



Planning and Decision-Making Guide

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SECTION 1: INTRODUCTION

This planning and decision-making guide is the follow-up to the *2004 Pathways: Our Guide for College Planning*. 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 *College Master Plan*.

MISSION

Golden West College's mission is to create an intellectually and culturally stimulating learning environment for students and the community. Our students improve their basic skills, develop and enhance career opportunities, and/or prepare for transfer to a four-year institution as they become productive citizens and lifelong learners.

VISION

Golden West College is committed to excellence and endeavors to provide an optimum teaching and learning environment. This will be demonstrated by innovation which embraces demographic and technological changes.

COLLEGE GOALS

The College goals developed for 2010-2016 are summarized as follows:

1. INSTITUTIONAL MISSION AND EFFECTIVENESS

Golden West College will demonstrate a strong commitment to student learning. The College will ensure program excellence through the assessment of student learning, student achievement and service outcomes.

2. STUDENT LEARNING PROGRAMS AND SERVICES

A. Instructional Programs

Golden West College will maintain, assess and refine a carefully crafted portfolio of strong and relevant programs that promote student transfers to four-year universities and/or attainment of career certificates in high-demand industries.

B. Student Support Services

Golden West College will provide services that enable students to enroll, persist, complete, and become self-directed while minimizing institutional barriers.

C. Library and Learning Support Services

Golden West College will maintain, assess, and strengthen services and resources in the library, tutoring center, learning centers and computer laboratories.

3. RESOURCES

A. Human Resources

Golden West College will maximize the benefits of diversity, strengthen staff development activities, and increase the effectiveness of evaluations.

B. Facilities and College Environment

Golden West College will create and maintain a safe college environment conducive to student learning by using resources in ways that are sustainable.

C. Technology

Golden West College will leverage technology resources to facilitate student learning, college communication, and institutional effectiveness.

D. Fiscal Resources

Golden West College will effectively manage financial resources to sufficiently support, maintain and enhance student learning programs and services.

4. PARTICIPATORY GOVERNANCE AND LEADERSHIP

A. Planning Processes & Decision-Making

GWC will utilize participatory governance and effective, ethical leadership to continuously assess and improve the institution.

B. District Collaboration

GWC will proactively engage in participatory governance activities with sister colleges and district offices to better serve our students and community while maintaining college autonomy.

5. COMMUNITY ENGAGEMENT

A. Community Relations

GWC will actively seek additional opportunities to serve as the educational center for its local community.

B. Business, Industry and Governmental Partnerships

GWC will use systematic processes for building partnerships with local businesses, industries and governmental agencies to promote contract education, student internships, faculty externships, and fundraising.

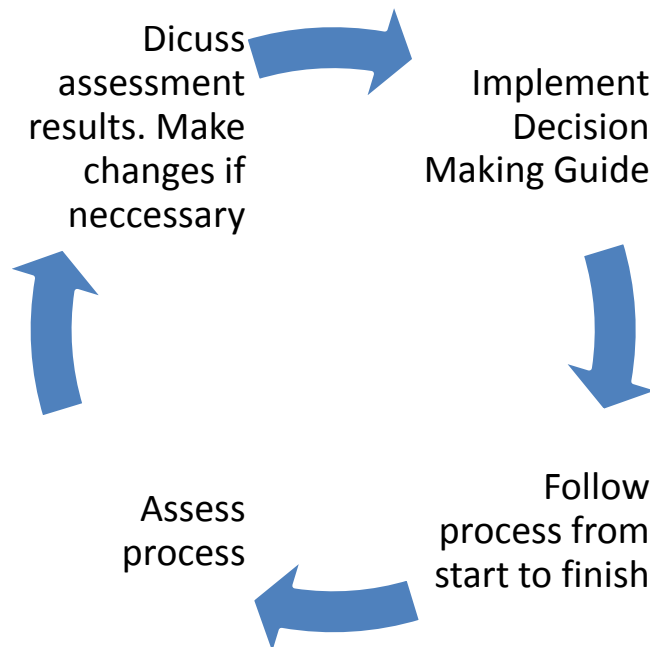
CONTINUOUS SUSTAINABLE QUALITY IMPROVEMENT PROCESS

The Planning and Decision Making Guide is a living document and is assessed on an annual basis to ensure effectiveness of all College's decision making processes. The continuous and sustainable quality improvement process for the PDMG is described below and follows the College's annual assessment and evaluation calendar in Appendix B.

Fall: Implement planning and decision making process

Spring: Evaluate and assess decision making process effectiveness through campus shared governance committees

Fall: Discuss assessment results, make changes if necessary



SECTION 2: THE COLLEGE CULTURE

COLLEGE PHILOSOPHY FOR MAKING DECISIONS

The educational philosophy of the College is founded on ethical conduct and teamwork. To ensure institutional excellence, the College continually challenges, tests, reevaluates, and raises standards for students. The College has high expectations and believes that its success depends on the combined capability and contribution of faculty, staff, students and members of the surrounding community.

The College is committed to these following guiding principles during the decision-making process:

- Collegiality and inclusiveness
- Student Learning and assessment
- Culture of evidence and data-informed decision-making
- Innovation
- Transparency and communication
- Sustainable, continuous quality of improvement

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

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 and the president has the authority for making College decisions. However, 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 come from the original Participatory Governance document (June 1993) and are summarized below (CCCD Board Policy and Administrative Procedure 2510).

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.

The cooperative relationship between the faculty, the Coast Community College District (CCCD) Board of Trustees, College administration and the faculty Unions translates academic goals and values into College policy or action. The assumption of authority for each of these stakeholders in our institution derives from the authority vested by state and federal law and administrative policy created by the CCCD Board of Trustees. These policies are carried out by administration in consultation with all constituents.

The post-secondary educational model embraced by GWC ensures the spirit of collegiality and academic freedom. The role of faculty is grounded on the collegial governance model as an interdependent decision-making body. Each faculty member has the responsibility for contributing to the development of educational policy, as well as academic and professional matters under the 10 + 1 as noted in the [CCCD Board Policy 25010](#) and [Administrative Procedure 2510](#) and Title 5, Section 53200(c).

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:

1. College and District encourage and support classified staff to engage in decision-making processes;
2. Recognition of the need for all College constituencies to participate in the decision-making process;
3. 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;
4. Participation is made possible by support from supervisors that allow and encourage classified participation (e.g., adjusting workloads, exercising flexibility and substitution, etc.)
5. Classified representation and participation on District and College committees;
6. Classified committee members selected by classified employees (Classified Connection).

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](#)).

Role of Administrators in Decision-Making

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

Participatory Governance

- 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;

Personnel

- 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.

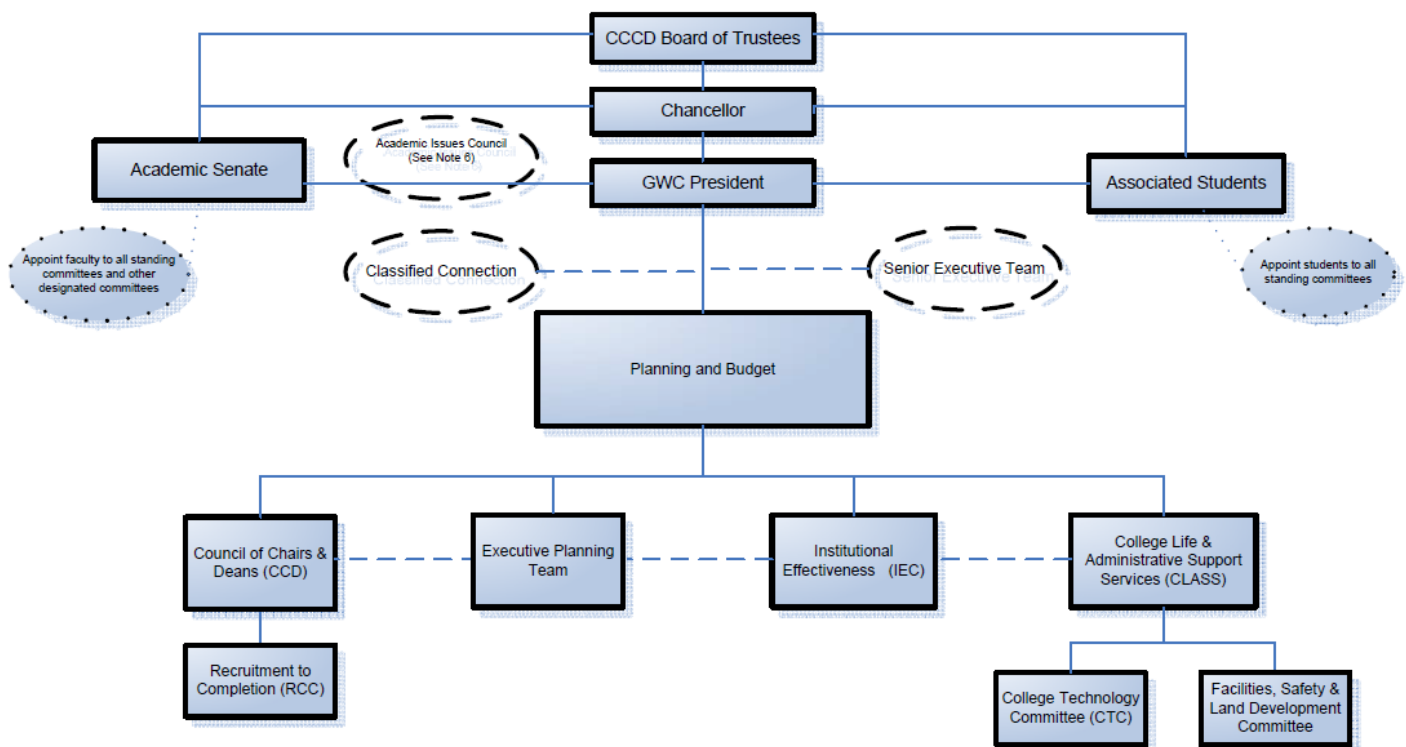
SECTION 3: PLANNING & GOVERNANCE

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 and Budget Committee is the primary recommending body to the College President on matters of College-wide planning and budget. Committees such as Council of Chairs and Deans, Institutional Effectiveness, College Life and Administrative Support Services, Recruitment to Completion, College Technology, and Facilities and Safety serve as advisory and provide support during resource allocation rating. 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).

**Golden West College
Core Planning Structure**



- Notes:
- 1 All lines are bi-directional
 - 2 Not all standing committees appear on this chart. See "GWC Advisory Committee Structure" for other standing committees
 - 3 Community input is welcome at every level
 - 4 Dashed ovals represent advisory committees
 - 5 Dashed lines represent special communication channels
 - 6 Role defined by agreement established between Academic Senate and GWC President

Planning and Budget Committee (P&B)

The College Planning and Budget Committee is a participatory governance committee. It is the primary recommending body to the College President on matters of College-wide planning and budget. Recommendations which originate from other College committees will be processed as appropriate through this committee. The College President conveys back to P&B

actions on every recommendation and, upon request from this body, offers rationale when the recommendation is amended or denied. 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 of this document. The Planning and Budget Committee has primary responsibility for the following:

1. District adopted budgets (College general fund) will be presented to this body.
2. Other proposed College budgets will be reviewed and feedback provided by P&B prior to being forwarded with a recommendation to the College President.
3. Requests for additional budget augmentations and/or requests for level-two funding (College-wide Program Review) will be processed through P&B.
4. Faculty replacement and augmentation recommendations (permanent/tenure positions) will be sent to the College President and processed through P&B in consultation with the Academic Senate.
5. Contracts which obligate the College and provide essential services will use a consultation process coordinated with P&B.
6. Facility planning, capital replacement schedules, and other cyclical replacement plans will be processed through P&B.
7. Bond Measure projects will be reviewed by P&B, but are under the direction of the Citizens Oversight Committee.
8. The College Foundation, Enterprise fund, and grants are recognized as independent entities; however, summary reports, as appropriate, will be made on an annual basis.
9. Discussions will occur on how other budgets (categorical funding) may be integrated into the planning process.
10. Master Plan revisions and/or recommendations, guidelines, or proposals will be presented to P&B.

The Council of Chairs and Deans (CCD)

CCD membership shall be made up of all Deans and Departments Chairs. Term of office is dictated by position.

The purpose of CCD is to support the development, maintenance, and improvement of instructional and student support service programs at GWC and provide instructional planning input to the campus Planning and Budget Committee. In addition, this committee/planning team oversees the Recruitment to Completion Committee.

College Life and Student Support (CLASS)

CLASS will provide input to the campus Planning & Budget Committee. CLASS will develop a comprehensive plan to ensure that students are aware of the services available to them. In addition, the committee will review processes on an ongoing basis to provide students what they need to be successful.

Institutional Effectiveness Committee (IEC)

The Institutional Effectiveness Committee supports Planning and Budget Committee by evaluating College processes and submitting improvement recommendations to Planning and Budget. The Institutional Effectiveness Committee provides a framework for the documentation of assessment and the integration of results in decision-making across the campus.

College Technology Committee (CTC)

The charge of the CTC is:

- 1) 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;
- 2) to provide consultation services to the campus community regarding educational technology matters;
- 3) to carry out special projects involving the development of educational technology upon request by an appropriate campus body. The committee reports to CLASS and, as needed, the Planning and Budget Committee.
- 4) Participate in developing and monitoring the College Technology Plan.

Facilities, Safety, & Land Development Committee (FSLDC)

The goal of FSLDC is to maintain and improve the buildings and campus grounds in support of the educational mission of the College. It is an advisory to CLASS and, as needed, the Planning & Budget Committee on all matters pertaining to construction, maintenance, facility improvements, landscaping projects, campus safety, and emergency preparedness.

SECTION 4: OVERVIEW OF PLANNING AND COLLEGE DECISION-MAKING

EDUCATIONAL MASTER PLAN

The Planning & Budget Committee oversees the creation of the College-wide 6-year plan that is reviewed annually for progress and every three years comprehensively. 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](#)
- Planning assumptions
- College-wide forums
- Progress/completion of each of the planning groups' 3-year plans (incorporating program review and SLO assessment)

To support the completion of the Educational Master 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:

- [Enrollment Management Plan \(May 2014\)](#)
- [Facilities Master Plan \(2013\)](#)
- [Long-Range Financial Plan \(May 2014\)](#)
- Staffing Master Plan (in progress)
- [Technology Master Plan \(2013\)](#)

The Golden West College Master Plan outlines the College's planning process and how comprehensive program reviews and SLO assessment are the basis for the College's planning and resource allocation process.

PLANNING AND PROGRAM REVIEW

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 such as student learning, student achievement, labor market information, and budget information.

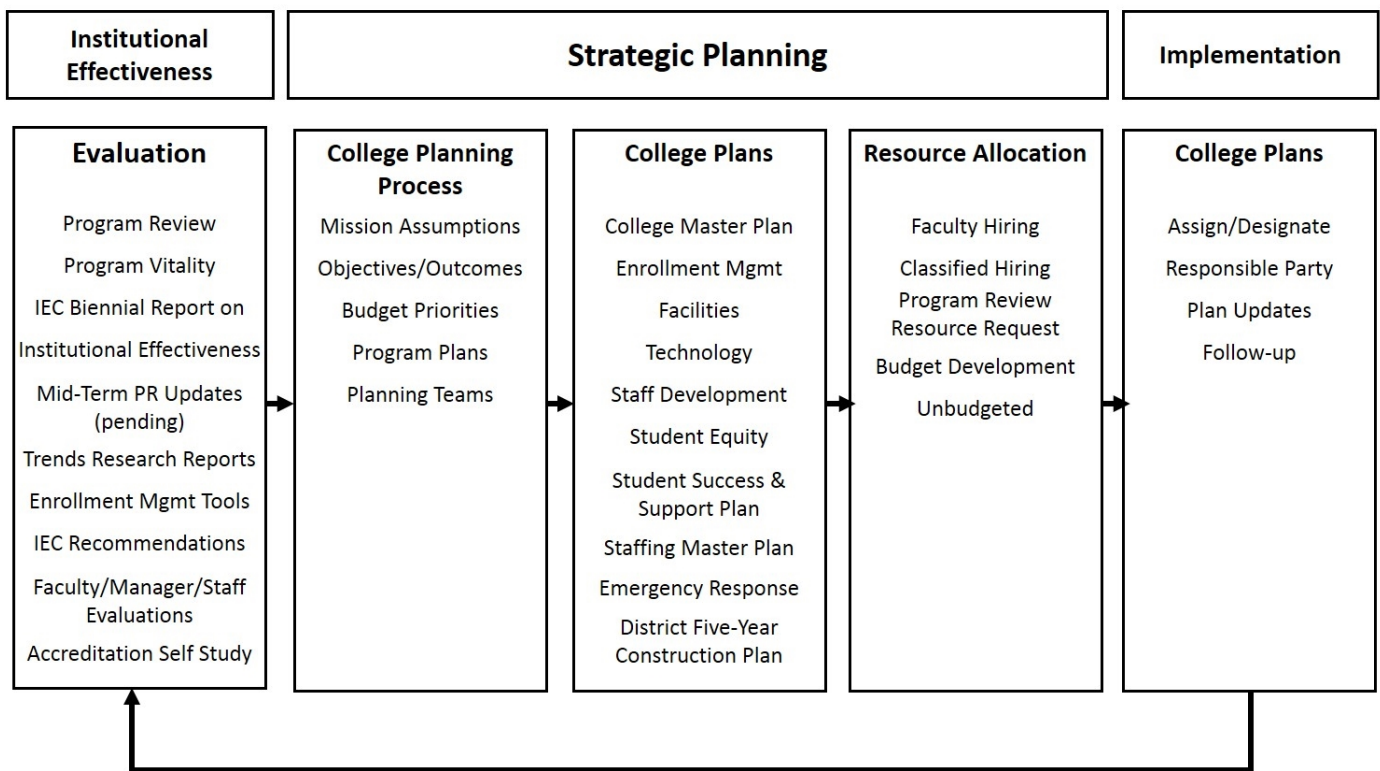
Strategic Planning: This component focuses on the process of utilizing data from the Institutional Effectiveness component and developing planning strategies to move the College forward.

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.

Further explanations of these three components are in the appendix section.



Overall Planning Process Model



Draft 04/28/14

PROGRAM REVIEW

Overview of the Integrated Planning and Program Review Cycle

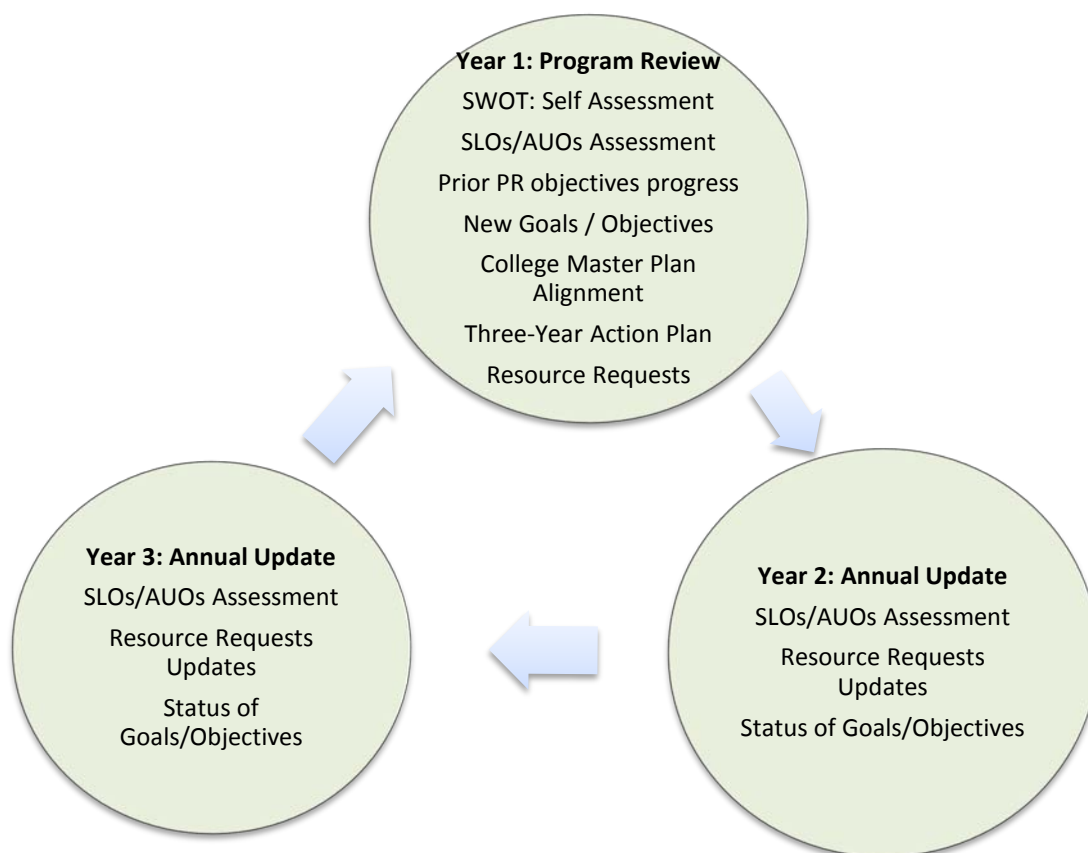
The purpose of Program Review is continuous program improvement. It is the primary mechanism by which Golden West College identifies the objectives and resources needed to fulfill our educational mission. All College departments conduct a Program Review report every three years to analyze their program's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

Each unit will perform a full program review every third year. The less detailed annual planning process serves to update the program review. Every unit prepares a Three-Year Action Plan with goals, objectives, and activities. On an annual basis, each unit provides a mid-term update with resource requests. These resources are then rated by their respective planning teams/participation groups based on developed rubrics (see the appendix for resource request 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 both Program Review and annual planning, including student learning outcomes assessment (5 Step Model) and Program Vitality Review. The planning and program review process is a three-year cycle, as shown in the diagram below:

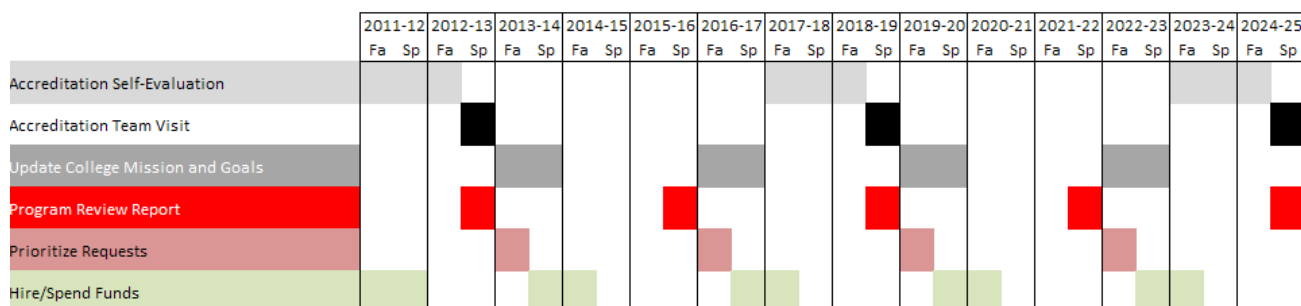


PROGRAM REVIEW CYCLE TIMELINE

Even though Golden West College's Program Review is a three-year cycle, there are mid-cycle requests processes for resource needs that occur between the three-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 three-year Program Review cycle is shown below along with cycles for accreditation, updating the College Mission and Goals, prioritizing requests, and allocating funds.

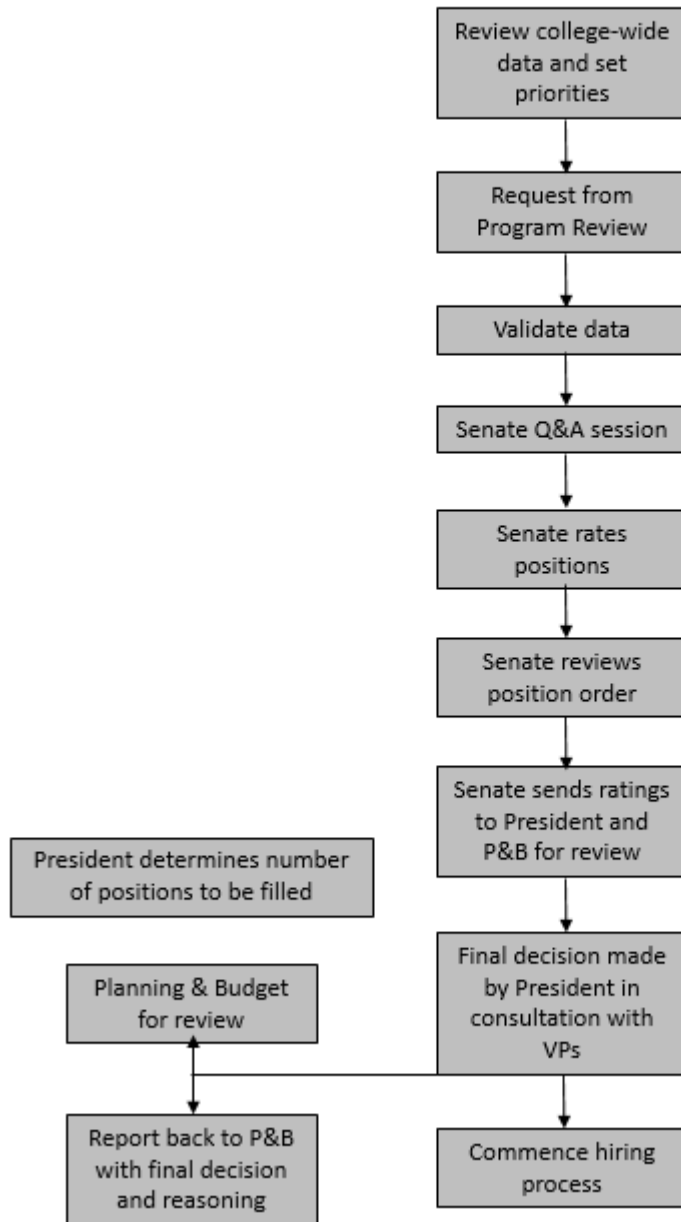
Golden West College Planning Cycles 2011 thru 2025



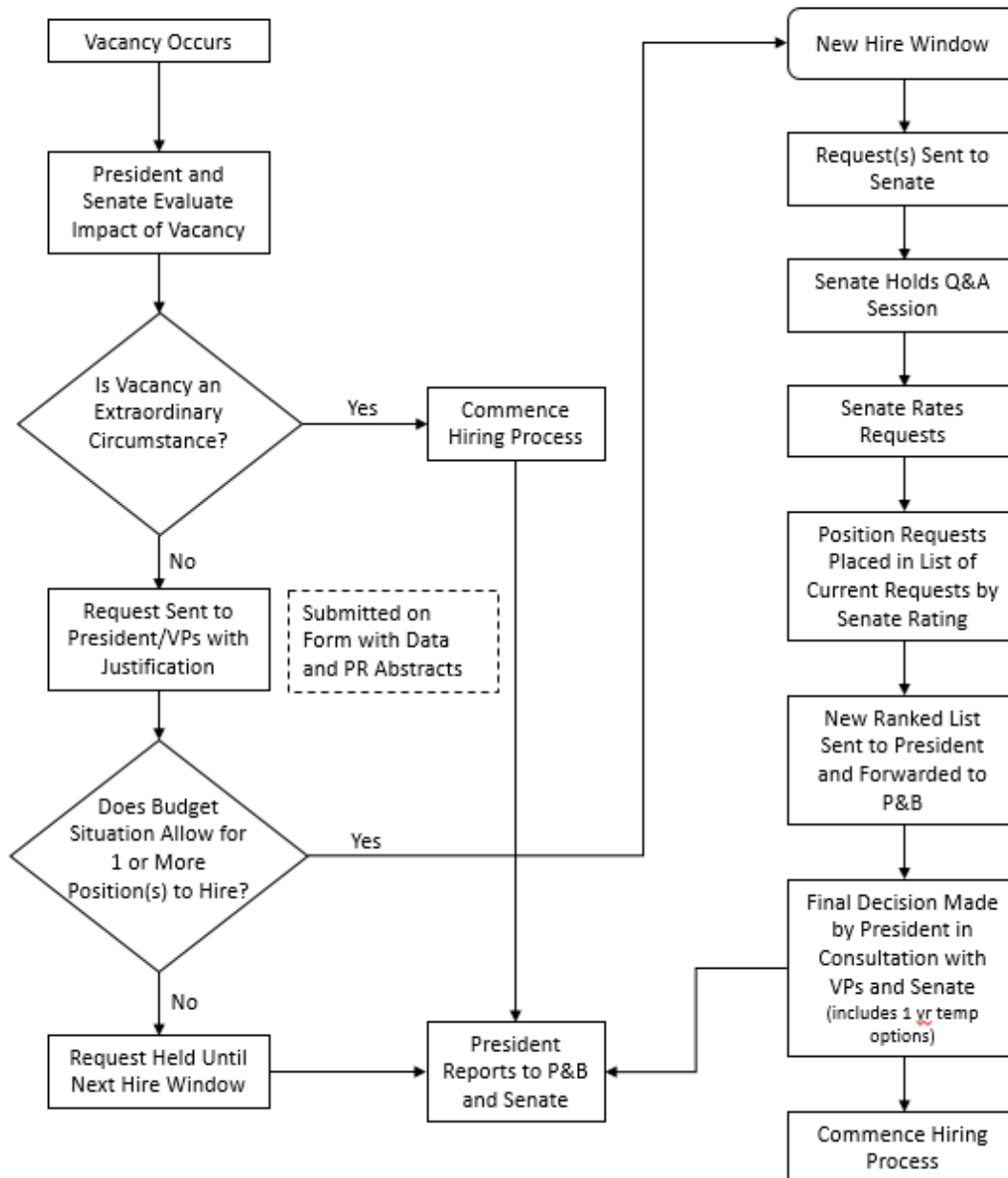
	Term	Activities	Responsibility
<input checked="" type="checkbox"/>	Fall 2012	Establish wild cards	Academic Senate and Planning & Budget
<input checked="" type="checkbox"/>	Spring 13	Program Review Training; Program Review + Resource Requests submission	Research Office; Instructional and non-instructional departments/areas
<input checked="" type="checkbox"/>	Fall 13	Ratings of requests (one-time requests, faculty, personnel)	Academic Senate, Planning teams, P&B, Executive Team
<input checked="" type="checkbox"/>	Spring 14	Disbursement of request allocations	Fiscal Services, Instructional and non-instructional departments/areas
<input checked="" type="checkbox"/>	Fall 2014	Submission of mid-cycle requests Ratings of faculty requests	Instructional and non-instructional departments/areas
<input checked="" type="checkbox"/>	Spring 2015	Ratings of mid-cycle (classified and non-personnel) requests, Submission of goals/objectives status	Academic Senate, Planning teams, P&B
<input type="checkbox"/>	Summer 2015	Disbursement of mid-cycle non-personnel request allocations	Fiscal Instructional and non-instructional departments/areas
<input type="checkbox"/>	Fall 2015	Submission of mid-cycle requests Ratings of faculty requests Program Review Training	Instructional & non-instructional areas Academic Senate, Planning teams, P&B, Academic Senate and Planning & Budget Research Office
<input type="checkbox"/>	Spring 16	Rating of mid-cycle (non-faculty personnel, non-personnel) request Program Review 2016-2019 due with resource requests submission	Instructional and non-instructional departments/areas
<input type="checkbox"/>	Summer 2016	Disbursement of mid-cycle request allocations for Program Review 2013-2016	Fiscal Instructional and non-instructional departments/areas
<input type="checkbox"/>	Fall 2016	Ratings of requests (one-time requests, faculty, personnel) for Program Review 2016-2019	Academic Senate, Planning teams, P&B, Executive Team

FULL-TIME FACULTY HIRING PRIORITIZATION

**Academic Senate
Faculty Request Prioritization Model**
Requests from Program Review for Replacement or New Position

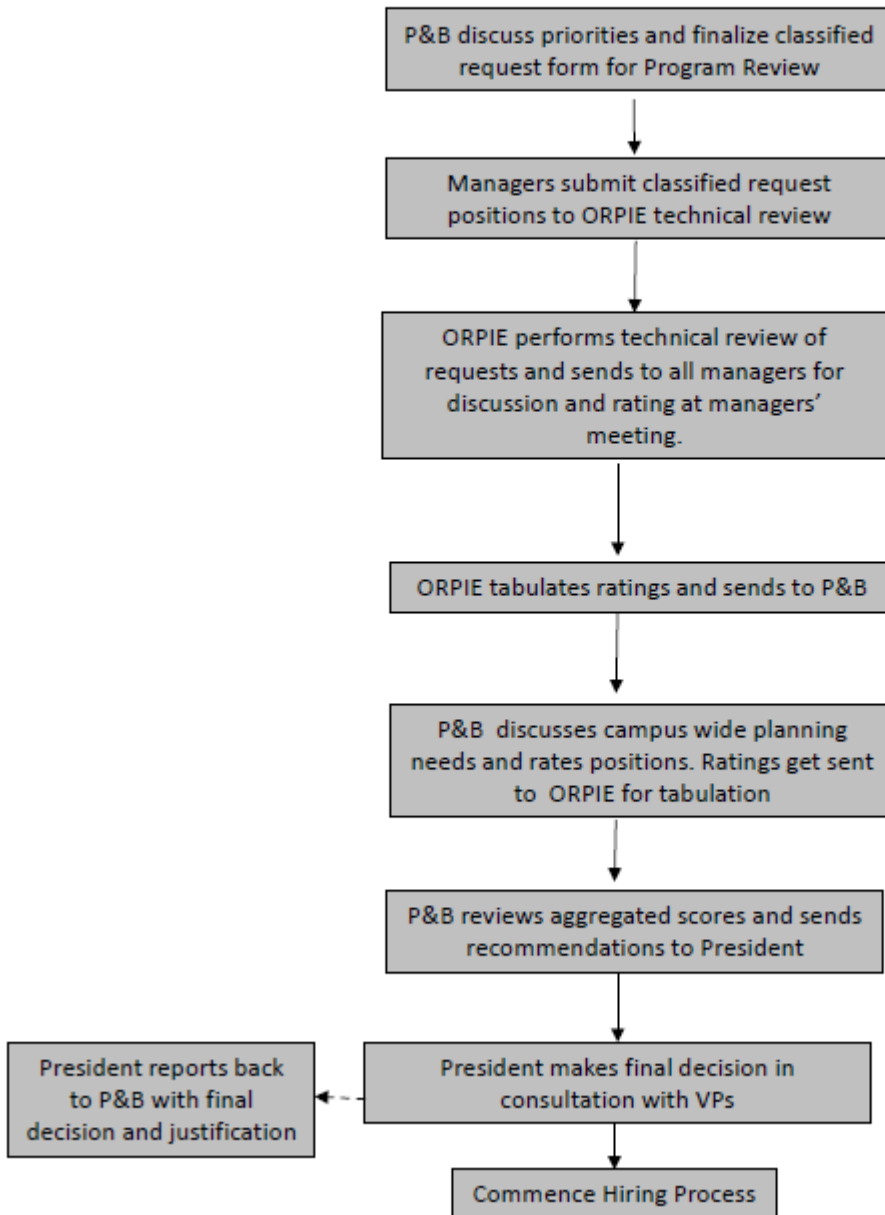


**Faculty Prioritization Process
Vacancies Occurring Outside of Three-Year Planning Cycle**



Program Review Classified Requests Prioritization Process

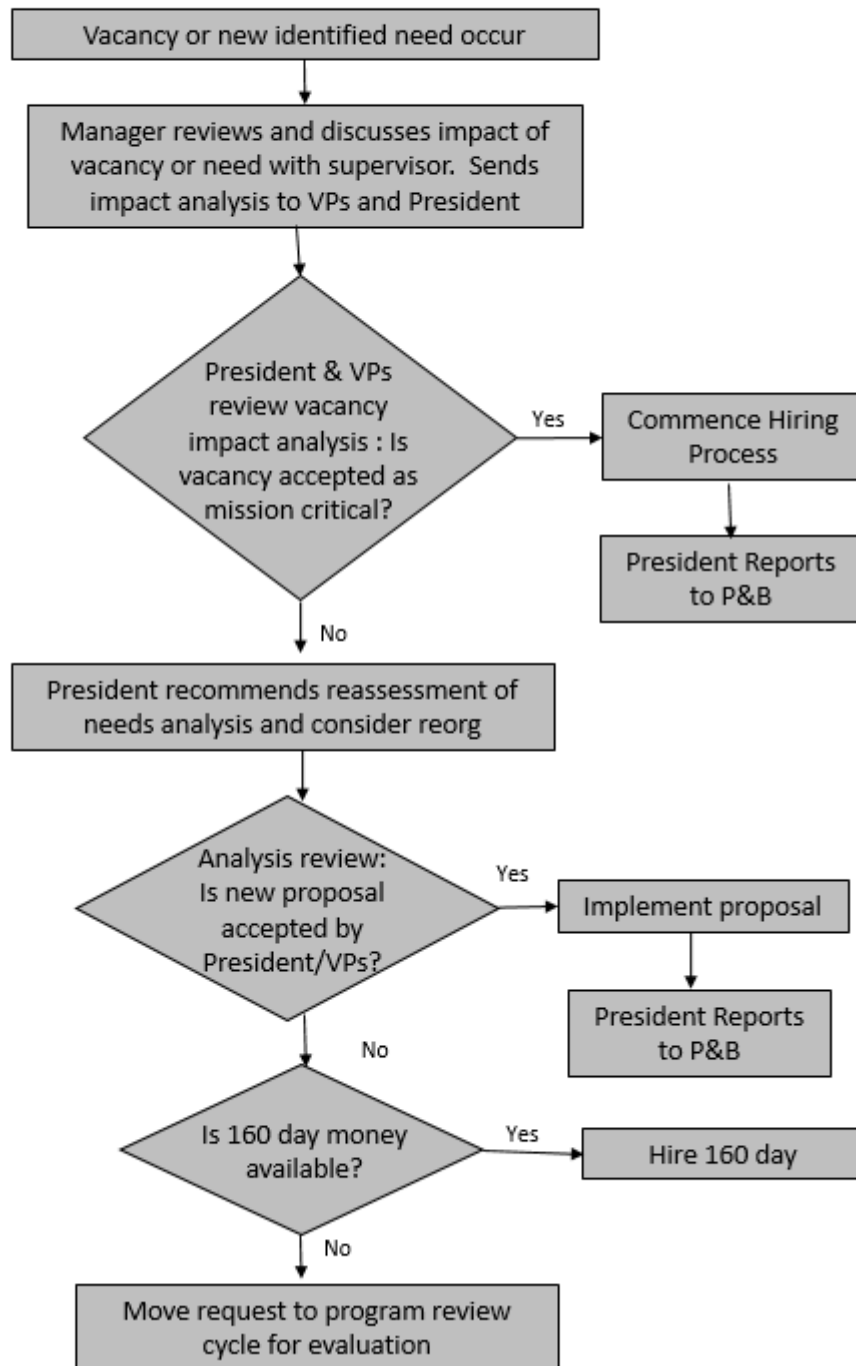
Approved 11/25/14



ORPIE – Office of Research, Planning, and Institutional Effectiveness
P&B – Planning and Budget

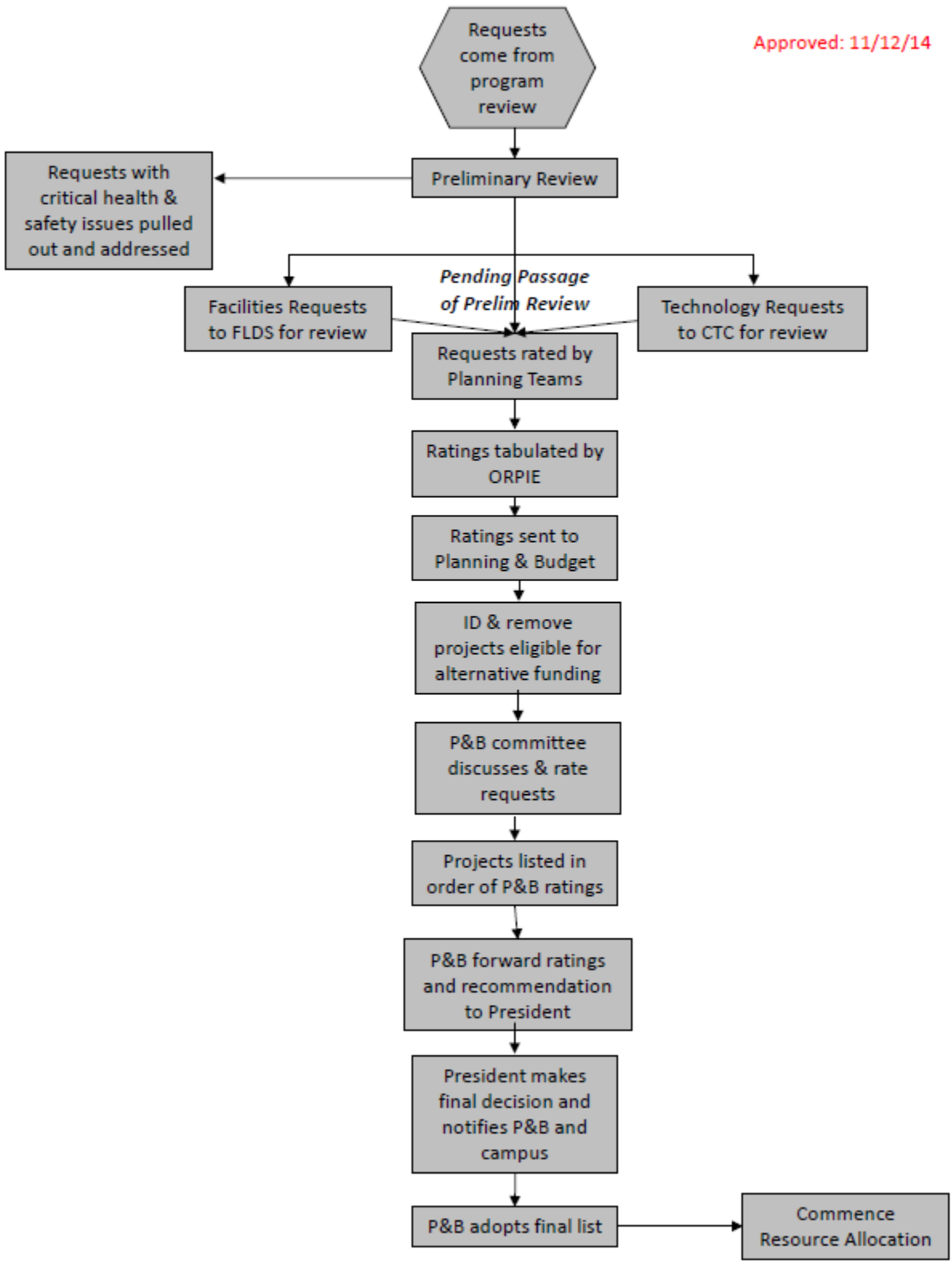
Classified Prioritization Process Vacancies Occurring During Mid-Planning Cycle

Approved 11/25/14

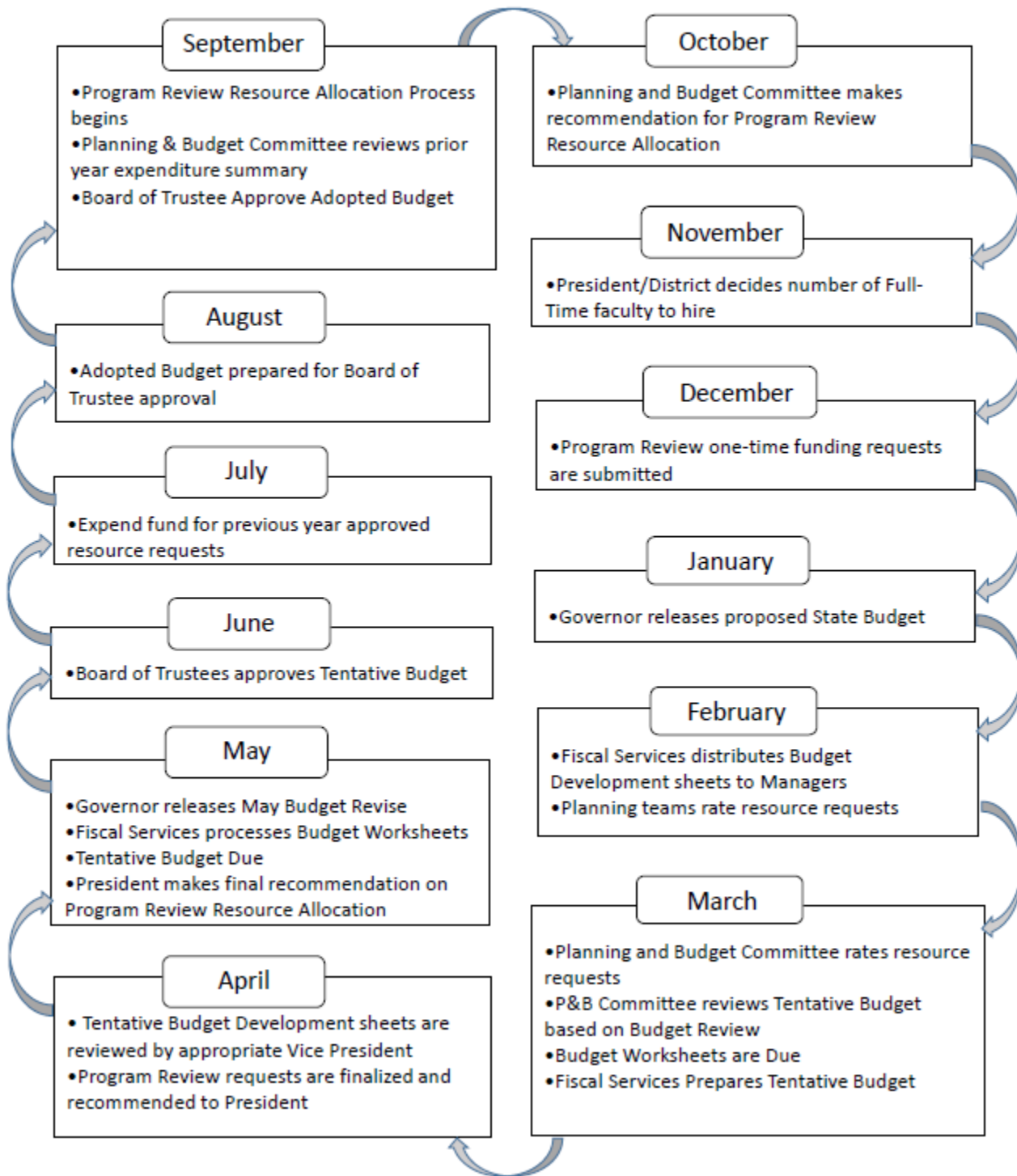


GWC Resource Requests from Program Review

Approved: 11/12/14



ON-GOING BUDGET REVIEW AND DEVELOPMENT PROCESS



Revised 12/08/14

APPENDIX A PLANNING MODELS

IE Model



Overall Planning Process Model

Institutional Effectiveness Detail

Institutional Effectiveness

Current focused processes of systematically assessing student learning, college processes, and student life/employee satisfaction.

- Evaluation**
- Program Review
 - Program Vitality
 - Accreditation
 - End-of-Year 5CM
 - Budget Trends
 - Research Data
 - IEC Recommendation
 - IEC Bi-annual Report

- Institutional Effectiveness:**
- Conduct program review/program vitality and aggregate and repackage information to facilitate institutional strategic planning.
 - Conduct environment scan including reviewing local facilities projects
 - Assess the degree to which college goals are achieved including the assessment of student learning
 - Review Accreditation Standards and respond to Commission recommendations
 - Review past budget patterns and forecast possible future trends
 - Aggregate and repackage information from completed 5 column model to facilitate institutional strategic planning.

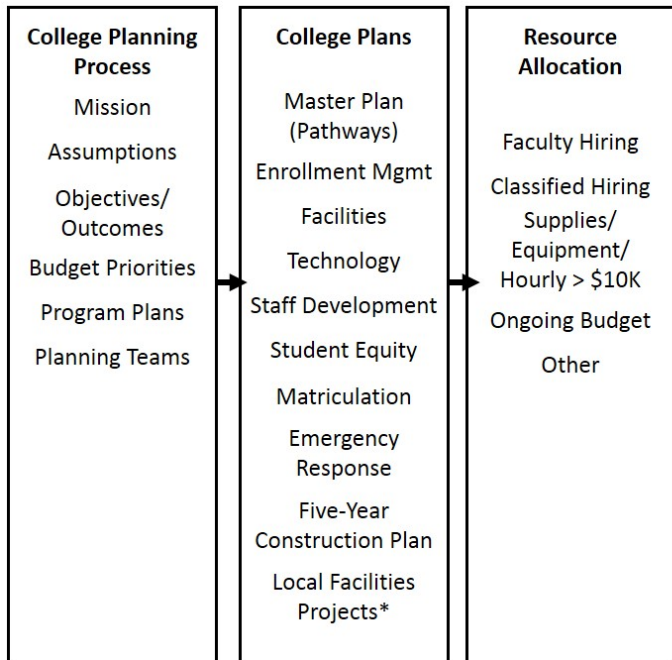


Overall Planning Process Model

Strategic Planning Detail

Strategic Planning

Future-focused processes of ongoing, systematic cycles of integrated planning and budget.



- Strategic Planning Details:**
- Identifying assumptions (growth, maintenance, or reduction)
 - Review environmental scans, evaluation of goals and current plans, review of program portfolio (basic skills, transfer, and vocational)
 - Set priorities (e.g. resource criteria #4)
 - Develop or update integrated formal planning documents (e.g. Master Plan, Instructional Plan, Facilities, Technology Plan, 5-Year Construction Plan, Local Facilities Projects)
 - Review and prioritize request for resources and staffing
 - Allocate resources (budgeting)



Overall Planning Process Model

Implementation Detail

Implementation

Processes to expedite the implementation of planned activities.

College Programs & Projects

Responsibility
Foundation/Orientation
Tracking Status
Follow-up

Implementation Details:

- Assignment of responsibility (projects, fiscal, maintenance, manager/dean)
- Orientation/Training/Defining who the players are and which procedures are necessary
- Complete 5CM columns 1-3 (document Objectives, Means of assessment, and criteria for success) and request approved budget allocation by object code
- Setting of timelines (check-off lists)
- Setting up budgets (fiscal)
- Tracking expenditures and project status
- Collect data
- Follow-up
- Complete 5CM columns 4 and 5 (document analysis of data and program project changes)

APPENDIX B ASSESSMENT & EVALUATION CALENDAR

Golden West College
Assessment & Evaluation Calendar
Fall 2014 through Spring 2019

Assessment Type	Assessment Lead	FA14	SP15	FA15	SP16	FA16	SP17	FA17	SP18	FA18	SP19
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 & P&B chair		X		X		X		X		X
Committees Effectiveness	IEC co-chairs		X		X		X		X		X
Enrollment Management Plan	VPISL			X		X		X		X	
Long Range Financial Plan	VPSLAS			X		X		X		X	
Facilities Master Plan	VPSLAS		X		X		X		X		X
College Technology Plan	VPSLAS & CTC co-chairs			X		X		X		X	
Staffing Master Plan	Director of Personnel					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 Master 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

VPISL : VP of Instruction and Student Learning

VPSLAS: VP of Student Life and Administrative Services

RCC: Recruitment to Completion Committee

KPIs: Key Performance Indicators

APPENDIX C PROGRAM REVIEW TEMPLATE

This SWOT analysis requires instructional departments to address six questions (only questions 3-6 for non-instructional units):

- 1. What noteworthy trends do you notice in your data tables?**
- 2. What are your analyses of the causes or reasons for those trends?**
- 3. What does your program do well?**
- 4. What are the challenges to your program?**
- 5. What are the opportunities for your program?**
- 6. What are the identified areas in need of improvement?**

Additionally, departments include descriptions of their assessments of student learning, process, and satisfaction outcomes using the 5 step model.

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	
Step 2	What method did you use to assess the SLO?	
Step 3	Describe the results of your assessment.	
Step 4	Describe your analysis of the data.	
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	

As a result, the program identifies areas for improvement, three-year objectives, and the resources needed. In some cases, program Chairs and their Dean may recommend programs for further review via the Program Vitality Review process.

Each department makes their resource needs known by summarizing their needs on the Resource Planning page of the report template and completing Resource Request Forms. These requests are rated by the appropriate planning teams or Academic Senate. Ranked lists are then reviewed and/or rated by the Planning & Budget Committee and forwarded to the Senior Executive Team (College President and Vice-Presidents) as recommendations.

Resource Planning

Staffing What staff changes or additional employees does your program need to function adequately?

Faculty:

Management:

Classified:

Hourly:

Considering your current employees, what staff development/training does your program need?

Technology What improvements in equipment dedicated to your program are needed to function adequately?

Equipment or Software (e.g., computers, AV, lab equipment):

Technical Infrastructure (e.g., AV or computer infrastructure, cabling):

Facilities What improvements or changes to the facilities would you need to function adequately?

Physical Concerns (e.g. electrical, gas, water, foundation, space, ventilation).

Health, Safety and Security

Other What changes or other additions need to be made to your program to function adequately?

General Fund **One-Time Funding** Request (page 2)

How does this request for funds meet the following criteria? (2 page max.)
To be used by planning teams to rate and prioritize the request.

#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?

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 requests over 10k will need 3 quotes once the requests are approved for funding

APPENDIX E 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	2010 -16 Institutional Goals 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 will serve 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

APPENDIX F INTEGRATING STUDENT LEARNING OUTCOMES WITH PROGRAM REVIEW

<http://goldenwestcollege.edu/wpmu/iec/assessment-of-slos/>

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 SLO assessment results are reported using the 5 step-model (5SM) format. Descriptions of all pSLO assessment results are included program review. The results of which may be factored into potential resource requests.

Golden West College Summary of **Program SLO Assessment (pSLO) Results**

Semester: Fall Spring Winter Summer Year [YYYY]:

Program Type:	<input type="checkbox"/> Transfer Major	<input type="checkbox"/> Area of Emphasis
	<input type="checkbox"/> Certificate of Achievement	<input type="checkbox"/> Basic Skills Sequence

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	<p><i>In this box, please copy and paste the <u>pSLO</u> you are evaluating.</i></p> <p><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></p>
Step 2	What method did you use to assess the SLO?	<p><i>In this box, describe how you assessed/will assess the above <u>pSLO</u>.</i></p> <p><i>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></p>
Step 3	Describe the results of your assessment.	<p>Total # of students who were assessed: <input style="width: 50px;" type="text"/></p> <p>Total # of students who performed satisfactorily in the assessment of this <u>pSLO</u>: <input style="width: 50px;" type="text"/></p> <p>List the courses included in this <u>pSLO</u> assessment: <input style="width: 150px;" type="text"/></p>
Step 4	Describe your analysis of the data.	<p><i>Within this step, you should explain the results of the data from Step #3. Describe what the results mean to your department.</i></p> <ul style="list-style-type: none"> <i>Are the students achieving/demonstrating the skills of the <u>pSLO</u> listed in Step #1 at an acceptable level?</i> <i>Is this an acceptable percentage? Why/why not?</i> <p><i>What are the possible factors that influence the students' results (results listed in Step #3)?</i></p>
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	<p><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. REMINDER: ALL <u>pSLOs</u> must be assessed during the course of the three-year Program Review cycle.</i></p>

Name of Person Completing this Form:	<input style="width: 95%;" type="text"/>	Date:	<input style="width: 95%;" type="text"/>
		[MM/DD/YY]	

APPENDIX G PROGRAM VITALITY REVIEW PROCESS

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

Program Vitality Review (PVR) is one possible next step after program review. The purpose of the Program Vitality Review Process is to determine the vitality and continued viability of a program. A program might be recommended to go through the PVR process in response to concerns identified during Program Review. Criteria such as significant changes in enrollment, labor market demand, faculty availability, or facility and equipment costs and availability are considered. The Program Vitality Review Process provides an opportunity to conduct a more extensive evaluation, involve external constituents, and explore more comprehensive approaches to program improvement. The process is expected to lead to significant program improvement or suspension/elimination of the program.

When a program has been identified for Program Vitality Review, 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.

Throughout the process of Program Vitality Review, the following shall be considered:

CFE Agreement, Article IX, Section 4, Program Review.

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/Manager supervising the program, and/or by the Vice President.
2. The Vice President shall notify the program faculty, Dean/Manager, 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 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.

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 Dean/Manager on the committee not supervising the program under review.

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 will review the report, consult with the Academic Issues Council, and either concur with the report or make amendments.

6. The Vice President 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, the President will review the recommendations from the committee and from the Vice President, 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 Dean and the IUA for the program will be responsible for reporting to the Vice President 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, 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.

REVISED TIMELINE (approved by IPT Nov. 3, 2008 and Academic Senate Nov. 12, 2008)

- By November 15

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

- By November 30

Vice President will advise Senate/Union/Instruction Planning Team of the Program Vitality Review(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 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.

APPENDIX H COMMITTEE EVALUATION

The Institutional Effectiveness Committee (IEC) coordinates the committee self-evaluation process for core planning committees. This process occurs annually. Each committee uses the 5-Column Model to identify and report on the progress the committee made on that year's objectives. Committees also administer the Committee Self-Evaluation Questionnaire (adapted from the *Eight Factor Model of Committee Effectiveness*) as the framework for their self-evaluation. These tools are used to diagnose the strengths and weaknesses of a committee in order to improve the way the committee is functioning as a group, and also to improve the results the committee is achieving. Completed 5CMs and questionnaires are submitted to the IE Committee. Summarized questionnaire results are returned to the originating committee for review and discussion.

Committee 5-Column Model (5CM)



GOLDEN WEST COLLEGE

Committee Objectives 2012-13

Committee Name:
Committee Mission Statement or Charge:

Strategic Priority/College Goal	Intended Objectives	Means of Assessment	Analysis of Data	Use of Results

Date Columns 1-3 completed:
Date Columns 4-5 completed:

Committee Effectiveness Questionnaire

Modified from... © 2006 Collegiate Project Services

Read each statement and circle the number that best describes where you would expect the committee to be. Place an 'X' next to the number that best describes where the committee currently is.

A. RESULTS

- 1. No results.** The committee has achieved no measurable results. Committee members have a difficult time solving the simplest of problems.
- 2. Minor results.** The committee has achieved minor success with problems that have resulted in small savings in time or money. The committee is beginning to tackle problems of more significance.
- 3. Good results.** The committee has solved significant problems resulting in substantial time or money savings. The committee is empowered to make a few decisions.
- 4. Excellent results.** The committee has a history of solving major problems and is on its way to being self-directed.

B. OWNERSHIP/MORALE

- 1. No ownership.** There are feelings of frustration and dissatisfaction among committee members. Committee members refuse to get involved in team activities or refuse to attend meetings.
- 2. Some ownership.** Some committee members believe in the team concept, while others remain negative about working together as a committee.
- 3. Ownership.** Committee members feel a growing sense of teamwork and self-confidence as they learn to work together. Most committee members get involved in team activities.
- 4. High ownership.** All committee members believe in the team concept and are involved in team activities.

C. CLARITY OF COMMITTEE'S CHARGES AND MISSION

- 1. Not focused.** Members do not understand or do not agree on the mission or charges of the committee and their individual responsibilities.
- 2. Unclearly focused.** It is not clear if committee members understand the mission or charges of the committee.
- 3. Focused.** The mission and charges of the committee are clear to most committee members. Most committee efforts are focused on accomplishing the committee's mission.
- 4. Highly focused.** Each member appears to know the mission and charge of the committee. All the committee's efforts are focused on accomplishing the committee's mission.

D. TEAM PROCESSES

- 1. Poor team processes.** Committee meetings are for information sharing only. The committee does not use formal problem solving or decision-making tools.
- 2. Emerging processes.** Little is accomplished at committee meetings. Members are beginning to use problem solving and decision-making tools.
- 3. Good processes.** The committee meetings are effective. Use of meeting roles and tools is evident. Committee members are fairly engaged in solving problems and making decisions.
- 4. Excellent processes.** Meetings are extremely effective; every committee member is highly engaged in solving problems, making decisions, and reaching consensus.

E. COMMUNICATION

- 1. Poor communication.** Committee members do not demonstrate active listening skills, and conflict is avoided and/or goes unresolved.
- 2. Cautious communication.** Committee members seldom demonstrate active listening skills. Discussions are usually guarded and conflict is not handled well.
- 3. Emerging communication.** Most committee members share ideas and are supportive of one another, and typically deal with conflict respectfully.
- 4. Good communication.** Committee members are tactful and express themselves openly and honestly. Members listen to each other, express concern and understanding, and demonstrate respect for each other.

F. LEADERSHIP SHARING

- 1. No shared leadership.** Only the committee leader performs most of the tasks for the committee.
- 2. Minimal leadership sharing.** Committee members are hesitant to accept leadership responsibilities; they still rely heavily on the committee leader.
- 3. Emerging leadership sharing.** Many committee members share the leadership function, and the committee is becoming less dependent on the committee leader.
- 4. Shared leadership.** Committee members themselves assume leadership responsibilities without depending on the committee leader.

G. ADMINISTRATIVE SUPPORT

- 1. No support.** The committee receives no help or gets no resources from management. Committee duties are seen as impediments to employees completing their primary duties.
- 2. Minimal support.** The committee receives verbal support but only minimal resources from management. Very few of the committee's recommendations are implemented.
- 3. Increasing support.** The committee receives strong support and resources from management. Many of the committee's recommendations are implemented. Recommendations that are not implemented are discussed with the committee by management.
- 4. Strong support.** The committee's contribution is valued and recognized by management. The committee receives all the resources required.

H. STRUCTURE

- 1. Poorly structured.** The committee lacks the appropriate campus representation and composition (students, classified, faculty, and management). The committee's size is unmanageable and/or inappropriate for the committee's mission and goals.
- 2. Partially structured.** The committee does not have the appropriate representation and/or the committee's size is unmanageable and inappropriate for the committee's mission and goals.
- 3. Adequately structured.** Campus representation on the committee is appropriate for the accomplishment of the committee's mission and goals.
- 4. Effectively structured.** Campus representation on the committee is ideal for the optimal accomplishment of the committee's mission and goals.

APPENDIX I COMMONLY USED TERMS

AB 1725 Comprehensive California community college reform legislation passed in 1988 that covers community college mission, governance, finance, employment, accountability, staff diversity and staff development.

Academic Employees These are employees in positions for which the Board of Governors has established Minimum Qualifications. The term generally includes faculty (including librarians and counselors) and educational administrators.

Academic Year Period of time schools use to measure a quantity of study. Academic year can vary from school to school and even from educational program to educational program at the same school, but generally refers to July 1 through June 30.

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 15th 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 3rd week), and is based on 20% of the meeting pattern for courses scheduled less than 16 weeks.

Center An off-college site administered by a parent college that offers programs leading to certificates or degrees that are conferred by the parent institution. Centers must be approved by ACCJC through a substantive change.

Certificated Prior to AB 1725, referred to personnel (faculty, administrators, supervisors, nurses, librarians, etc.) who, by law, had to have a credential to perform their duties. Certification has been superseded by the designation of Minimum Qualifications for academic employees, except for those who hold qualifying certificates earned prior to July 1, 1990.

Certificates Achievement Approved by the CCCCO 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 Participation These are used to finance the lease or purchase of capital projects. Essentially, they are the issuance of shares in the lease for a specified term.

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.

Chief Executive Officer A term used to describe a multi-college district chancellor, or the superintendent/president of a single-college district.

Classified Staff District employees not in academic positions. These include secretarial staff, computer and program technicians, instructional aides, accountants and maintenance personnel.

Coast District Management Association (CDMA) The Coast District Management Association represents all management-level personnel including educational administrators and classified administrators in the meet-and-confer process with the District.

Coast Federation of Educators (CFE) Coast Community College District Union (CFE/AFT) and is the exclusive representative of the Faculty bargaining unit.

College Budget Committee (CBC) Reporting to the Planning & Budget the College Budget Committee recommends the process for development of the guidelines for the preparation of the unrestricted and designated budgets. (College Budget Committee is participatory and charged with overseeing all college budget issues. Its members serve on the District Budget Advisory Committee meeting and Planning & Budget. It ensures that resource allocations are based on college-wide strategic planning efforts)

Planning & Budget Planning & Budget 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.

Common Course Numbering A numbering system to identify comparable courses at multiple institutions.

Committee A participatory governance group as part of the college's governance structure.

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.

Consultation The mechanism for system-wide participatory governance through which the Chancellor confers on policy issues with institutional and interest group representatives prior to making his recommendations to the Board of Governors. The Consultation Council consists of representatives of the Chief Executive Officers, Chief Business Officers, Chief Human Resources Officers, Chief Instructional Officers, Chief Student Services Officers, Academic Senate, Student Senate, California Student Association of Community Colleges, faculty and classified unions, and Trustees.

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

Continuous Improvement Team (CIT) The Continuous Improvement Team, a sub-committee of the Technology Committee, works to achieve a cross-departmental, transparent planning, prioritizing, and review process for technology projects and enhancements. The team also provides recommendations for prioritization of technology strategies to the District CIT that support legislative mandates and system enhancements.

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.

Coast Federation of Classified Employees (CFCE) Coast Community College District classified employee representative union and is the exclusive representative of the classified employee bargaining unit.

Course Outline of Record (COR) A Course Outline of Record defines the content, objectives, 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.

Accessibility Center for Education (ACE) Formerly called 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.

Disciplines Curricular subject matter areas designated by the Board of Governors (relying on the work of the Academic Senate), and used in establishing Minimum Qualifications for faculty.

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%.

Donahoe Higher Education Act Established the Master Plan for Higher Education in 1960, delineating the roles of the CCC, CSU, and UC segments.

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.

Educational Employment Relations Act This regulates collective bargaining for K-12 and community college districts. It is also called the Rodda Act.

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.

Encumbered Funds Obligations in the form of purchase orders, contracts, salaries, and other commitments, for which part of an appropriation is reserved.

Enrollment Fee The fee charged by districts pursuant to California Education Code section 76300 per credit unit of enrollment.

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.

Field Act A law that defines earthquake standards for school and community 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.

Finance and Compliance Audit An examination leading to the expression of an opinion on (1) the fairness of presentation of the audited entity's basic financial statements in conformity with generally accepted accounting principles (GAAP), and (2) the audited entity's compliance with the various finance-related legal and contractual provisions used to assure acceptable governmental organizational performance and effective management stewardship. Public sector oversight bodies typically require independent auditors to include responses to standardized legal compliance audit questionnaires in financial and compliance audit reports.

Fiscal Data Abstract Annual Chancellor's Office publication of budget and enrollment statistics for each district.

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.

Free Application for Federal Student Aid (FAFSA) The uniform application for federal, Cal Grant and college-based financial aid.

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.

Generally Accepted Accounting Principles (GAAP) Uniform minimum standards and guidelines for financial accounting and reporting.

Generally Accepted Accounting Standards (GAAS) Uniform minimum standards and guidelines for financial accounting and reporting.

General Obligation Bond, Proposition 39 (GO39) Initiative that reduced the percent of voters required for passage of local bonds for K-12 and community colleges to 55% of electorate. Bond propositions may only be presented to electorate in even year elections. Measure C is an example of a General Obligation Bond.

Governmental Accounting Standards Board (GASB) The authoritative accounting and financial reporting standard-setting body for governmental entities, organized in 1984. The standards act as a guide for the generally accepted accounting procedure for preparation of financial reports and demonstrate financial accountability of publicly funded organizations to the general public and are the basis for investment, credit and many legislative and regulatory decisions.

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 growth³⁶

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.

Intersegmental General Education Transfer Curriculum (IGETC) A set of courses meeting lower division general education requirements for CSU, UC and the community colleges.

Lease Revenue Bonds A bond secured by a lease agreement and rental payments. Community colleges use lease revenue bonds to finance construction or purchase facilities.

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.

Master Plan for Higher Education State policy on priorities within higher education and the missions of the CCC, CSU and UC systems. Originally enacted by the Donahoe Higher Education Act in 1960.

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.

Property Tax Backfill A mechanism to make district budgets whole if property tax revenues fall short of projected revenues for a given year.

Proposition 98 Constitutional provisions that set minimum funding levels as a share of total state revenues for K-12 schools and community colleges.

Public Employees Retirement System (PERS) One of two major statewide retirement programs. Academic employees generally belong to the State Teachers Retirement System, while administrators, classified and state employees belong to PERS.

Public Employment Relations Board (PERB) The Public Employment Relations Board is a quasi-judicial administrative agency charged with administering the collective bargaining statutes covering employees of California's public schools, colleges, and universities, employees of the State of

California, employees of California local public agencies (cities, counties and special districts), trial court employees and supervisory employees of the Los Angeles County Metropolitan Transportation Authority.

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.

Revenue Limit The specific amount of student enrollment fees and state and local taxes a college district may receive per student for its general education budget. Annual increases are determined by a Proposition 98 formula or the Legislature.

Rodda Act The act that established the collective bargaining for K-12 schools and community colleges. It is also called the EERA.

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.

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

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.

State Teachers Retirement System (STRS) A retirement system utilized by K-12 and community college faculty.

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.

Subcommittee A permanent sub group convened by a standing committee or council designated to consider specific subjects in detail for recommendations back to the standing committee or council. The chair must be a member of the committee to which it reports. Other members need not be members of the committee to which it reports but may be appointed by the appropriate constituent group(s) as defined by the subcommittee membership.

Sunset A fixed date by which a program, unless reauthorized, will terminate.

Sunshine A preview of proposed documents for the purpose of soliciting feedback from college constituent groups.

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.

Tax Revenue Anticipation Notes (TRANS) A cash management tool used by districts to borrow money in anticipation of receiving state and local tax revenues.

Team A working group created to plan, organize, and perform duties for events or specific projects.

Tentative Budget Each district is legislatively required to adopt a "tentative" fiscal year budget by June 15th

Tenure Employment protection provided to permanent, full-time faculty to allow academic freedom.

Tenure Review Committees A committee established for the evaluation of each probationary (contract) faculty member.

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. For an individual instructor it would be computed by counting the number of students in the instructor's classes each hour for one week and adding all the numbers together. Thus if an instructor had an average class size of 35 for 15 hours in one week, then that instructor's WSCH would be 35 times 15 which equals 525. When adjusted for a 16-week schedule this figure is 595. In the apportionment process WSCH always refers to the computation that takes place each semester during the census week. The census week is the week that Occurs closest to 20% of the way through the semester. During the census week the WSCH for all instructors are combined and the total WSCH determines the amount of apportionment that will be received for courses that operate for the full semester.

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

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

CCCCSSAA	California Community College Chief Student Services Administrators Association
CCCT	California Community College Trustees
CCCD	Coast Community College District
CCIA	Community College Internal Auditors
CCLC	Community College League of California
CCLDI	Community College Leadership Development Institute
CCPRO	Community College Public Relations Organization
CDE	California Department of Education
CDS	California Directory of Schools
CENIC	Corporation for Education Network Initiatives in California
CEO	Chief Executive Officer
CEGWCC	Chief Executive Officers of the California Community Colleges
CFE	Coast Federation of Educators
CFCE	Coast Federation of Classified Employees
CFIER	California Foundation for Improvement to Employer-Employee Relations
CFT	California Federation of Teachers
CHRO	Chief Human Resources Officer
CI-D	Course Identification Numbering System
CIO	Chief Instructional Officer
CIGWCC	Chief Instructional Officers of the California Community Colleges
CISO	Chief Information Systems Officer
CISOA	Chief Information Systems Officers Association
COFHE	Capital Outlay Fund for Higher Education
COFO	Council of Faculty Organizations
COLA	Cost-of-Living Adjustment
COR	Course Outline of Record
CPEC	California Postsecondary Education Commission
CSAC	California Student Aid Commission
CSSO	Chief Student Services Officer
CSU	California State University
CTA	California Teachers Association
CTC	Commission on Teacher Credentialing
DED	Data Element Dictionary
DETAC	Distance Education Technical Advisory Committee
DOF	Department of Finance
DSP&S	Disabled Students Programs and Services
EAP	Early Acceptance Program or Early Assessment Program
EDD	Employment Development Department
ED>Net	Economic Development Network
EERA	Educational Employment Relations Act
EEO	Equal Employment Opportunity
EOPS	Extended Opportunity Programs and Services
ERAF	Educational Revenue Augmentation Fund
ERIC	Educational Research Information Center
ESL	English as a Second Language
FACCC	Faculty Association of California Community Colleges
FAFSA	Free Application for Federal Student Aid

FAO	Financial Aid Officer (or Office)
FAQ	Frequently Asked Questions
FERPA	Family Educational Rights and Privacy Act
FTE	Full-time Equivalent
FTEF	Full-time Equivalent Faculty
FTES	Full-time Equivalent Students
FY	Fiscal Year
GAAP	Generally Accepted Accounting Principles
GAAS	Generally Accepted Accounting Standards
GASB	Governmental Accounting Standards Board
GCEPD	Governor’s Committee on Employment of People with Disabilities
GE	General Education
GED	General Equivalency Diploma
GO39	General Obligation Bond, Proposition 39
GSL	Guaranteed Student Loan
HACU	Hispanic Association of Colleges and Universities
HBCUs	Historically Black Colleges and Universities
HSEE	High School Exit Exam
HSI	Hispanic Serving Institution
I-ECC	Industry Education Council of California
IGETC	Inter-segmental General Education Transfer Curriculum
IJE	Inter-jurisdictional Exchange
ILP	Independent Living Program
IMPAC	Inter-segmental Major Preparation Articulated Curriculum
IPC	Instructional Planning Council
IPEDS	Integrated Postsecondary Educational Data System
IT	Information Technology
LAN	Local Area Network
LAO	Legislative Analyst’s Office
LTD	Long Term Disability
MALDEF	Mexican-American Legal Defense and Education Fund
MCHS	Middle College High School
MESA	Mathematics Engineering and Science Achievement
MIS	Management Information System
MOE	Maintenance of Effort
MOU	Memorandum of Understanding
MQs	Minimum Qualifications
NCLB	No Child Left Behind
NSF	National Science Foundation
OAL	Office of Administrative Law
OCR	Office of Civil Rights
OE	Office of Education
OPEID	Office of Postsecondary Education Identification
OSE	Office of the Secretary of Education
P-1	First Principal Apportionment of the 320 Report
P-2	Second Principal Apportionment of the 320 Report
PAF	Personnel Action Form

PD	Professional Development
PERB	Public Employment Relations Board
PERS	Public Employees Retirement System
PRC	Peer Review Committee
Q & A	Questions and Answers
RFA	Request for Applications
RFP	Request for Proposals
SAO	Service Area Outcome
SB	Senate Bill
SBE	State Board of Education
SCA	Senate Constitutional Amendment
SCANS	Secretary of Labor's Commission on Achieving Necessary Skills
SCO	State Controller's Office
SCR	Senate Concurrent Resolution
SEIU	Service Employees International Union
SRTK	Student Right to Know
SSCCC	Student Senate for the California Community Colleges
SSM	State Scheduled Maintenance
SSPC	Student Services Planning Council
STD	Short Term Disability
STRS	State Teachers Retirement System
TAG	Transfer Admission Guarantee
TANF	Temporary Assistance to Needy Families
TBA	To Be Announced
TOEFL	Test of English as a Foreign Language
TQM	Total Quality Management
TRANS	Tax Revenue Anticipation Notes
TRDP	Teacher and Reading Development Partnership Program
TTIP	Telecommunications & Technology Infrastructure Program
UC	University of California
VTEA	Vocational and Technical Education Act
WIA	Workforce Investment Act
WSCH	Weekly Student Contact Hours



GOLDEN WEST COLLEGE
HUNTINGTON BEACH, CA

Wes Bryan, President

MEMORANDUM

DATE: May 15, 2014
TO: Planning and Budget Committee
FROM: Wes Bryan *Wes*
RE: Adoption of Planning Documents

On April 22, 2014, I wrote a memorandum to the Academic Senate regarding the adoption of three planning documents: GWC Planning and Decision-Making Guide, GWC Enrollment Management Plan, and the GWC Long-Range Financial Plan. These documents have occupied center stage for many of our planning teams over the last 8 months. The process has been intense, though invigorating, because these plans touch every facet of our shared College mission. They address how we decide, what we decide, and how we will fund our dreams. So the task has not been easy or taken lightly, nor will it ever be finished. We are a dynamic institution in need of a dynamic planning process that is both goals-directed and flexible. The letter to the Academic Senate was meant to provide the assurance that these would provide a framework for moving forward while providing a provision for annual review.

Following is an excerpt from that memorandum:

"While the Committee is proud of the work that has been completed both by individuals and groups, it should be understood by all that these are living documents that will be subject to annual review. The Planning & Budget Committee will adopt an annualized planning review process that will be included in the revised Planning & Decision-Making Guide and referenced and calendared for each adopted plan.

As such, the short-range goal is to achieve approval in concept of each plan, so that they can be utilized going forward for the 2014-15 academic year. At the same time, it is understood that they will be reviewed at the end of the Fall 2014 semester, so that adopted revision can be utilized in the next program review process and for the preparation of the College's mid-term accreditation report. Additionally, these changes could be incorporated into a Fall 2015 follow-up report, if one is required."

In order to facilitate this agreement for annual review and to track specific areas of concern and/or anticipated change, a review cycle and specific action plans have been included in each of the planning documents. The Office of Research and Institutional Effectiveness will track the review cycle and the action plans. Additionally, this new memorandum will be included on the inside cover of each of the three documents so that our commitment for annual review is clearly communicated.

Cc: Academic Senate
Chair/Co-chair of each planning team