrate, and promote respect for all. This includes creating equity among disproportionately impacted students across age, ethnicity, race, national origins, gender, gender expression, sexual orientation, mental/physical abilities, family status, religion, and socioeconomic status.
9. Hold regularly scheduled joint meeting with the Planning Council (frequency TBD by Councils).
10. Agendas and action items will be posted as part of the shared governance process.

**RECOMMENDING TO:** President's Cabinet

**Co-CHAIR:** VP of Administrative Services and any committee member

**RECORDER:** Executive assistant to the VP of Administrative Services

**MEMBERSHIP:** 15 members (\* Co-Chairs)

2-yr terms (1 faculty, 1 classified staff and 1 manager/dean eligible for election each year to create staggered terms)

1. \*VP of Administrative Services

2. Director of Fiscal Services or designee
3. Academic Senate President or faculty designee from the AS
4. Faculty Member from CCD
5. Faculty Member at-large appointed by AS
6. Classified Senate President or designee
7. Classified Staff member appointed from the Classified Senate
8. Dean or Manager at-large
9. Dean or CDMA at-large
10. Equity Manager or designee
11. Special Funding or Grant Representative
12. CFE Representative or designee
13. CFCE Representative or designee
14. ASGWC Representative
15. ASGWC Representative

### **IEC (Institutional Effectiveness Committee)**

#### **PURPOSE:**

- The Institutional Effectiveness Committee provides a framework for the documentation of assessment and the integration of results in decision-making across the campus.
- It is understood that the authority of the Academic Senate, the Associated Students of Golden West College and the agreements of our established collective bargaining agents are not diminished by the provisions or definitions found in this document.
- IEC is a shared governance committee.
- It is not subject to the Brown Act.

#### **RESPONSIBILITIES**

1. Coordinates Program Review related activities including feedback of program reviews and mid-cycle requests.
2. Reviews and provides feedback to departments and programs in developing cSLO, pSLO, iSLO assessments and updates
3. Analyzes systematic campus wide participation in assessment activities including equity gaps and DI data.
4. Coordinates and monitors compliance with the accreditation process and reports.
5. Analyzes and prepares the Key Performance Indicators (KPI) of Institutional Performance and reports to the Planning Council, Budget Council, and the Academic Senate.
6. Incorporate equity-minded decision making to create, promote, and maintain activities, programs, and instruction that welcome, celebrate, and promote respect for all. This includes creating equity among disproportionately impacted students across age, ethnicity, race, national origins, gender, gender expression, sexual orientation, mental/physical abilities, family status, religion, and socioeconomic status.
7. Agendas and Action items will be posted as part of the shared governance process.

**RECOMMENDING TO:** Planning Council, Budget Council, President's Cabinet

**CO-CHAIRS:** Manager or representative from ORPIE and a Faculty Committee Member

**RECORDER:** ORPIE Rep

**MEMBERSHIP:** 15 members (\*Co-Chairs)

2-year staggered terms and faculty/staff may be from the same academic area.

1. \*ORPIE Manager or designee
2. \*Faculty member at-large
3. Accreditation Liaison Officer – VPI or designee
4. Faculty member at-large (FT or PT)

5. Faculty member at-large (FT or PT)
6. Classified Senate Representative
7. Classified member at-Large
8. Classified member at-Large
9. Dean or Manager at-Large
10. Dean or Manager from CDMA at-Large
11. ORPIE Representative
12. CFE Representative
13. CFCE Representative
14. ASGWC Representative
15. ASGWC Representative
- Other: (as needed, when needed)

### **EMC - Enrollment Management Committee**

#### **PURPOSE**

- Identify gaps and challenges, remove barriers, and recommend equity-minded solutions to manage enrollment and increase completion.
- It is understood that the authority of the Academic Senate, the Associated Students of Golden West College and the agreements of our established collective bargaining agents are not diminished by the provisions or definitions found in this document.
- The RCC is a shared governance committee.
- It is not subject to the Brown Act.

#### **RESPONSIBILITIES**

1. In alignment with the GWC Strategic Plan, develop systemic strategies to increase student access, retention, and completion/graduation/transfer.
2. Review data and provide recommendations to close equity and achievement gaps.
3. Evaluate currently funded programs to identify themes and patterns to enhance and expand successful EMC initiatives.
4. Identify new opportunities and evaluate potential projects for recommendation to the Planning and Budget Councils.
5. Increase student access and success through enrollment management projects, programs, and initiatives.
6. Engage faculty and staff across the campus in retention and completion strategies.
7. Incorporate equity-minded decision making to create, promote, and maintain activities, programs, and instruction that welcome, celebrate, and promote respect for all. This includes creating equity among disproportionately impacted students across age, ethnicity, race, national origins, gender, gender expression, sexual orientation, mental/physical abilities, family status, religion, and socioeconomic status.
8. Agendas and Action items will be posted as part of the shared governance process.

**RECOMMENDING TO:** Planning Council, Budget Council, President's Cabinet

**CO-CHAIRS:** Dean or Manager of Enrollment Services **and** a Faculty Committee Member

**RECORDER:** A Committee Member

**MEMBERSHIP:** 18 members (\* Co-Chairs)

2-year terms (1 faculty, 1 classified staff and 1 manager/dean eligible for election each year to create staggered terms)

1. \*Dean or Manager in Enrollment Services
2. Faculty representative from Math/Science
3. Faculty representative from English/ESL
4. Faculty representative from Counseling (including Transfer Center)

5. Faculty representative from Liberal Studies, Social Sciences and Psychology (Academic Area)
6. Faculty representative from one of the following: Arts (including Performing Arts), Athletics, CTE, Criminal Justice, Nursing
7. Dean, Counseling (including Transfer Center)
8. Dean, Academic Area
9. Academic Success Center Manager or designee
10. Guided Pathways Director or designee
11. Classified representative from Admissions & Records
12. Classified representative from Financial Aid
13. Outreach collective (or designee)/Special Populations representative (or designee)
14. ORPIE Representative
15. CFE Representative
16. CFCE Representative
17. ASGWC Representative
18. ASGWC Representative

### **SSFC (Safety, Sustainability, Facilities)**

#### **PURPOSE**

- Primary consulting body on matters of college-wide construction, maintenance, facility improvements, landscaping projects, campus safety, signage and accessibility matters, and emergency preparedness.
- It is understood that the authority of the Academic Senate, ASGWC and the agreements of our established collective bargaining agents are not diminished by the provisions or definitions found in this document.
- SSFC is a shared governance committee.
- SSFC is not subject to the Brown Act.

#### **RESPONSIBILITIES:**

1. Review Program Review Resource Allocation requests related to safety, sustainability, and facilities.
2. Receive updates and provide feedback and input on all Measure M, scheduled maintenance, Vision 2030 Facilities Plan and College supported facilities projects.
3. Provide feedback and input related to facilities projects and inform on campus impact.
4. Provide updates on campus emergency preparedness and safety initiatives.
5. Develop and keep updated protocols related to special events, power outages (scheduled and un-scheduled) and campus maintenance incidents.
6. Incorporate equity-minded decision making to create, promote, and maintain activities, programs, and instruction that welcome, celebrate, and promote respect for all. This includes creating equity among disproportionately impacted students across age, ethnicity, race, national origins, gender, gender expression, sexual orientation, mental/physical abilities, family status, religion, and socioeconomic status.
7. Agendas and action items will be posted as part of the shared governance process.

**RECOMMENDING TO:** Planning Council, Budget Council, President's Cabinet

**CO-CHAIRS:** SSFC Manager and a SSFC Committee Member

**RECORDER:** M&O Assistant

**MEMBERSHIP:** 18 members (\* Co-Chairs)

2-year terms (1 faculty, 1 classified staff and 1 manager/dean eligible for election each year to create staggered terms)

1. A committee manager
2. Faculty member at large (representation to be determined by committee to represent all areas of the campus)



3. Faculty member at large (representation to be determined by committee to represent all areas of the campus)
4. Faculty member at large (representation to be determined by committee to represent all areas of the campus)
5. Faculty member at large (representation to be determined by committee to represent all areas of the campus)
6. Classified Staff at large (representation to be determined by committee to represent all areas of the campus)
7. Classified Staff at large (representation to be determined by committee to represent all areas of the campus)
8. Classified Staff at large (representation to be determined by committee to represent all areas of the campus)
9. Classified Staff at large (representation to be determined by committee to represent all areas of the campus)
10. Safety Manager
11. Grounds Manager
12. Manager of special projects (i.e., Measure M) (ex-officio)
13. Manager from DSPS or designee
14. Dean or CDMA representative
15. CFE Representative
16. CFCE Representative
17. ASGWC representative
18. ASGWC representative

### **CTC (College Technology Committee)**

#### **PURPOSE**

- Keep abreast of the latest advances in educational technology, to disseminate this information to the campus community, and to provide a place where information can be exchanged.
- To provide consultation services to the campus community regarding educational technology matters.
- To carry out special projects involving the development of educational technology upon request by an appropriate campus body.
- It is understood that the authority of the Academic Senate, the Associated Students of Golden West College and the agreements of our established collective bargaining agents are not diminished by the provisions or definitions found in this document.
- The CTC is a shared governance committee.
- It is not subject to the Brown Act.

#### **RESPONSIBILITIES**

1. Review requests related to technology for approval including confirming or identifying those that could reflect Health and Safety issues.
2. Receive updates and provide feedback and input on all technology needs across campus.
3. Provide updates to relevant committees on technology policies, including but not limited to District policies and changes.
4. Serve as an essential information point for all needs and uses of technology across campus to maximize efficiency.
5. Regular communication with relevant groups across campus, such as Online Instruction and DSPS, to ensure the needs of our students and faculty are being met.
6. Budgetary review of projects related to technology must be vetted by the CTC to advise the **Budget Council**.

~~budgetary council.~~

7. Track requests and usage of various technology and software and accessible to the campus.
8. Responsible for updating the college's Technology Master or Strategic Plan.
9. Incorporate equity-minded decision making to create, promote, and maintain activities, programs, and instruction that welcome, celebrate, and promote respect for all. This includes creating equity among disproportionately impacted students across age, ethnicity, race, national origins, gender, gender expression, sexual orientation, mental/physical abilities, family status, religion, and socioeconomic status.
10. Agendas and Action items will be posted as part of the shared governance process.

**RECOMMENDING TO:** Planning Council, Budget Council, President's Cabinet

**CO-CHAIRS:** Manager of IT and a Committee Member

**RECORDER:** A Committee Member

**MEMBERSHIP:** 15 members (\* Co-Chairs)

2-year terms (1 faculty, 1 classified staff and 1 manager/dean eligible for election each year to create staggered terms)

1. \*Director of IT and User Support Services
2. Faculty member from DEAC
3. Faculty member from Library
4. Faculty member from Counseling
5. Faculty member from CTE
6. Faculty member at-large from any Academic Area
7. Classified Staff (User Support Services)
8. Classified Staff (Online Instruction)
9. Classified Staff (Marketing and Promotions)
10. Classified Staff from Special Populations (Outreach, DSPS, EOPS, Veterans, or Student Life)
11. Dean or Manager at-large
12. CFE Representatives or designee
13. CFCE Representatives or designee
14. ASGWC Representative
15. ASGWC Representative

### **Diversity, Equity, Inclusion (DEI) Committee**

#### **PURPOSE**

- AB705
- Guided Pathways
- Puente
- Umoja
- Stand and Rack
- DSPS
- Veterans
- EOPS Student Populations
- Financial Aid
- The Equity Committee is a shared governance committee.
- It is not subject to the Brown Act.

#### **RESPONSIBILITIES**

1. Clear, non-duplicative responsibilities.
2. Incorporate equity-minded decision making to create, promote, and maintain activities, programs, and

instruction that welcome, celebrate, and promote respect for all. This includes creating equity among disproportionately impacted students across age, ethnicity, race, national origins, gender, gender expression, sexual orientation, mental/physical abilities, family status, religion, and socioeconomic status.

3. Agendas and Action items will be posted as part of the shared governance process.

**RECOMMENDING TO:** Planning Council, Budget Council, President's Cabinet

**CO-CHAIRS:** Dean or Manager of Equity and a Committee Member

**RECORDER:** A Committee Member

**MEMBERSHIP:** xx members (\* Co-Chairs)

2-year terms (1 faculty, 1 classified staff and 1 manager/dean eligible for election each year to create staggered terms)

1. \*Dean or Manager in of Equity
2. Faculty representative from Math/Science
3. Faculty representative from English/ESL
4. Faculty representative from Counseling
5. Faculty representative from Social Sciences
6. Faculty representative from one of (Arts, Athletics, CTE, Criminal Justice, Nursing)
7. Dean, Counseling
8. Dean, Academic Area
9. Academic Success Center Manager or designee
10. Guided Pathways Director or designee
11. Classified representative from Admissions & Records
12. Classified representative from Financial Aid
13. Classified representative from Special Populations (Outreach, DSPS, EOPS, Veterans, or Student Life)
14. ORPIE Representative
15. CFE Representative
16. CFCE Representative
17. ASGWC Representative
18. ASGWC Representative

### **CCD (Council of Chairs and Deans)**

**PURPOSE:** The Council of Chairs and Deans (CCD) promotes student success through communication and coordination of decisions regarding instruction, course scheduling, enrollment management, and resource allocation.

#### **RESPONSIBILITIES**

- Enrollment Management: Increase student enrollment, success rates, and scheduling efficiencies by examining course offerings.
- Establishing and ensuring the enforcement of policies, guidelines, and timelines for adding and cancelling classes, meeting FTES targets and the building of FTES.
- Reviewing course scheduling processes and establishing and ensuring the enforcement of policies and guidelines to support the needs of each department.
- Professional Development: Assure continuous and vital training for department chairs and deans.
- Communication: Improve and maintain clear and continuous professional communication within CCD, between CCD and other GWC governance bodies, and between CCD and GWC administration.
- Resource Planning: Maintain focus and input on resource allocations related to course and classroom resources, State Funded Equipment, Lottery, Guided Pathways, and Program Review implementation.
- Operational Planning: Act as a working group to resolve instructional challenges and identify innovations.
- Coordinates Program Review related activities including feedback of program reviews and mid-cycle requests.
- Reviews and provides feedback to departments and programs in developing cSLO, pSLO, iSLO assessments and

updates (SAO for student services).

- Incorporate equity-minded decision making to create, promote, and maintain activities, programs, and instruction that welcome, celebrate, and promote respect for all. This includes creating equity among disproportionately impacted students across age, ethnicity, race, national origins, gender, gender expression, sexual orientation, mental/physical abilities, family status, religion, and socioeconomic status.
- Agendas and Action items will be posted as part of the shared governance process.
- It is understood that the authority of the Academic Senate, the Associated Students of Golden West College and the agreements of our established collective bargaining agents are not diminished by the provisions or definitions found in this document.
- CCD is NOT a shared governance committee.
- It is not subject to the Brown Act.

**RECOMMENDING TO:** Planning Council, Budget Council, President's Cabinet

**CO-CHAIRS:** A Chair and a Dean on the Council

**RECORDER:** A CCD member

**MEMBERSHIP:** See current DC list Other: (as needed, when needed)

## SECTION 4: OVERVIEW OF PLANNING AND COLLEGE DECISION-MAKING

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### STRATEGIC PLAN

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The Planning Council oversees the creation of the College-wide 4-year Strategic Plan that is reviewed annually for progress and every four years comprehensively. The Strategic Plan is 4 years to cover two full program review cycles. The College-wide plan includes the College's goals, objectives, and strategies. It is developed using the following resources:

- District wide strategic plan
- College mission, vision, and values
- CCCD Chancellor's Goals

To support the completion of the Strategic Plan, specific supplemental plans have been developed in focused areas. The administration, in direct consultation with the appropriate support committee, is ultimately responsible for the development of supplemental plans. Supplemental plans include:

- TBD

## PLANNING AND PROGRAM REVIEW

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Golden West College's Planning Model has three main components: Institutional Effectiveness, Strategic Planning, and Implementation.

**Institutional Effectiveness:** This component focuses on the evaluation of the College's programs and processes using information from program review, student learning outcomes assessment, student achievement data, labor market information, and budget information.

**Strategic Planning:** This component focuses on the process of utilizing information from the Institutional Effectiveness and developing planning strategies to move the College forward.

**Implementation:** This component focuses on implementation of actions developed through the Strategic Planning component and developing progress updates to help the College and programs determine whether they are close to their stated goals.

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### PROGRAM REVIEW

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#### Overview of the Integrated Planning and Program Review Cycle

The purpose of Program Review is continuous program improvement. It is the primary mechanism by which Golden West College identifies the objectives and resources needed to fulfill our educational mission. All College departments conduct a full Program Review report every three two years to analyze their program's strengths, weaknesses, opportunities, and threats (SWOT) and develop a three-year two-year action plan for continuous programmatic improvement.

Each unit will perform a full program review every second year. Every unit prepares a Two-Year Action Plan with goals, objectives, and activities. On an annual basis, each unit provides a mid-term update review. The mid-term update review is a less detailed annual planning process and serves to update the program review and to request resources... with resource requests. These resources are then rated by their respective planning groups based on developed rubrics.

Resource requests include:

- Faculty positions
- Classified positions
- Non-personnel resource requests

Each unit implements any necessary improvements that it has identified, assesses its progress, and the cycle continues. See the *Program Review* section in the appendix for detailed information on the documents prepared for Program Review including: student learning outcomes assessment (5 Step Model) and Program Vitality Review. The planning and program review process is a two-year cycle, as shown in the diagram below:





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## PROGRAM REVIEW CYCLE TIMELINE

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Even though Golden West College's Program Review is a two-year cycle, there are mid-cycle requests processes for resource needs that occur between the two-year Program Review cycles. Departments submit completed request forms and they are rated by the same groups using the same criteria. These additional requests are integrated into the current lists by their average rating value.

The two-year Program Review cycle is shown below along with cycles for accreditation, updating the College Mission and Goals, prioritizing requests, and allocating funds.

Planning Cycles through 2025

	2021-22		2022-23		2023-24		2024-25	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Accreditation Self-Evaluation								
Accreditation Team Visit								
Update College Mission and Goals								
Program Review Report								
Prioritize Requests								
Hire/Spend Funds								

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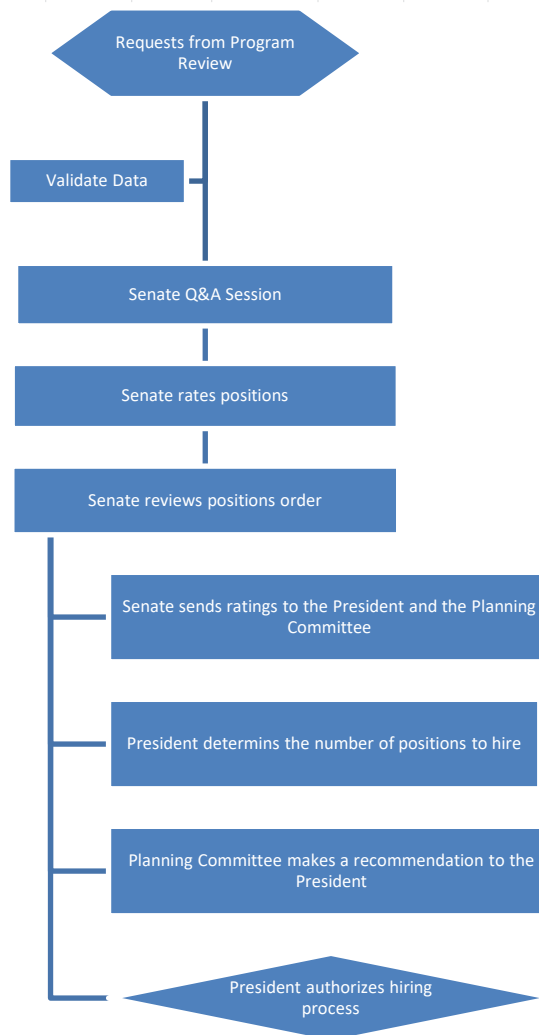
## PROGRAM REVIEW RESOURCE REQUEST PRIORITIZATION PROCESSES

### FULL-TIME FACULTY HIRING PRIORITIZATION

#### Academic Senate

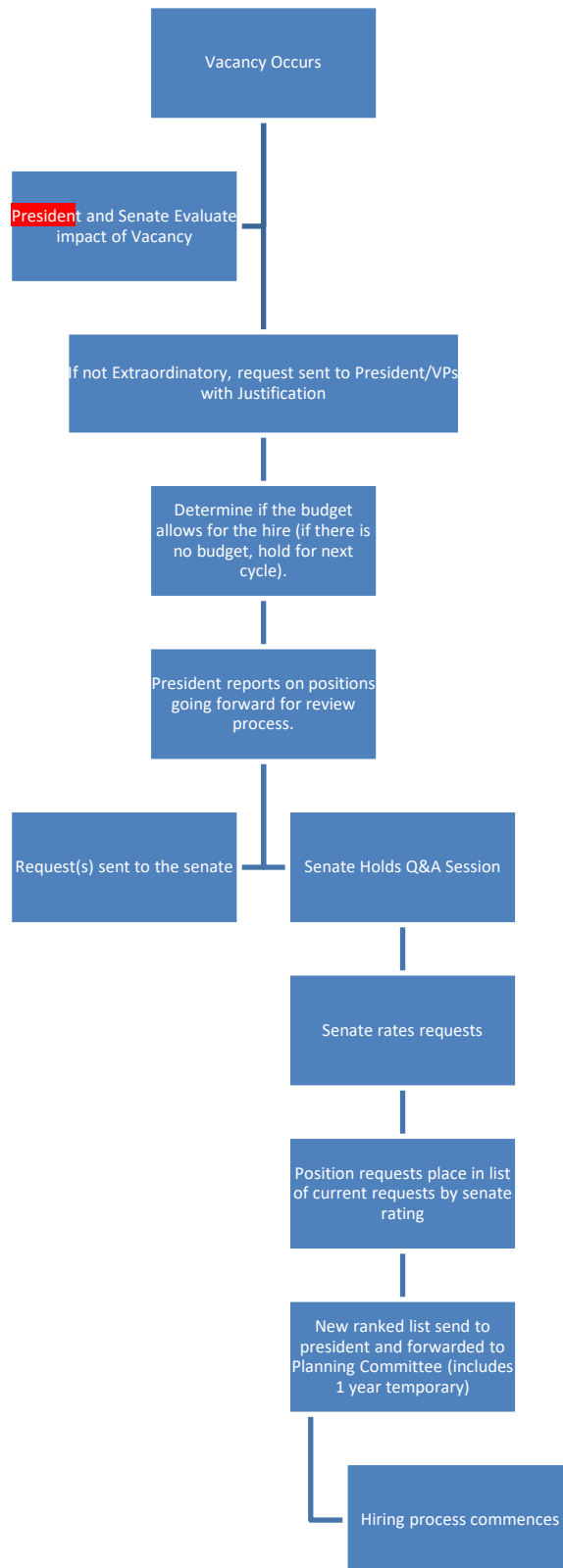
#### Faculty Request Prioritization Model

#### Requests from Program Review for Replacement or New Position

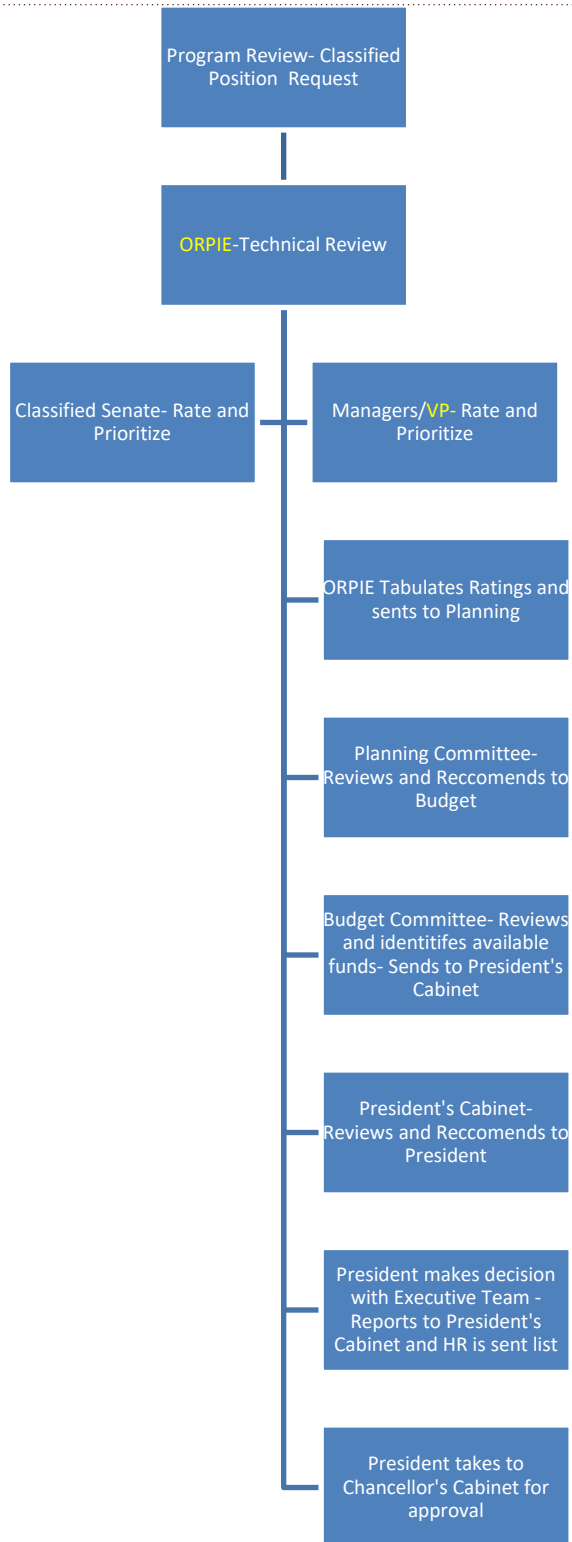


## Faculty Prioritization Process

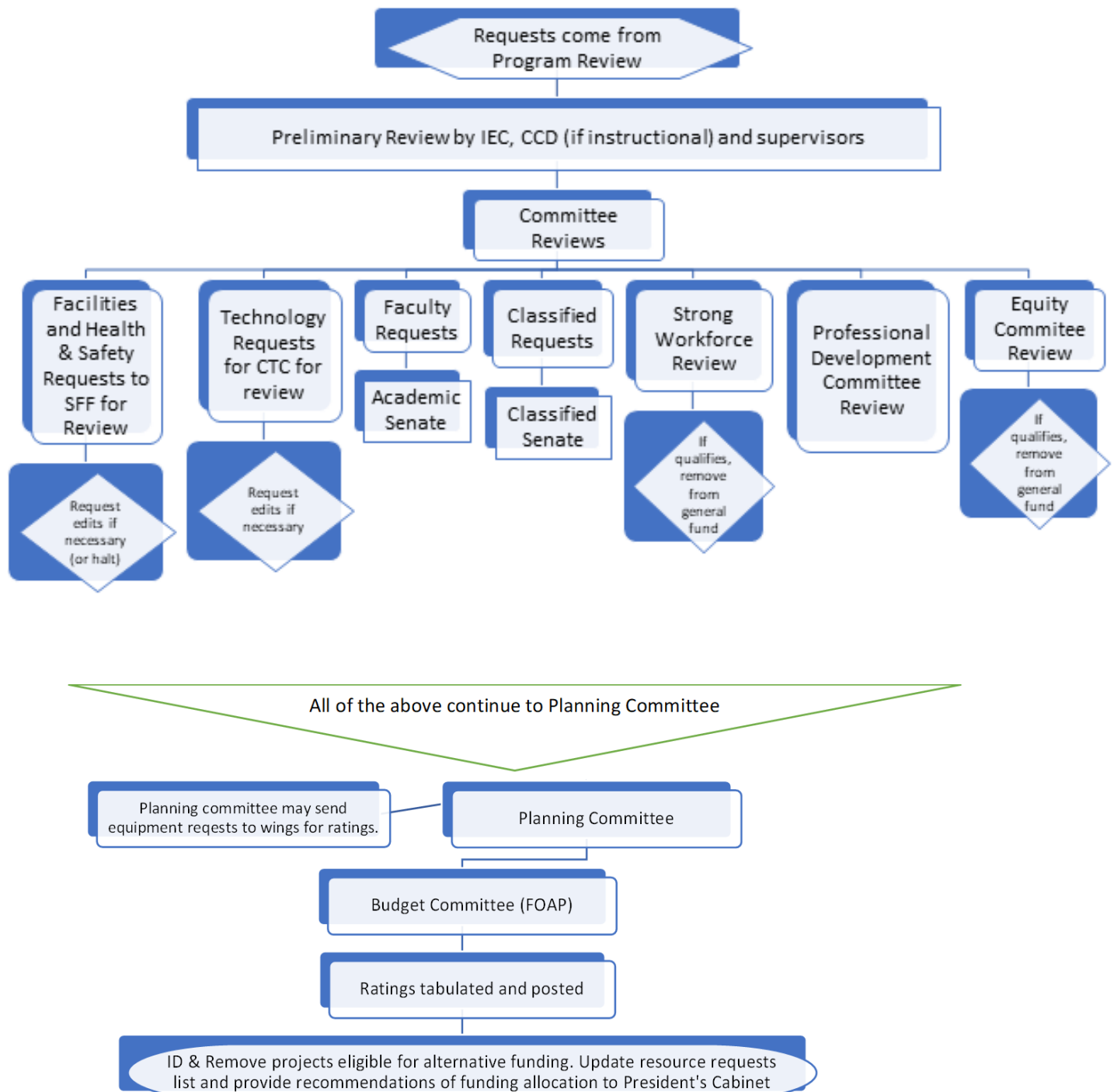
Vacancies Occurring Outside of the Two-Year Planning Cycle (should say it "Academic" Senate? And is this mid-cycle rankings?)



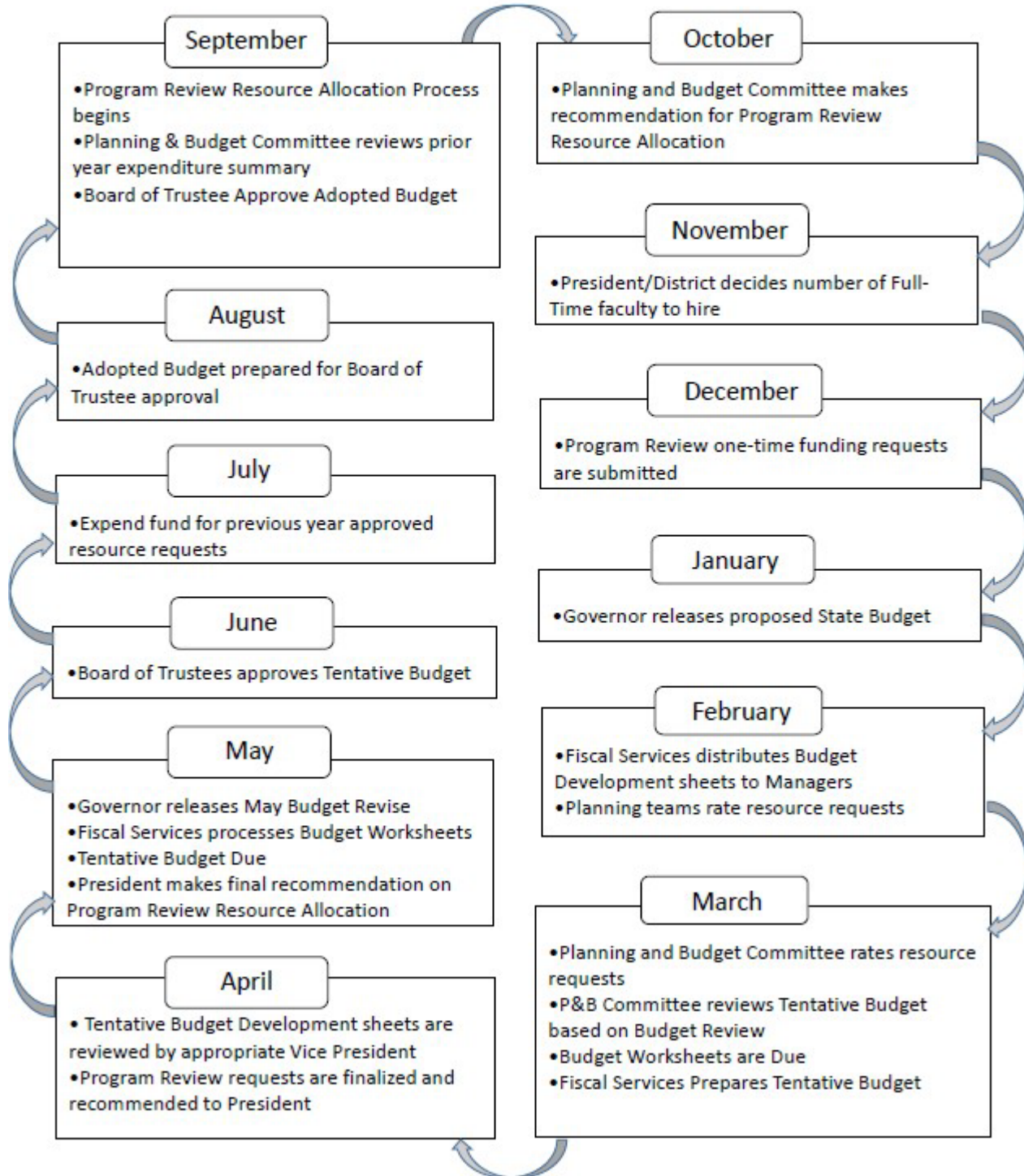
## CLASSIFIED STAFF HIRING



**GWC Resource Requests from Program Review – Potential draft: Check on the correct committee names.**



## ON-GOING BUDGET REVIEW AND DEVELOPMENT PROCESS



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## SECTION 5: APPENDICES LIST

- Assessment and evaluation calendar
  - No link or available landing page to access procedures or forms
- Program Review Template
  - No link or available landing page to access procedures or forms
- Request for Resources Form
  - No link or available landing page to access procedures or forms
- Resource Request Prioritization Rubric
  - No link or available landing page to access procedures or forms
- Categorical Request for funding:
  - Categorically State funded programs are legislatively mandated to provide direct services to historically underrepresented student populations that are either, disabled, disadvantaged, and/or have financial need (determined by Financial Aid). The programs are designed to provide resources to increase the closing of achievement gaps, professional development of staff, remediation support, operational function of the program, and direct financial assistance to students. Spending of funds is prescriptive and is legislated by State regulations and specific program implementing guidelines. There are opportunities to request funds under specific guidelines from The Student Equity and Achievement Program (SEAP) and The Workforce Development Program are available. Procedures, forms, and calendar are online
- SEAP Funding Request <https://www.goldenwestcollege.edu/student-equity/rfp/index.html>
- Workforce Development: Link for request for funding needed
- 5 Step Model Assessment Form
  - Link is to faculty resource landing page and SLOS link is broken and unable to access procedures and forms  
<https://www.goldenwestcollege.edu/senate/facultyresources/index.html>
- Program Vitality Review Process - No link or available landing page to access procedures or forms
- Commonly Used Terms
  - Extensive terms list is available in teams under student services and needs to have a link created for general access for the community and campus AND some terms are either inaccurate or missing.

Delete all actual forms from the document and use links to connect to updated information.



## APPENDIX: ASSESSMENT & EVALUATION CALENDAR

Golden West College Assessment & Evaluation Calendar Fall 2022 through Spring 2027

Assessment Type	Assessment Lead	FA22	SP23	FA23	SP24	FA24	SP25	FA25	SP26	FA26	SP27
Course SLOs assessment	Instructional Depts	X	X	X	X	X	X	X	X	X	X
Program SLOs assessment	Instructional Depts	X	X	X	X	X	X	X	X	X	X
SAOs assessment	Student Services	X	X	X	X	X	X	X	X	X	X
AUOs assessment	Admin Services Areas		X		X		X		X		X
Institutional SLOs	ORPIE		X		X		X		X		X
Planning & Decision Making Process	ORPIE & Planning chair		X		X		X		X		X
Committees Effectiveness	IEC co-chairs		X		X		X		X		X
Enrollment Management Plan	VP of Instruction			X		X		X		X	
Long Range Financial Plan	VP of Admin Services			X		X		X		X	
Facilities Master Plan	VP of Admin Services		X		X		X		X		X
College Technology Plan	VP of Admin Services & CTC co-chairs			X		X		X		X	
Staffing Master Plan	Director of Human Resources					X		X		X	
Student Equity Plan	RCC co-chairs/ Dean of Counseling/ORPIE		X		X		X		X		X
Title III Grant	Title III Coordinator			X		X		X		X	
Educational Master Plan	ORPIE & President Office		X		X						
College Strategic Plan	ORPIE & President Office						X		X		X
Student Success Support Program Plan	Dean of Counseling			X		X		X		X	
Institutional Effectiveness & KPIs	ORPIE			X		X		X		X	

SLOs: Student Learning Outcomes

SAOs: Service Area Outcomes

AUOs: Administrative Unit Outcomes

ORPIE: Office of Research, Planning, and Institutional Effectiveness

IEC: Institutional Effectiveness Committee

RCC: Recruitment to Completion Committee

KPIs: Key Performance Indicators

## APPENDIX: PROGRAM REVIEW TEMPLATE

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### PROGRAM INFORMATION:

Assume the reader does not know anything about your program. Briefly describe your program and how your program supports one or more of [Golden West College's mission and goals](#).

#### College's mission

Basic Skills: Does your department offer basic skills courses such as (e.g. Math G010, English G099, etc..?) Actual classification for basic skills.

Yes or No

CTE /Career Advancement (Career Technical Education): Do you have courses or programs that prepare students to become qualified employees (e.g. certificates in digital media)?

Yes or No

Transfer: Do you have courses or programs that prepare students to transfer? Yes or No Degrees/Certificates Offered: Please indicate the degrees and certificates that your program offer.

**Program Contributions:** Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

#### College goals

Institutional Mission & Effectiveness

Instructional Programs

Student Support Services

Library and Learning Support Services

Student Engagement

Student Equity

Human Resources

Facilities & Campus Environment

Technology

Fiscal Resources

Planning Processes

District Collaboration

Community Relations

Business, Industry, Governmental Partnerships

**External Requirements:** Indicate any requirements that are imposed on your program by the state, federal regulations, or other external accrediting bodies (if applicable).

### REVIEW OF LAST CYCLE PROGRAM REVIEW

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved. (2 pg limit)

#### FOR CTE PROGRAMS ONLY

Labor Market Demand: How is your program meeting labor market demands? Should you expand, contract or stay the same? Is there competition from other programs in the area? If yes, from what institution? How is the competition affecting your program? Are there any other external factors about which you are concerned?

VTEA Core Indicators: When reviewing the state VTEA core indicators, what are the trends that contribute to or impede student success? Why is this occurring?

Advisory Council Input: What type of inputs have your program received from your industry advisory council in the last three years?

### SWOT ANALYSIS

**Strengths:**

What does your program do well?

What do you believe your students, potential employers, or transfer institutions see as your program's strengths?

**Weaknesses:**

In what areas does your program need to improve?

What are your program's immediate needs?

What limitations or barriers is your program experiencing?

**Opportunities**

What opportunities exist for your program?

What trends are happening in the field or subject area that may allow your program to expand?

What external funding opportunities are available for your program?

What potential industry, high school, college/university or other external partnerships can be established or expanded to benefit your program?

**Threats/Challenges**

What challenges exist for your program?

What budgetary constraints is your program facing?

What kind of competitive disadvantages is your program facing?

Are there upcoming changes to state and federal regulations that will impact your program? If so, please explain.

**CURRICULUM REVIEW**

Course Outlines of Record: It is expected that all Course Outlines of Record (CORs) will be reviewed every three years. Upon reviewing the courses in your area through [CurricUNET](#), list the courses that have not been reviewed since 2012 and the timeline to complete the review/revision process. (The "Date of Outline/Review" is in the top right corner of all CORs).

CORs Needing Review/Revision	Timeline to complete review
(example 1: COMM 225/PEACE 225)	October 2017

C-ID Designation: List courses in your area that have been approved for C-ID alignment.

Dual-listed courses: Review the list of dual listed courses in your area and complete the following chart.

Dual Listed Courses	Date of Faculty Discussion and Review	Recommendations
(example 1: COMM 225/PEACE225)	May 2015	Maintain dual-listing
(example 2: SOCSG133/SOCG133)	November 2015	Retire SOCS G133

Curriculum Offering: Review the list of active courses in your programs that were offered and not offered in the last three years. Based on your review, what courses could you add or remove to improve and/or expand your overall program to ensure student success? (Data provided by ORPIE)

## PROGRAM DATA AND ANALYSIS

(Items in black font are data provided by ORPIE)

### SLO Assessments

List of courses with ongoing assessment

List of courses offered in the last 3 years that have not been assessed

### Question:

Looking at all assessments of your programs and courses, describe proposed plans for improvement.

### Student Demographics (Headcount by Discipline)

Gender

Age

Ethnicity

Disability

Economic Disadvantage

Veteran

Foster Youth

Comparison to GWC and CCCD Service Area

### Questions:

How does your student population compare to GWC's general student population?

How does your student population compare to the CCCD service area?

Based on the trend that you're seeing, what type of adjustments would you make to your program?

### Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)

Enrollment at Census

Sections Offered (by

CRN) Fill Rate at Census

FTES/FTEF

### Questions:

Consider sections offered, session type, and your current PT faculty pool as part of your analysis.

What factors have contributed to your trends in enrollment, sections offered, and fill rate?

Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?

How does average FTES/FTEF compare to college-wide average FTES/FTEF?

Course Retention and Success

Overall

By Ethnicity, Age, Gender

By Large Lecture

By Session Type (Day, Evening, Hybrid, Online)

### Questions:

Looking at success rates for different demographic groups (age, gender, ethnicity), which groups are experiencing disproportionate impact (success rates for those groups are lower than the average success rates) in student success?

If there are student groups experiencing disproportionate impact, what's your department's plan to address the disproportionate impact?

## Degrees and Certificates

Number of degrees and certificates conferred in the last 6 years  
Completers are defined

### Questions:

Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers.

Please answer this question for programs that have fewer than 10 completers in the last 6 years: What strategies will you implement within your department to increase/attract completers or majors?

## Faculty Staffing

Percentage of courses taught by full-time versus part-time faculty

In recent years, what successes/challenges have you had in hiring and retaining qualified part-time faculty?

Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?

## PROGRAM PLANNING

Based on your analysis of previous program review and current data:

What does your program want to accomplish in the next three years?

What areas does your program plan to improve?

What specific actions will you take to improve upon those areas?

How will you assess whether your program has accomplished those goals?

## RESOURCE ALLOCATION

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.

Staffing

Facilities

Technology

Equipment

Funding for Professional Development

## APPENDIX: PROGRAM REVIEW REQUEST FOR RESOURCES FORM

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**Requests for Resources**  
**Program Review Cycle**  
**General Fund One-Time Funding Resource Request**  
**SECTION 1**

TYPE OF FUNDS REQUESTED (Note: This form **CANNOT be used** for any personnel requests including faculty, classified, and hourly positions.)

- ☐ Equipment (Technology)    ☐ Equipment (Non-Technology)  
☐ Facilities (e.g., improvements/repairs to classrooms, offices, and buildings)  
☐ Other (e.g. conferences, funding for professional development)

Requestor's Name: **Click here to enter text.**

Email: **Click here to enter text.**                      Phone # : **Click here to enter text.**

Area: ☐ Admin Svcs ☐ Executive ☐ Instruction ☐ Student Services

Supervisor: **Click here to enter text.**

Program Review Unit/Department: Click here to enter text.

Request reviewed/approved by area manager: ☐ Yes    ☐ No

The department submitted 5 Step-Model course assessments for 2016-17:

☐ Yes            ☐ No            ☐ N/A – not an instructional program

The department submitted 5 Step-Model program assessment for 2016-17:

☐ Yes            ☐ No

The department submitted 2016 Program Review Report by May 02, 2016

☐ Yes            ☐ No

**Description of Item(s) / Cost \$**

**Total Dollar Amount Requested: \$**

**Please note that all requests will need the following information:**

**Sales quote need to include**

- a. Sales tax
- b. Installation fee
- c. Training fee
- d. Service life agreement/fee

Please note that approved requests over 10k will need 3 quotes before purchase.

## Health and Safety Justification

Does this request address a clear health and safety issue? ☐ Yes ☐ No

(If you check "No", skip to SECTION 2 of this form)

**What is the health and safety issue?**

**How long has this condition existed?**

**Have any work orders been submitted for this issue and when?**

**What are the consequences if not funded?**

## SECTION 2

How does this request for funds meet the following criteria? (2 page max. You must answer all questions)

### **#1. Program Needs (40 points):**

What program conditions support the need for the requested funds and how does this request address those needs? Please use analysis from Program Review, course and program assessment (SLOs/SAOs/AUOs), and student achievement data provided by the Office of Research, Planning, and Institutional Effectiveness.

### **#2. Support of College Goals (30 points):**

How does this request align and directly support the [College's Goals](#)? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of [Key Performance Indicators](#) associated with the College goals.

### **#3. Contributions to Other College Operations (15 points):**

Will the item requested benefit and/or serve other departments, programs, or plans?  
If so, how?

### **#4. Demonstrates long-term cost savings or improves program efficiency or effectiveness. (Determined by P&B) (15 points):**

If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?



## APPENDIX: RESOURCE ALLOCATION RUBRIC

Golden West College

### Resource Request Prioritization Rubric

**Request Item:** \_\_\_\_\_

Scoring Area	Related Components	Scoring Rubric	Score
Demonstrated needs based on program review and outcomes assessment	Program Review Student Learning Outcomes Administrative Unit Outcomes Student Success Measures	Max 40 points 0- 10 pts– Weak demonstrated need supported by PR  11 -30 pts – Moderate demonstrated need from PR  30-40 pts – Strong demonstrated need from PR	
Direct support or impact of College goals	<b>2010 -16 Institutional Goals</b> Institutional Effectiveness Student Learning Programs & Services Resources Participatory Governance & Leadership Community Engagement	Max 30 points 0 -10 pts– No impact and support for college goals and improvement of Key Performance Indicator(s) associated with Institutional Goals  11- 25 pts – Indirect impact and support for college goals and improvement of Key Performance Indicator(s) associated with Institutional Goals  25-30 pts – Direct impact and support for college goals and improvement of Key Performance Indicators associated with Institutional Goals	
Serves other Programs, Plans, and/or Grants.	Program Review Division Plans College goals	Max 15 points 0-5 pts– Zero or weak evidence to show how resources can serve other programs, plans, and/or grants  5-15 pts- Provide evidence to show how resources <b>will serve</b> other programs, plans, and/or grants	
Cost Savings/ Program Efficiency	Program Review	Max 15 points 0-5 pts– Zero or weak demonstration of saving college money or increasing program efficiency  5-15 pts- Demonstration of saving college money or increasing program efficiency	
Points (Max 100)			

**Revised: 10/31/2014, 11/06/14**

### ASSESSMENT FORM

Student learning outcomes are identified and expected to be assessed at the course (cSLOs), program (pSLOs), institutional (iSLOs) levels on an on-going basis.

All course SLO assessment results are reported and uploaded into Nuventive Improve/TracDat by faculty teaching their course using the 5 step-process as shown below.

Program SLO assessment (pSLO) results are usually derived from regular cSLO assessment and are integral to program review and are factored into resource allocation.

**Step 1:** State the student learning outcome (SLO) that was assessed.

**Step 2:** Explain what assessment method was used.

**Step 3:** Describe the results of the assessment.

**Step 4:** Analyze the assessment.

**Step 5:** Explain what changes/improvements that will be implemented to improve the learning outcomes in the future.

For TracDat guidance: See the [TracDat Instructions \(one page\)](#)  
or the [TracDat Screen Guide \(step-by- step\)](#)

# APPENDIX: STUDENT LEARNING OUTCOMES ASSESSMENT FORM

## Golden West College

## Summary of **Program** SLO Assessment (**pSLO**) Results

Semester: ☐ Fall ☐ Spring ☐ Winter ☐ Summer Year [YYYY]:

Program Type: ☐ Transfer Major ☐ Area of Emphasis  
☐ Certificate of Achievement ☐ Basic Skills Sequence

<b>Step 1</b>	<b>Define the Expected Program Student Learning Outcome (pSLO).</b>	<i>In this box, please copy and paste the <u>pSLO</u> you are evaluating.</i> <i>NOTE: Do NOT paste all the SLOs for a program, but instead DO paste the one you actually evaluated. The assessment of <u>only one pSLO</u> may be reported on this form.</i>
<b>Step 2</b>	<b>What method did you use to assess the SLO?</b>	<i>In this box, describe how you assessed/will assess the above <u>pSLO</u>. For example, questions on a multiple choice test, a survey, an essay test with a rubric, capstone project, etc. <u>may</u> be used. You may wish to indicate why you chose a particular method to evaluate the chosen <u>pSLO</u>.</i>
<b>Step 3</b>	<b>Describe the results of your assessment.</b>	<i>Total # of students who were assessed: <input type="text"/></i> <i>Total # of students who performed satisfactorily in the assessment of this <u>pSLO</u>: <input type="text"/></i> <i>List the courses included in this <u>pSLO</u> assessment: <input type="text"/></i>
<b>Step 4</b>	<b>Describe your analysis of the data.</b>	<i>Within this step, you should explain the results of the data from Step #3. Describe what the results mean to your department.</i> <ul style="list-style-type: none"> <li><i>Are the students achieving/demonstrating the skills of the <u>pSLO</u> listed in Step #1 at an acceptable level?</i></li> <li><i>Is this an acceptable percentage? Why/why not?</i></li> </ul> <i>What are the possible factors that influence the students' results (results listed in Step #3)?</i>
<b>Step 5</b>	<b>What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?</b>	<i>Within this step, explain how you are going to use the results of the assessment to enact changes in teaching, standards, and/or assessment methods. Potentially, another viable option is that students have achieved at an acceptable rate, and you will now move on to the next <u>pSLO</u>. Alternately, you may wish to reassess the same <u>pSLO</u> using a different method to see if the results change. <b>REMINDER: ALL <u>pSLOs</u> must be assessed during the course of the three-year Program Review cycle.</b></i>
<b>Name of Person Completing this Form:</b> <input style="width: 200px;" type="text"/>		<b>Date:</b> <input style="width: 100px;" type="text"/> [MM/DD/YY]

### INSTRUCTIONAL PROGRAM VITALITY REVIEW PROCESS FOR PROGRAMS BEING CONSIDERED FOR PROGRAM IMPROVEMENT, SUSPENSION, OR ELIMINATION

**Purpose:** The purpose of the Program Vitality Review (PVR) Process is to determine the vitality and continued viability of a program in response to concerns identified during Program Review or in response to significant changes in enrollment, labor market demand, faculty availability, and/or facility and equipment costs and availability. This extended review process provides an opportunity to gather more data or information in response to these concerns. Evaluation may lead to program improvement, or possible elimination or suspension\* of the program. (\*State requirements related to program suspension should be consulted, when considering this option.)

**Evaluation Indicators may include but are not limited to:**

- Significant declines in enrollment and/or FTES over multiple years
- Precipitous decline in enrollment and/or FTES
- Significant change in facility and/or availability and cost of required or necessary equipment
- Scarcity of qualified faculty
- Incongruence of program with college mission and goals, state mandates, etc.
- Significant decline in labor market
- Continued inability to make load for full-time faculty in the program
- An over-saturation of similar programs in the district and/or region

The PVR Process has the following possible states

- Self-Evaluation: College-wide PVR committee is not required. The department faculty will review the program, best practices out of the College, and recommend program improvements. Vice President of Instruction or President may expand membership for this work. Program is not blocked from resource request processes or curriculum changes.
- Pre-PVR: If there are more programs recommended for PVR than is feasible for the college to do concurrently, one or more programs may be delayed until the following year (or term) in the Program Review cycle. In this state, resource requests and curriculum changes will need review and approval from the Vice President of Instruction.
- PVR: The College will generally have no more than three programs in PVR. However, there may be a need to have up to four programs as determined by the College President. Resource requests and curriculum changes will be on hold for the program.
- Extended PVR: If progress was made in the initial PVR, but more work is needed, the College President may continue a program in PVR with additional instructions for work/review.
- Returned to PVR: If a program has been through PVR and continues to face challenges such as low enrollment, low student completion, or inability to meet labor market needs, the program will be returned to PVR

When a program has been identified for PVR, the following process shall be used to conduct the evaluation in order to arrive at a final decision regarding the program's future status. At the conclusion of this process, the Vice President of Instruction shall make one of the following three decisions:

1. The Program shall continue with specific goals and objectives aimed at addressing concerns determined during the program review and the extended review process. The Program Vitality Review Committee will reconvene after the next program review cycle or progress report to evaluate the program's progress on its action plan.
2. The Program shall be discontinued with a specific plan to address faculty reassignment and student continuance of education in the program major at another institution.
3. The Program shall be suspended for a specified length of time to be decided by the Vice President of Instruction after reviewing recommendations by the committee in their action plan.

Throughout the process of Program Vitality Review, the following must be considered: CFE Agreement, Article IX,

*When any program of any College is placed under review to determine possible curtailment or termination of that program, the District shall notify the Federation. The Federation shall have the right to representation on any committee, task force, or other group which is carrying out a program review for the above purposes.*

## PROCESS

1. The program may be recommended for Program Vitality Review by faculty within the program, by the Dean supervising the program, and/or by the Vice President of Instruction.
2. The Vice President of Instruction shall notify the program faculty, Division Dean, Academic Senate, and faculty Union that the program has been identified for additional review, using the Program Vitality Review process. The evaluation indicators leading to this decision will be identified during the notification process.
3. The Vice President of Instruction shall initially convene a Program Vitality Review Evaluation Committee by providing an overview of the charge of the committee and then will allow the committee to proceed independently. The goal of the committee is to analyze all pertinent information and make a recommendation to the Vice President of Instruction.

The committee shall be composed of the following:

- One to three faculty members from the program being evaluated including the Department Chair from the program area, if possible.
- A faculty representative appointed by Council of Chairs and Deans (CCD) from outside the division of the program under review.
- A faculty member from outside the division of the program under review, appointed by and representing the faculty Union.
- A faculty member from a non-related discipline chosen by and representing the faculty Senate.
- A student appointed by the Associated Students, preferably one who is not currently enrolled in any course within the program being reviewed.
- A member of the Office of Institutional Effectiveness to serve as ex-officio (non-voting) member.
- A Division Dean (not supervising the program under review), appointed by the Vice President of Instruction.
- The Division Dean of the program being evaluated will be an ex-officio (non-voting) member.

The committee will be co-chaired by a faculty member from outside the division of the program under review, to be selected from and by the membership of the committee, and the Division Dean on the committee not supervising the program under review. Duties of the Co-Chairs should include but not be limited to:

- ensuring the committee is consulting the campus researcher and other resources to validate information being used in determining recommendations.
  - responsibility for maintaining objectivity and integrity in the process.
  - ensuring minutes are recorded for each meeting.
  - regularly updating the Vice President of Instruction on the progress of the committee.
4. The Program Vitality Review Committee will:
    - Validate data that triggered the evaluation.
    - Identify and validate other variables that affect the status and future of the program.
    - Consult with program faculty, the Division Dean, and other appropriate individuals to gather information to evaluate and plan for the future.
    - Conduct visits or surveys to other institutions with similar programs.
    - Attend an Advisory Committee meeting to obtain input.
    - Undertake visit(s) to program facilities.
    - Initiate a needs assessment survey (i.e., student demand, labor market information, programs at neighboring colleges) with assistance from the Office of Institutional Research.
    - Develop a plan of action.
    - Submit their completed report to the Vice President of Instruction with copies to the Academic Senate President and the Union.
  5. The Vice President of Instruction will review the report, consult with the Academic Issues Council, and either concur with the report or make amendments.
  6. The Vice President of Instruction will consider the input of the Academic Issues Council and make formal recommendations to the President.

7. After receiving the report from the Vice President of Instruction, the President will review the recommendations from the committee and from the Vice President of Instruction, discuss the recommendations with the Academic Issues Council, and then accept or amend the action plan, which may include program stabilization, restructuring, suspension, or elimination.
8. If a program is recommended for stabilization or restructuring, the Division Dean and the Department Chair for the program will be responsible for reporting to the Vice President of Instruction at designated intervals (as identified in the final action plan) on the implementation of the action plan until the specified goal has been achieved.
9. All new course, certificate, and other curriculum requests from a program under review will be suspended until the President takes action on the recommendations from the committee and the Vice President of Instruction, unless it impedes the continuation of existing course offerings.
10. Should continuing oversight be a part of the action plan presented by the committee, the continuing role of the Program Vitality Review Committee shall be described in detail in the action plan.

#### PVR TIMELINE (approved by Academic Senate November 14, 2017)

##### By November 15

Vice President's decision regarding programs recommended for PVR reported to AIC (Academic Issues Council). Faculty in departments identified for PVR, as well as the supervising Dean, will be notified before the announcement becomes public.

##### By November 30

Vice President of Instruction will advise Senate/Union/Instruction Planning Team of the PVR(s) to be conducted during the following spring term.

##### December

Determine committee membership and convene committee.

##### February/March/April

Committee engages in activities as outlined above.

##### April/May

Committee will finalize information and make recommendations to Vice President of Instruction, preferably by May 1. The report shall document the decision-making process (i.e., by consensus or by vote). Vice President of Instruction makes recommendation to President.

##### By September 15

Final decision made by President. Final decision for programs that will be eliminated should be made before catalog revision date so reference for the program can be updated in the following year's catalog. Throughout the fall term the plan of action will begin to be initiated.

In some cases, the PVR process for a program may be delayed by a semester. Under these circumstances, the timeline will be adjusted as follows:

##### By March 15

Vice President of Instruction's decision regarding programs recommended for PVR reported to AIC (Academic Issues Council). Faculty in departments identified for PVR, as well as the supervising Dean, will be notified before the announcement becomes public.

##### By March 30

Vice President of Instruction will advise Senate/Union/Instruction Planning Team of the PVR(s) to be conducted during the following fall term.

##### April

Determine committee membership and convene committee.

### September/October/November

Committee engages in activities as outlined above.

### November/December

Committee will finalize information and make recommendations to Vice President of Instruction, preferably by December 1. The report shall document the decision-making process (i.e., by consensus or by vote). Vice President of Instruction makes recommendation to President.

### By February 15

Final decision made by President. Final decision for programs that will be eliminated should be made before catalog revision date so reference for the program can be updated in the following year's catalog. Throughout the spring term the plan of action will begin to be initiated.

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## APPENDIX I COMMONLY USED TERMS

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**Recheck some of these (i.e., Advisory Committee definition, alphabetize Planning Council and Budget Council, add Classified Senate, correct name for CCI, Facilities ...and it doesn't report to Budget & Planning but separately, add 10+1 to Participatory Govern?, add "Work Group" and include task force)**

**Accreditation** The review of the quality of higher education institutions and programs by an association comprised of institutional representatives. The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) accredits California's community colleges.

**Academic Senate (GWC)** The Academic Senate represents the faculty to the Governing Board on academic and professional matters. The CCCD Board of Trustees agrees to engage in collegial consultation with the Academic Senate as described in Board Policy 7837, and in the Role of Faculty section of the Decision-making Document.

**Adopted Budget** Legislatively required that each District adopt a fiscal year budget by September 15<sup>th</sup> unless a statewide extension, as a result of a budget impasse, is enacted.

**Advisory Committee** A group created to provide direction and/or input in compliance with state and federal regulations or other external mandates. Not part of the governance structure but may bring items to the Planning & Budget as information only. Membership may be defined by state and federal regulations or external mandates and may be appointed by the appropriate constituent group(s).

**Allocation** The division or distribution of resources according to a formula or plan.

**Apportionment** Federal, state or local monies distributed to college districts or other governmental units according to certain formulas. For Golden West College, these are funds received for full-time equivalents (FTES). The funds are comprised of a combination of property tax, enrollment fees, and a State allocation. The total apportionment is computed by the State assuming a certain level of growth and including a projection for the property tax and enrollment fees that will be collected. If on a statewide basis the property tax and/or the enrollment fees do not meet the projection made by the Department of Finance, then a deficit will be applied to the apportionment for each district.

**Articulation** The process of developing a formal, written agreement that identifies courses (or sequences of courses) on a "sending" college, which are comparable to, or acceptable in lieu of, specific course requirements at a "receiving" college.

**Associated Students of Golden West College (ASGWC)** The Associated Students of Golden West College represents the students on student related matters. It consists of students from Golden West College's student body. The ASGWC focuses on issues that students have, represents the students of GWC on and off college, and researches/advocates for the students legislatively. They participate throughout the college by appointing representatives to participatory governance committees.

**Board of Governors (BOG)** The Board of Governors of the California Community Colleges sets policy and provides guidance for the 72 districts and 112 colleges which constitute the system. The 17-member Board, appointed by the state's Governor, formally interacts with state and federal officials and other state organizations.

**Brown Act (The Ralph M. Brown Act)** The Ralph M. Brown Act (Gov. Code, § 549501 et seq., hereinafter “the Brown Act,” or “the Act”) governs meetings conducted by local legislative bodies, such as boards of supervisors, city councils and school district boards. The Act represents the Legislature’s determination of how the balance should be struck between public access to meetings of multi-member public bodies on the one hand and the need for confidential candor, debate, and information gathering on the other.

**Categorical Programs/Categorical Funds** Provided in the law and budget for specific uses. Examples of categorical programs are Deferred Maintenance, Part-time Faculty Office Hours, EOPS and DSP&S.



**CCCCO MIS Data Mart** A database program maintained on the Chancellor's Office website (<http://datamart.cccco.edu/>) that enables external users to query student and staff MIS data and generate aggregated reports by college, district or statewide.

**Census** The date in a semester in which students' enrollment is counted for funding purposes. The census date in primary terms (fall and spring) is the same for 16 week classes (Monday of the 3<sup>rd</sup> week), and is based on a 20% of the meeting pattern for courses scheduled less than 16 weeks.

**Certificates Achievement** Approved by the CCCC and granted by colleges to students for specific vocational and workforce training programs that do not require general education or elective units, and are usually 18+ units.

**Certificates of Specialization** Approved locally and granted by colleges to students for specific vocational and workforce training programs that do not require general education or elective units, and are usually less than 18 units.

**Planning Council** represents faculty, staff, and students for strategic planning and issue management, using transparent communication, collegiality and shared ideas that work together for the best interests of the people, the learning, and the future of Golden West College.

**Budget Council** represents faculty, staff, and students for strategic planning and issue management, using transparent communication, collegiality and shared ideas that work together for the best interests of the people, the learning, and the future of Golden West College.

**Course Identification Numbering System (C-ID)** A supra-numbering system developed to ease the transfer and articulation burdens in California's higher education institutions.

**Community Education** State education code authorizes colleges to offer not-for-credit classes and events of interest to the community. Fees paid by students must support the full cost of such classes.

**Contract Education** Courses or programs that provide customized training on a fee-for-service basis for businesses and government agencies.

**Cooperative Agencies Resources for Education (CARE)** A state-funded program that provides EOPS students who are welfare-dependent single heads of household with supplemental educational support, such as specialized counseling and advisement, peer support, grants and allowances for child care, transportation, textbooks and school supplies, tutoring, and other services.

methods of instruction and evaluation, sample textbooks and instructional materials for a course, and is filed with the California Community College State Chancellor's Office.

**Curriculum Committee** Reporting to the Academic Senate and to the Governing Board via the Vice President for Instruction and the President, the Curriculum Committee is the preeminent body for the development and recommendation of curricular policy to include philosophy, goals, strategic and long-range planning. The Curriculum Committee coordinates, evaluates and reviews the college curricula to encourage innovation and excellence in instruction.

**Developmental Education** Courses and programs that are below college level, designed to prepare students for college level work. These are also called basic skills or remedial education.

**Disabled Students Programs and Services (DSP&S)** State-funded categorical program that provides funds for the additional costs related to supporting students with disabilities in community colleges.

**Distance Education/Distance Learning** Classes and other educational services offered via television, the Internet, or other technological means of teaching at a distance.

**District-wide Reserve** This is an amount of funds that are set aside to accommodate unexpected situations such as an unanticipated reduction in revenue or an emergency situation that requires extra expenditures. The Governing Board required reserve is 5%.

**Dual Admissions** A program where an applicant to a four-year institution of higher education is guaranteed admission in a future academic year upon completion of specified courses and requirements at a community college.

**Education Code** The body of law that regulates education. Other laws that affect colleges are found in the Government code, Public Contracts code, Penal Code and others.

**Enrollment Management** The term used to describe processes related to setting priorities for student enrollment.

**Ex-officio** Appointed to a council or committee based on their position at the college.

**Expenditures** Amounts actually dispersed for the expenses associated with operations of a fund.

**Extended Opportunity Programs and Services (EOPS)** A state-funded program to support the enrollment of disadvantaged students through services including counseling and advisement, tutoring, peer support, books and financial aid.

**Facilities Planning Committee** Reporting to the Planning & Budget the Facilities Planning Committee generates the 20-Year Facilities Master Plan and keeps the plan current. It develops policy and plans to increase the quality and effective use of College facilities.

**Fifty-Percent Law** Requires at least 50 percent of each district's current expense of education to be spent on the salaries of classroom instructors and instructional aids.

**Fiscal Year** Twelve calendar months; for governmental agencies in California, it is the period beginning July 1 and ending June 30. Some special projects use a fiscal year beginning in October 1 and ending September 30, which is consistent with the federal government's fiscal year.

**Full-Time Equivalent Faculty (FTEF)** The total number of full- and part-time faculty counted in terms of full teaching loads, not headcount. A measurement used to convert 1 FTEF = One faculty member teaching 100% load.....e.g. if a 100 % faculty teaching load is 15 lecture hours per week, a professor teaching 5 three-unit lecture classes would be = 1 FTEF. This calculation varies by discipline and by lab & lectures.

**Full-Time Equivalent Students (FTES)** A measurement used to convert part-time and full-time student headcount into a full-time load equivalent. An FTES represents 525 class (contact) hours of student instruction/activity in credit and noncredit courses. FTES is one of the workload measures used in the computation of state aid for California Community Colleges.

**Full-Time Faculty** Includes regular (those who have tenure) and contract (those hired on a probationary tenure-track basis, prior to achieving tenure) faculty who are hired as full-time employees.

**Full-Time Faculty Obligation (FON)** The number of full-time faculty a district is required to hire or maintain under Education Code requirements aimed at achieving the goal that 75 percent of the hours of credit instruction provided by each college be taught by full-time faculty.

**General Education** A required pattern of courses covering a breadth of subjects thought to be useful for all college students regardless of major.

**General Fund** The fund used to account for the ordinary operations of the district. It is available for any legally authorized purpose not specified for payment by other funds.

**Grandfathering** Provisions that protect existing programs or program participants from being affected by changes in regulation, law or policy.

**Growth** For each fiscal year a base number of credit and noncredit FTES is established. If the State budget provides for growth funding and the college exceeds its base numbers, then the college will qualify for additional funds which are called growth funds. The State Chancellor's Office determines the amount of growth funds for each district in California. If a district does not grow to the level determined by the Chancellor's Office, then those unused growth funds are distributed to districts that have excess growth.

**Growth Funds** For each fiscal year a base number of credit and noncredit FTES is established. If the college exceeds those base numbers, then the college will qualify for additional state apportionment funds which are called growth funds. The State Chancellor's Office determines the amount of growth funds for each district in California. If a district does not grow to the level determined by the Chancellor's Office, then those unused growth funds are distributed to districts that have excess growth.

**Headcount** The actual number of students enrolled. This is also known as unduplicated enrollment.

**Hispanic Serving Institution (HSI)** A term used for a Federal program designed to assist colleges or universities in the United States that attempt to assist first generation, majority low income Hispanic students. Title V specifies an HSI as an institution of higher education that— (A) is an eligible institution, (B) has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application, and (C) not less than 50 percent of all students enrolled are eligible for need-based Title IV.

**Hold Harmless** Any mechanism that assures that no district will receive fewer funds under a new funding system than under a prior one.

**Management Information System** Refers to computer-based systems that manage student, fiscal and other information. The CCC MIS database is comprised of unit record student and staff data from all colleges in the system.

**Mandated Costs** College/district expenditures that Occur as a result of federal or state law, court decisions, administrative regulations or initiative measures, wherein the state or other regulatory agency authorizes reimbursement of such costs to the school district.

**Matriculation** A state-funded categorical program and college process that includes admission, orientation, assessment, counseling, follow-up, and evaluative services to help students define and attain their educational goals.

**May Revise** The Governor's revision of his January budget proposal based on up-to-date projections of revenues and expenses.

**Minimum Qualifications** Statewide standards adopted by the Board of Governors (relying on the Academic Senate) that faculty must have in order to be hired. They are discipline based.

**MyGWC** The Coast Community College District portal. Faculty members utilize MyGWC to gain access to class rosters, grading systems, and other pertinent course/student related information. Students use MyGWC to register for classes, access their grades, order transcripts, and retrieve other pertinent information about their academics. Staff members use MyGWC to gain access to budgets, vacation balances, purchase orders, timecards, and other related administrative functions (as applicable).

**Noncredit Education** Courses for adults that may include basic skills, English as a second language, short-term vocational programs, parenting, health and safety, home economics, and specialized courses for immigrants and older adults.

**Object Codes** Chancellor's Office budget codes to identify types of expenditures, such as salary, supplies, and capital outlay.

**Occupational Education** Refers to business, technical and allied health programs in the colleges. It is also referred to as Vocational Education.

**Office of Postsecondary Education Identification (OPEID)** Identification number used by the U.S. Department of Education's Office of Postsecondary Education (OPE) to identify schools that participate in Federal Student Financial Assistance programs under Title IV (GWC's OPEID number is 00001250).

**One-time funds** Unspent funds that remain after a fiscal year has ended are generally referred to as one-time funds. These are funds that would not be replicated or replenished in subsequent years.

**Open Forums (aka Town Halls & College Dialogues)** Opportunities for college-wide dialogue between the leadership team and constituent groups, which are usually focused on specific topics or issues.

**Overload** Refers to classes taught by faculty that are over the standard full-time faculty workload and compensated as such.

**Participatory (Shared) Governance** The practice of involving faculty, staff, students and administrators in policy discussions at the local and state levels.

**Part-time Faculty** Faculty who teach less than 67 percent of a full workload who are hired on a non-tenure-track basis.

**Pell Grant** A federal financial aid program that provides funds to low-income students to help pay their educational expenses.

**Perkins Act** The Carl D. Perkins Vocational and Technical Education Act, which provides funds to states to support secondary and postsecondary career and technical education.

**Positive Attendance** Alternative to census week counts, positive attendance counts the actual number of hours students attend over the course of a semester, represented by the number of hours each day the student participates. Faculty members report attendance hours for each student to Enrollment Services.

**Institute Professional Development (IPD)** The Institute for Professional Development offers funding or salary advancement credits which allow faculty members to continually extend their professional competence through a variety of professional development opportunities, by keeping current in their fields, increasing their workplace effectiveness, and enhancing their teaching or counseling skills.

**Program and Course Approval** A process whereby colleges submit new programs and courses that they have locally approved through their curriculum committee for required Chancellor's Office approval.

**Program Review** Program Review is a process for continual evaluation, self-study, and improvement to ensure that our students are well-prepared and well-served to assist them in successfully achieving their further academic, career, and professional endeavors. It is the central process at the college where each academic and support department identifies goals and resource needs for program improvement.

**Puente Project** A state-funded program administered by UC for high schools and colleges that provides mentoring and counseling to increase college enrollment and transfer rates for disadvantaged students.

**Request for Proposal (RFP)** Announces the availability of contract funds; outlines the process for application and selection. State agencies and districts utilize the RFP process to select vendors for equipment, services, etc.

**RP Group** Research and Planning Group for California Community Colleges; the professional association for community college institutional researchers.

**Scheduled Maintenance** Major repairs of buildings and equipment. Matching state funds are available to districts to establish a scheduled maintenance program as approved in the State's Annual Budget Act.

**Service Learning** A policy and programs that advocate community service as an integrated component of a student's education.

**Seventy-five/twenty-five (75/25)** Refers to policy enacted as part of AB 1725 that sets 75 percent of the hours of credit instruction as a goal for classes to be taught by full-time faculty.

**Shortfall** An insufficient allocation of money, requiring an additional appropriation, expenditure reduction, or producing deficits.

**Special Admits (K11 & K12)** Concurrently enrolled high school students who are able to attend community colleges for advanced scholastic course work with parental and principal permission.

**Staff Development Fund** State funds allocated to districts to support professional development for faculty, administrators and staff.

**Standing Orders** Directives from the Board of Governors that focus on aspects of system-wide administration that the Board has elected to delegate to the Chancellor or other parties, under the authority of Education Code Section 71090(b).

**State Apportionment** An allocation of state money to a district, determined by multiplying the district's total FTES times its base revenue per FTES.

**State Mandates** Activities required by state legislation.

**State Scheduled Maintenance (SSM)** Program that provides a 50-50 match for specific scheduled maintenance projects. The District is required to submit a 5-year Scheduled Maintenance Plan to the State annually.

**Student Success** The primary definition of student success for the purposes of enrollment management is the completion of a degree, certificate, or program of study that leads to transfer or career success.

**Task Force** A working group or sub-group created by a council or committee to address and make recommendations on a particular subject and/or to handle administrative tasks for the council or committee. The members need not be from a council or committee.

**Taxonomy of Programs Codes** Used by the Chancellor's Office to code teaching disciplines and other program areas.

**Title 5** The section of the California Administrative Code that regulates community colleges. The Board of Governors adopts Title 5 regulations.

**Transfer Admission Agreement or Transfer Admission Guarantee (TAG).** An agreement between a four-year institution and a community college student that guarantees he/she will be accepted as a transfer student to that institution if certain conditions are met. May also be called a Transfer Admission Guarantee (TAG).

**Unduplicated Annual Headcount Enrollment** Represents the number of distinct individuals who have enrolled in any community college course or program during a specified twelve-month period.

**Vocational and Technical Education Act (VTEA)** The Carl D. Perkins Vocational and Technical Education Act, which provides funds to states to support secondary and postsecondary career and technical education.

**Weekly Student Contact Hours (WSCH)** A measure of how many hours' credit students are enrolled in, including lecture, laboratory and other modes of instruction. This term refers to a computation used for reporting purposes to the Chancellor's Office.

**Workforce Development** Programs designed to anticipate emerging industry needs in order to prepare students for real jobs when they leave college.

**Work Study** A type of financial aid program that provides money for students in return for working at the college.

## APPENDIX J COMMONLY USED ACRONYMS

<b>AACC</b>	American Association of Community Colleges
<b>AAWCC</b>	American Association of Women in Community Colleges
<b>AB</b>	Assembly Bill
<b>ACA</b>	Assembly Constitutional Amendment
<b>ACBO</b>	Association of Chief Business Officers
<b>ACCCA</b>	Association of California Community College Administrators
<b>ACCE</b>	Association of Community and Continuing Education
<b>ACCJC</b>	Accrediting Commission for Community and Junior Colleges
<b>ACCT</b>	Association of Community College Trustees
<b>ACCTLA</b>	Association of California College Tutoring and Learning Assistance
<b>ACHRO</b>	Association of Chief Human Resources Officers
<b>ACR</b>	Assembly Concurrent Resolution
<b>ACT</b>	American College Testing
<b>ADA</b>	Americans with Disabilities Act
<b>AFT</b>	American Federation of Teachers
<b>AG</b>	Attorney General
<b>AIA</b>	Association of Instructional Administrators
<b>AICCU</b>	Association of Independent California Colleges and Universities
<b>APAHE</b>	Asian Pacific Americans in Higher Education
<b>APC</b>	Administrative Planning Council
<b>API</b>	Academic Performance Index
<b>ARCC</b>	Accountability Report for Community Colleges
<b>ASGWC</b>	Associated Students of Golden West College
<b>ASACC</b>	American Student Association of Community Colleges
<b>ASCCC</b>	Academic Senate for the California Community Colleges
<b>ASP</b>	Academic Senate President
<b>ASSIST</b>	Articulation System to Stimulate Inter-institutional Student Transfer
<b>BAM</b>	Budgeting and Accounting Manual
<b>BOG</b>	Board of Governors
<b>BOGFW</b>	Board of Governors Fee Waiver
<b>BSB</b>	Beyond the Scope of Existing Budget
<b>CACCRAO</b>	California Association of Community College Registrars and Admission Officers
<b>CALPASS</b>	California Partnership for Achieving Student Success
<b>CALSACC</b>	California Student Association of Community Colleges
<b>CALWORKS</b>	California Work Opportunity and Responsibility for Kids
<b>CARE</b>	Cooperative Agencies Resources for Education
<b>CARL-S</b>	California Academic and Research Libraries
<b>CBO</b>	Chief Business Officer
<b>CCC</b>	California Community Colleges
<b>CCCCAAA</b>	Community College Counselors/Advisors Academic Association for Athletics
<b>CCCCO</b>	California Community Colleges Chancellor's Office

<b>CCCI</b>	California Community College Independents
<b>CCCCS</b>	California Community College Classified Senate
<b>CCCAA</b>	California Community College Athletic Association
<b>CCCSAT</b>	California Community College Satellite Network
<b>CCCCSSAA</b>	California Community College Chief Student Services Administrators Association
<b>CCCT</b>	California Community College Trustees
<b>CCCD</b>	Coast Community College District
<b>CCIA</b>	Community College Internal Auditors
<b>CCLC</b>	Community College League of California
<b>CCLDI</b>	Community College Leadership Development Institute
<b>CCPRO</b>	Community College Public Relations Organization
<b>CDE</b>	California Department of Education
<b>CDS</b>	California Directory of Schools
<b>CENIC</b>	Corporation for Education Network Initiatives in California
<b>CEO</b>	Chief Executive Officer
<b>CEGWCC</b>	Chief Executive Officers of the California Community Colleges
<b>CFE</b>	Coast Federation of Educators
<b>CFCE</b>	Coast Federation of Classified Employees
<b>CFIER</b>	California Foundation for Improvement to Employer-Employee Relations
<b>CFT</b>	California Federation of Teachers
<b>CHRO</b>	Chief Human Resources Officer
<b>CI-D</b>	Course Identification Numbering System
<b>CIO</b>	Chief Instructional Officer
<b>CIGWCC</b>	Chief Instructional Officers of the California Community Colleges
<b>CISO</b>	Chief Information Systems Officer
<b>CISOA</b>	Chief Information Systems Officers Association
<b>COFHE</b>	Capital Outlay Fund for Higher Education
<b>COFO</b>	Council of Faculty Organizations
<b>COLA</b>	Cost-of-Living Adjustment
<b>COR</b>	Course Outline of Record
<b>CPEC</b>	California Postsecondary Education Commission
<b>CSAC</b>	California Student Aid Commission
<b>CSSO</b>	Chief Student Services Officer
<b>CSU</b>	California State University
<b>CTA</b>	California Teachers Association
<b>CTC</b>	Commission on Teacher Credentialing
<b>DED</b>	Data Element Dictionary
<b>DETAC</b>	Distance Education Technical Advisory Committee
<b>DOF</b>	Department of Finance
<b>DSP&amp;S</b>	Disabled Students Programs and Services
<b>EAP</b>	Early Acceptance Program or Early Assessment Program
<b>EDD</b>	Employment Development Department
<b>ED&gt;Net</b>	Economic Development Network
<b>EERA</b>	Educational Employment Relations Act

<b>EEO</b>	Equal Employment Opportunity
<b>EOPS</b>	Extended Opportunity Programs and Services
<b>ERAF</b>	Educational Revenue Augmentation Fund
<b>ERIC</b>	Educational Research Information Center
<b>ESL</b>	English as a Second Language
<b>FACCC</b>	Faculty Association of California Community Colleges
<b>FAFSA</b>	Free Application for Federal Student Aid
<b>FAO</b>	Financial Aid Officer (or Office)
<b>FAQ</b>	Frequently Asked Questions
<b>FERPA</b>	Family Educational Rights and Privacy Act
<b>FTE</b>	Full-time Equivalent
<b>FTEF</b>	Full-time Equivalent Faculty
<b>FTES</b>	Full-time Equivalent Students
<b>FY</b>	Fiscal Year
<b>GAAP</b>	Generally Accepted Accounting Principles
<b>GAAS</b>	Generally Accepted Accounting Standards
<b>GASB</b>	Governmental Accounting Standards Board
<b>GCEPD</b>	Governor's Committee on Employment of People with Disabilities
<b>GE</b>	General Education
<b>GED</b>	General Equivalency Diploma
<b>GO39</b>	General Obligation Bond, Proposition 39
<b>GSL</b>	Guaranteed Student Loan
<b>HACU</b>	Hispanic Association of Colleges and Universities
<b>HBCUs</b>	Historically Black Colleges and Universities
<b>HSEE</b>	High School Exit Exam
<b>HSI</b>	Hispanic Serving Institution
<b>I-ECC</b>	Industry Education Council of California
<b>IGETC</b>	Inter-segmental General Education Transfer Curriculum
<b>IJE</b>	Inter-jurisdictional Exchange
<b>ILP</b>	Independent Living Program
<b>IMPAC</b>	Inter-segmental Major Preparation Articulated Curriculum
<b>IPC</b>	Instructional Planning Council
<b>IPEDS</b>	Integrated Postsecondary Educational Data System
<b>IT</b>	Information Technology
<b>LAN</b>	Local Area Network
<b>LAO</b>	Legislative Analyst's Office
<b>LTD</b>	Long Term Disability
<b>MALDEF</b>	Mexican-American Legal Defense and Education Fund
<b>MCHS</b>	Middle College High School
<b>MESA</b>	Mathematics Engineering and Science Achievement
<b>MIS</b>	Management Information System
<b>MOE</b>	Maintenance of Effort
<b>MOU</b>	Memorandum of Understanding
<b>MQs</b>	Minimum Qualifications

<b>NCLB</b>	No Child Left Behind
<b>NSF</b>	National Science Foundation
<b>OAL</b>	Office of Administrative Law
<b>OCR</b>	Office of Civil Rights
<b>OE</b>	Office of Education
<b>OPEID</b>	Office of Postsecondary Education Identification
<b>OSE</b>	Office of the Secretary of Education
<b>P-1</b>	First Principal Apportionment of the 320 Report
<b>P-2</b>	Second Principal Apportionment of the 320 Report
<b>PAF</b>	Personnel Action Form
<b>PD</b>	Professional Development
<b>PERB</b>	Public Employment Relations Board
<b>PERS</b>	Public Employees Retirement System
<b>PRC</b>	Peer Review Committee
<b>Q &amp; A</b>	Questions and Answers
<b>RFA</b>	Request for Applications
<b>RFP</b>	Request for Proposals
<b>SAO</b>	Service Area Outcome
<b>SB</b>	Senate Bill
<b>SBE</b>	State Board of Education
<b>SCA</b>	Senate Constitutional Amendment
<b>SCANS</b>	Secretary of Labor's Commission on Achieving Necessary Skills
<b>SCO</b>	State Controller's Office
<b>SCR</b>	Senate Concurrent Resolution
<b>SEIU</b>	Service Employees International Union
<b>SRTK</b>	Student Right to Know
<b>SSCCC</b>	Student Senate for the California Community Colleges
<b>SSM</b>	State Scheduled Maintenance
<b>SSPC</b>	Student Services Planning Council
<b>STD</b>	Short Term Disability
<b>STRS</b>	State Teachers Retirement System
<b>TAG</b>	Transfer Admission Guarantee
<b>TANF</b>	Temporary Assistance to Needy Families
<b>TBA</b>	To Be Announced
<b>TOEFL</b>	Test of English as a Foreign Language
<b>TQM</b>	Total Quality Management
<b>TRANS</b>	Tax Revenue Anticipation Notes
<b>TRDP</b>	Teacher and Reading Development Partnership Program
<b>TTIP</b>	Telecommunications & Technology Infrastructure Program
<b>UC</b>	University of California
<b>VTEA</b>	Vocational and Technical Education Act
<b>WIA</b>	Workforce Investment Act
<b>WSCH</b>	Weekly Student Contact Hours