



Planning and Decision-Making Guide
Adopted by the Planning and Budget Committee: May 15, 2014

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SECTION 1: INTRODUCTION

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

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

MISSION

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

VISION

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

COLLEGE GOALS

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

Student Success

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

Equitable Achievement

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

Learning Environments:

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

Communication

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

Engagement

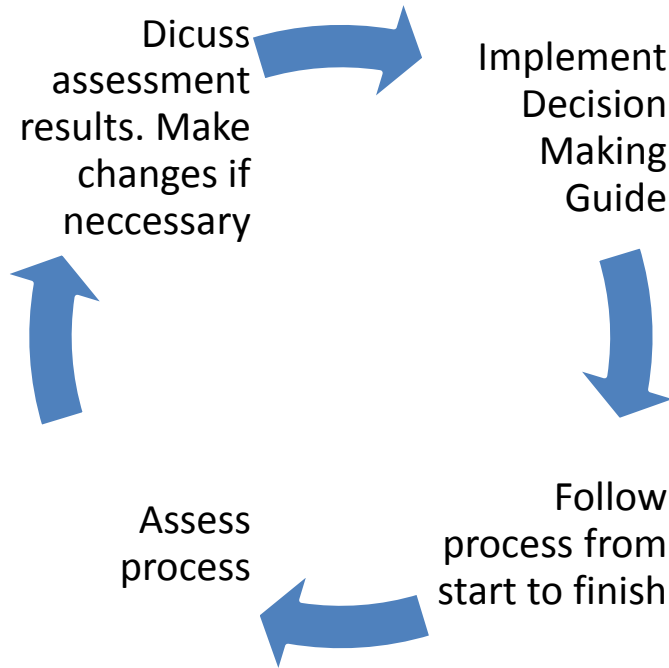
Golden West College seeks to increase active participation from students, faculty, staff, and community in college governance and leadership.

Resource Optimization

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

CONTINUOUS SUSTAINABLE QUALITY IMPROVEMENT PROCESS

The Planning and Decision Making Guide is a living document and is assessed at least once during a program review cycle to ensure effectiveness of all College's decision making processes. The continuous and sustainable quality improvement process for the PDMG is described below.



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. The College is committed to participatory governance, the spirit of collegiality, and academic freedom in its decision-making processes. The defined roles of faculty, staff, students, and administrators in decision-making processes are described in CCCD Board Policy and Administrative Procedure 2510, Participation in Local Decision Making). The success of any policy depends upon the process of consensus and its widespread acceptance. While decisions may take longer through this process, they are likely to be more successful decisions due to a broad commitment to their successful implementation.

Role of 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).

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 at 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

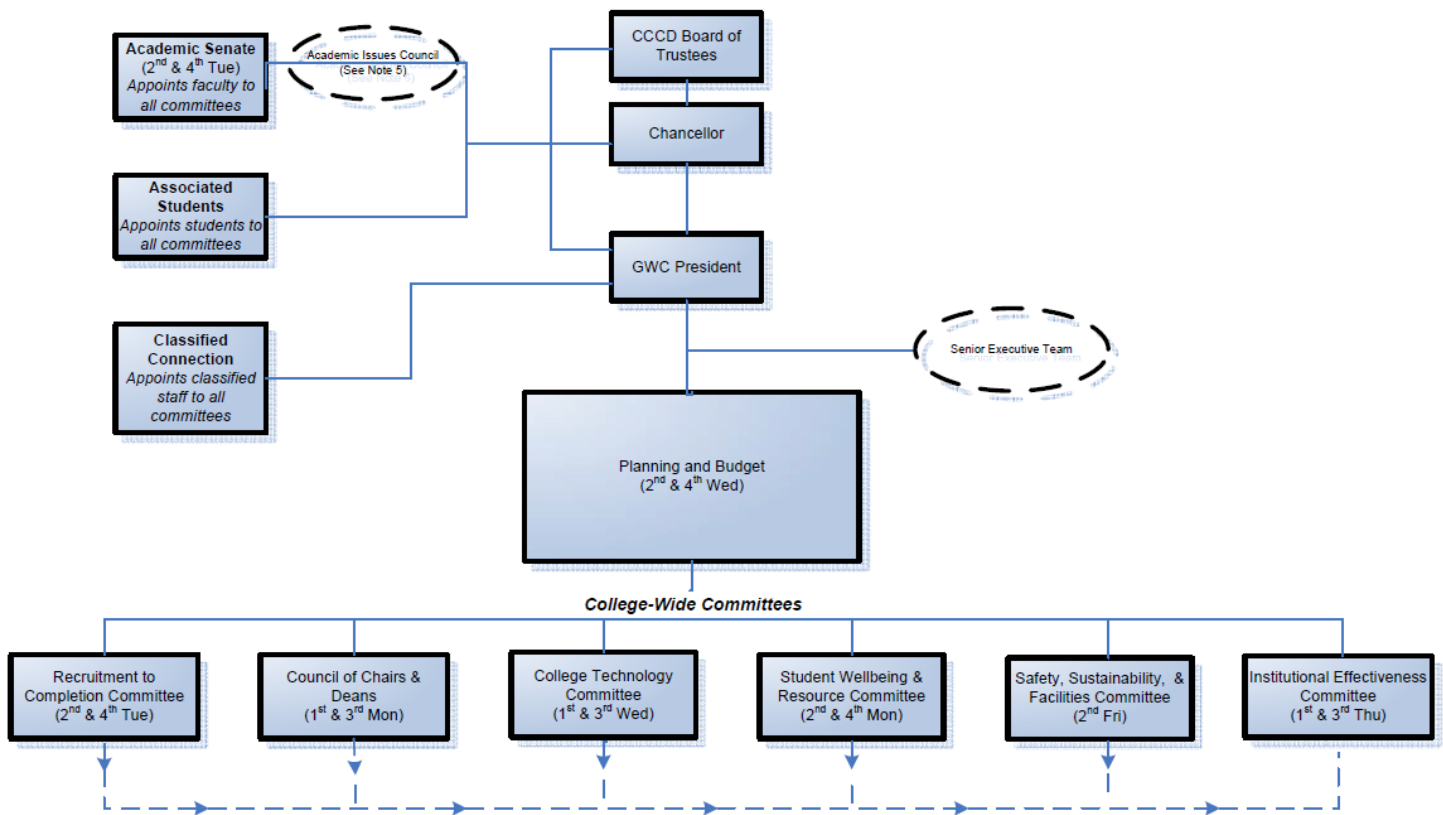
PLANNING COMMITTEE STRUCTURES

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 Recruitment to Completion, Council of Chairs and Deans, College Technology, Student Wellbeing and Resource, Safety, Sustainability, and Facilities, and Institutional Effectiveness 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

10/25/17



- Notes:
- 1 All lines are bi-directional.
 - 2 Not all standing committees appear on this chart. See Advisory Committee Structure for campus advisory committees.
 - 3 Community input is welcomed at every level.
 - 4 Dashed lines and ovals represent advisory committees/communication channel.
 - 5 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 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.

Recruitment to Completion Committee (RCC)

The mission of RCC is to identify gaps and challenges, remove barriers, and recommend equity-minded solutions to manage enrollment and increase completion. Committee's charge includes: (1) Review data and provide recommendations to close equity and achievement gaps; (2) Evaluate currently funded programs to identify themes and patterns and enhance and expand successful projects; (3) Create processes to identify opportunities, solicit new Request for Proposals (RFPs), and evaluate potential projects; (4) Increase student access and success through enrollment management projects, programs, and initiatives

The Council of Chairs and Deans (CCD)

The mission of CCD is to promote student success through communication and coordination of decisions regarding instruction, *course* scheduling, enrollment *management*, and resource allocation. Committee's charge include: (1) Enrollment Management; (2) Professional Development for Chairs and Deans; (3) Ensuring communication between CCD and other governance bodies; (4) and Resource Planning.

College Technology Committee (CTC)

The mission of CTC is to keep abreast of the latest advances in educational technology and to disseminate the information to campus community. CTC is charged with providing consultation services to campus community regarding educational technology matters; (2) carry out special projects involving educational technology; (3) review and provide technical feedback on technology-related Program Review's resource requests.

Student Wellbeing and Resource Committee (SWRC)

The mission of SWRC is to seek equitable solutions for non-academic barriers related to student wellbeing. SWRC's charge is to support equity and student wellbeing by identifying needs, increasing awareness and connecting students to resources.

Safety, Sustainability, and Facilities Committee

Institutional Effectiveness Committee (IEC)

The Institutional Effectiveness Committee provides a framework for the documentation of college assessment process and the integration of results in decision-making across the campus. The Committee is charged with: (1) Coordinating program review related activities; (2) Reviewing campus decision making processes and making recommendations for improvement; (3) Monitoring GWC's compliance with accreditation standards and making recommendations for improvement; (4) Analyzing Key Performance Indicators data and providing recommendation for targets

SECTION 4: OVERVIEW OF PLANNING AND COLLEGE DECISION-MAKING

STRATEGIC PLAN

The Planning & Budget Committee oversees the creation of the College-wide 6-year strategic plan that is reviewed annually for progress and every three years comprehensively. The Strategic Plan is 6 year to cover two full program review cycles. The College-wide plan includes the College's goals, objectives, and strategies. It is developed using the following resources:

- [District wide strategic plan](#)
- [College mission, vision and values](#)
- CCCD Chancellor's Goals

To support the completion of the Strategic 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 from program review, student learning outcomes assessment, student achievement data, labor market information, and budget information.

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

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

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.

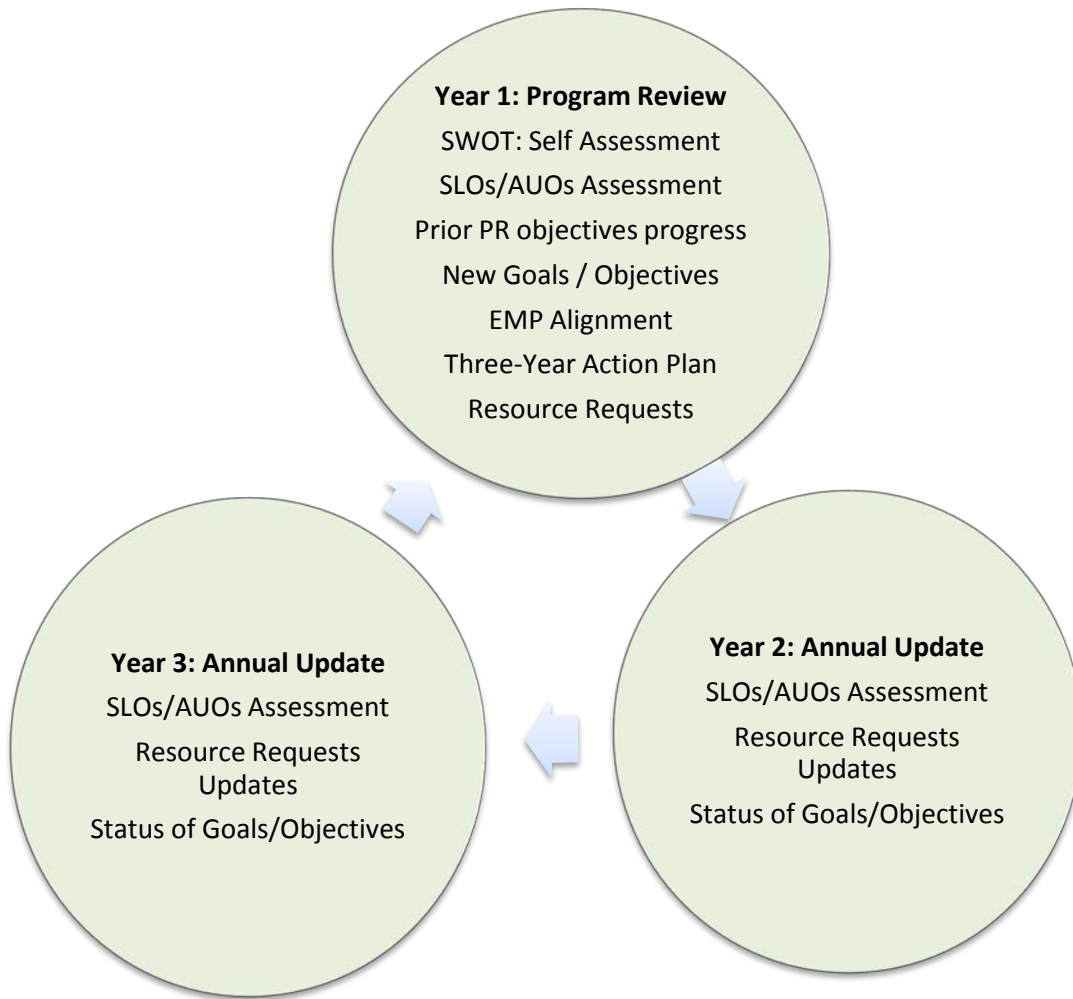
Each unit will perform a full program review every third year. The less detailed annual planning process serves to update the program review. Every unit prepares a Three-Year Action Plan with goals, objectives, and activities. On an annual basis, each unit provides a mid-term update with resource requests. These resources are then rated by their respective planning 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 Program Review 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.

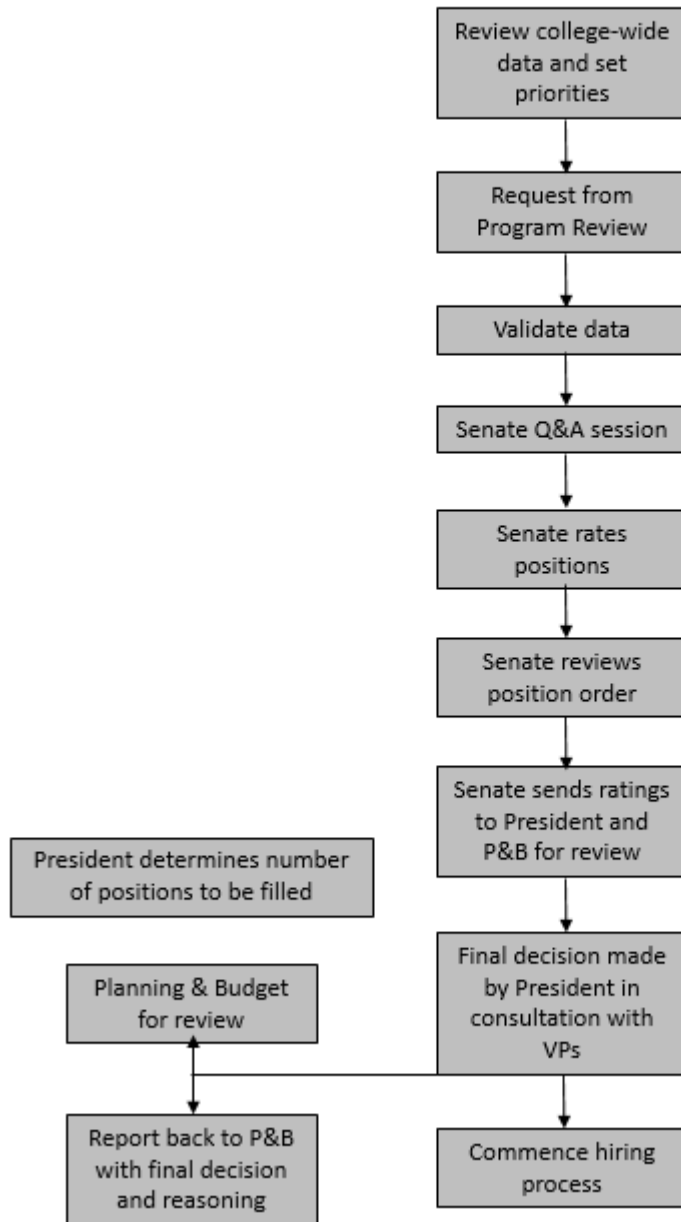
The three-year Program Review cycle is shown below along with cycles for accreditation, updating the College Mission and Goals, prioritizing requests, and allocating funds.

Golden West College
Planning Cycles
2011 thru 2025

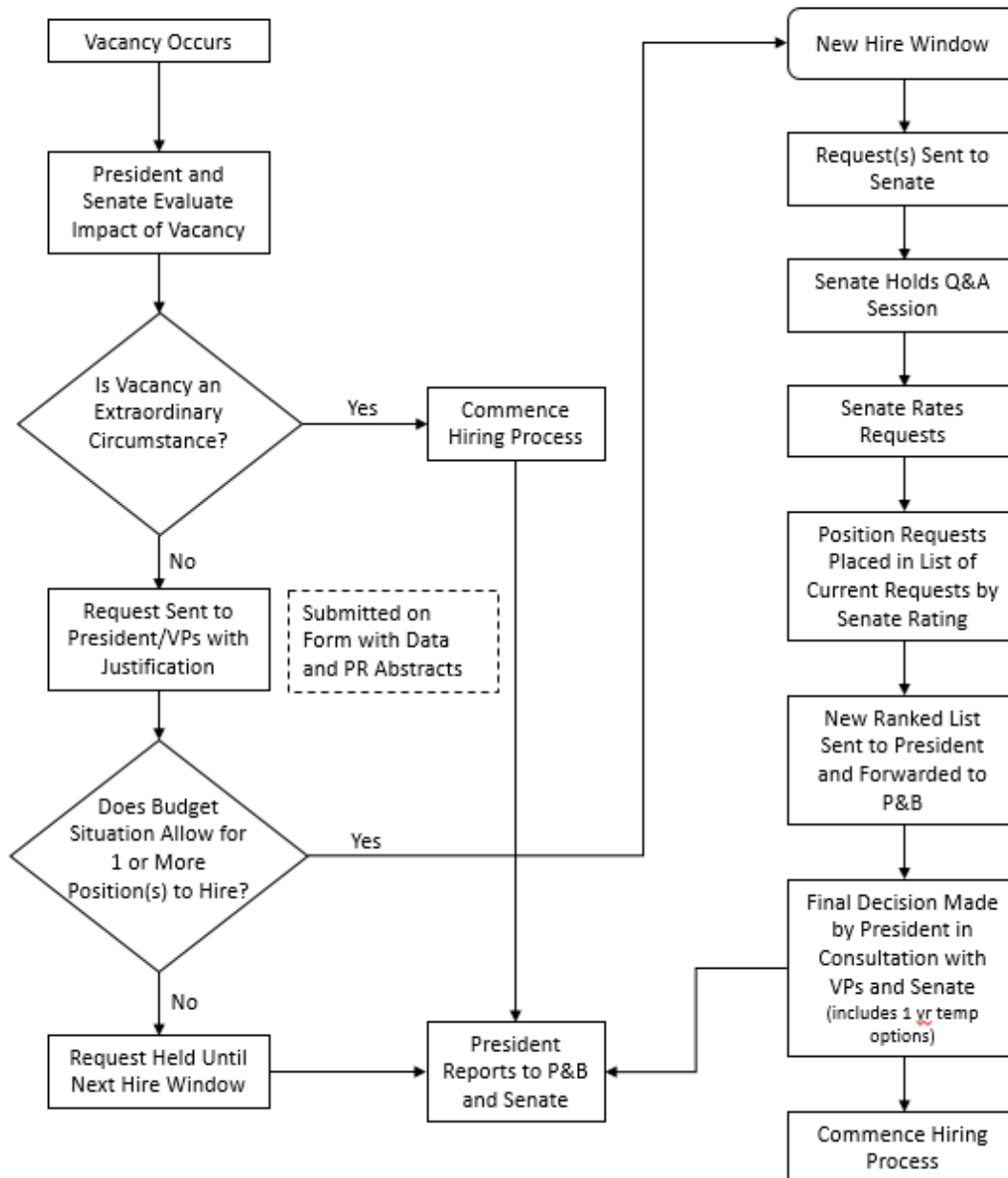
	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		2022-23		2023-24		2024-25	
	Fa	Sp	Fa	Sp	Fa	Sp	Fa	Sp	Fa	Sp	Fa	Sp	Fa	Sp	Fa	Sp	Fa	Sp	Fa	Sp	Fa	Sp	Fa	Sp	Fa	Sp	Fa	Sp
Accreditation Self-Evaluation																												
Accreditation Team Visit																												
Update College Mission and Goals																												
Program Review Report																												
Prioritize Requests																												
Hire/Spend Funds																												

FULL-TIME FACULTY HIRING PRIORITIZATION

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

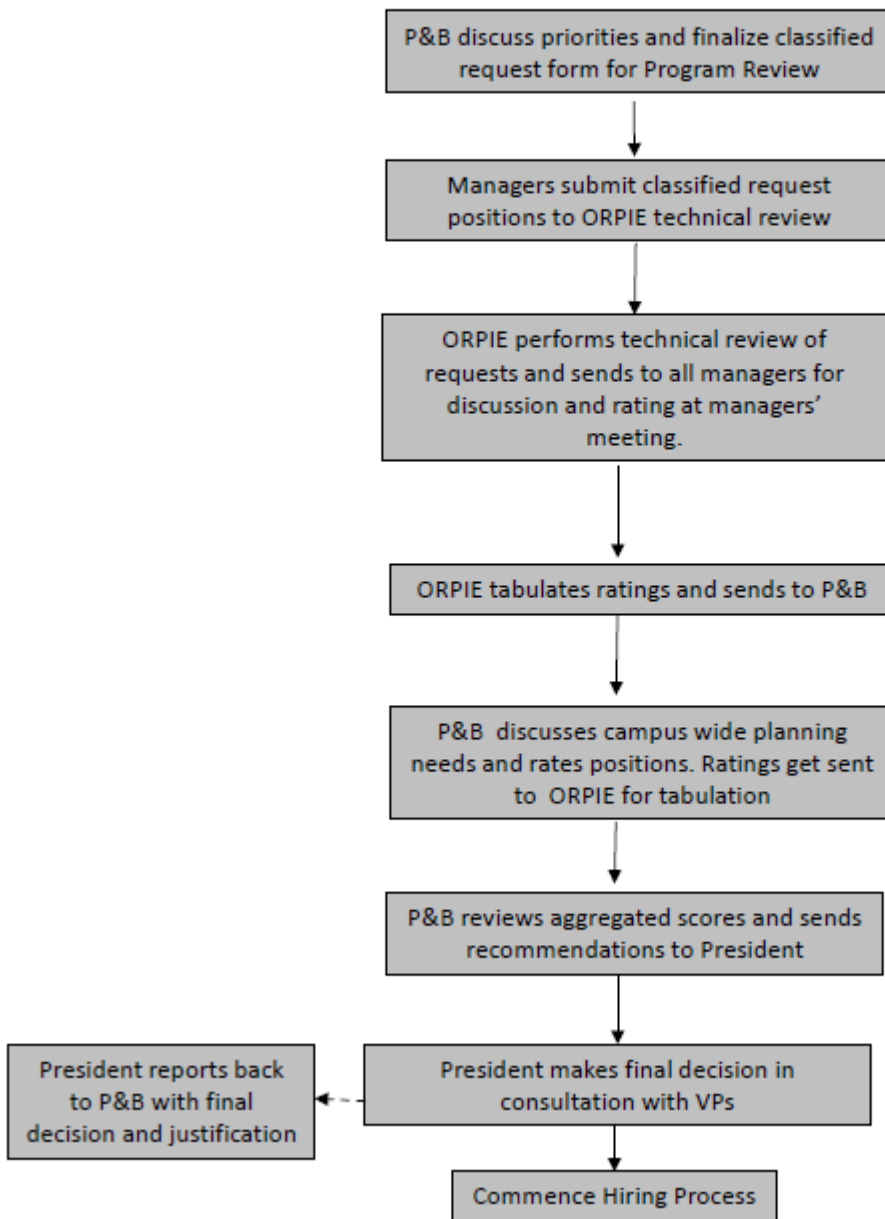


**Faculty Prioritization Process
Vacancies Occurring Outside of Three-Year Planning Cycle**



Program Review Classified Requests Prioritization Process

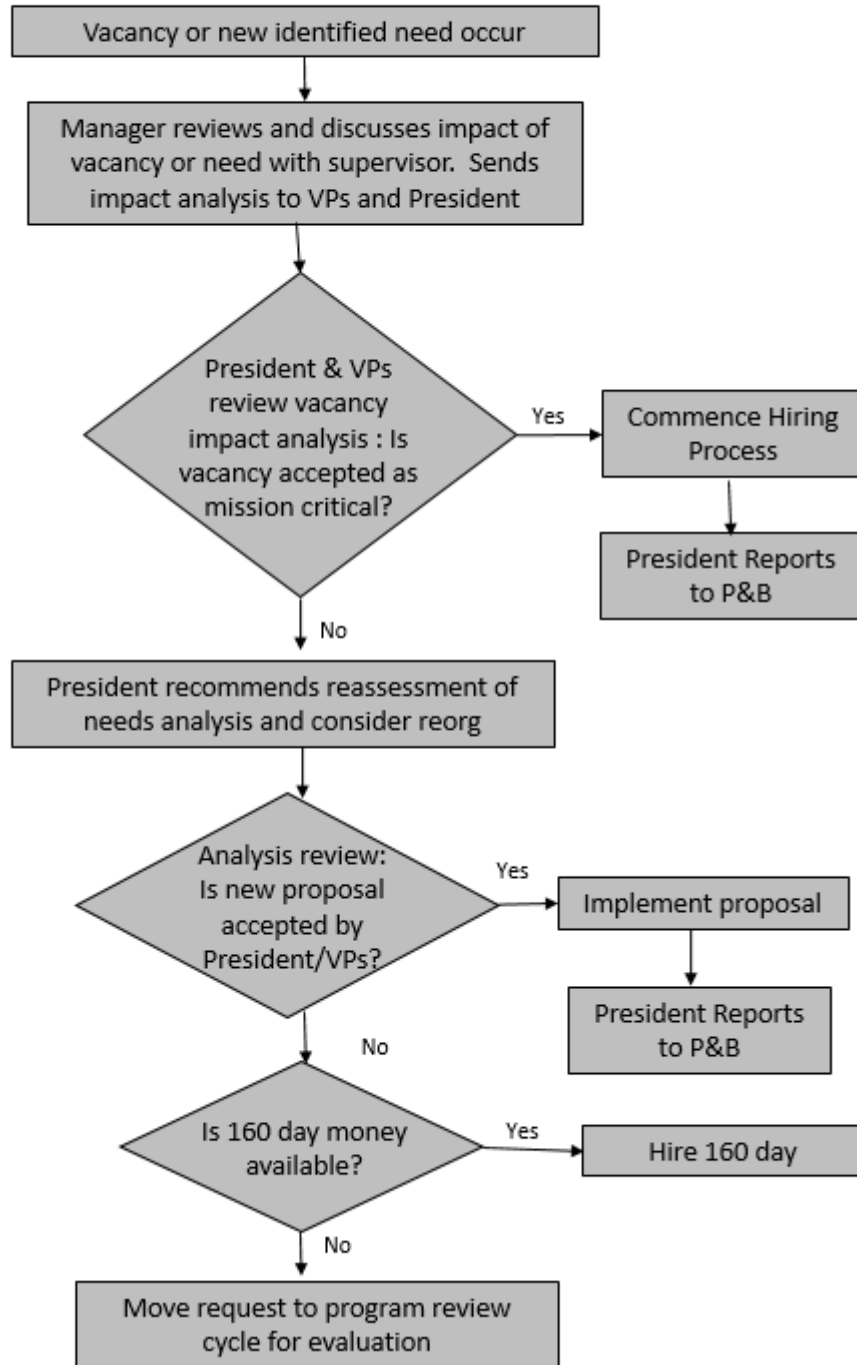
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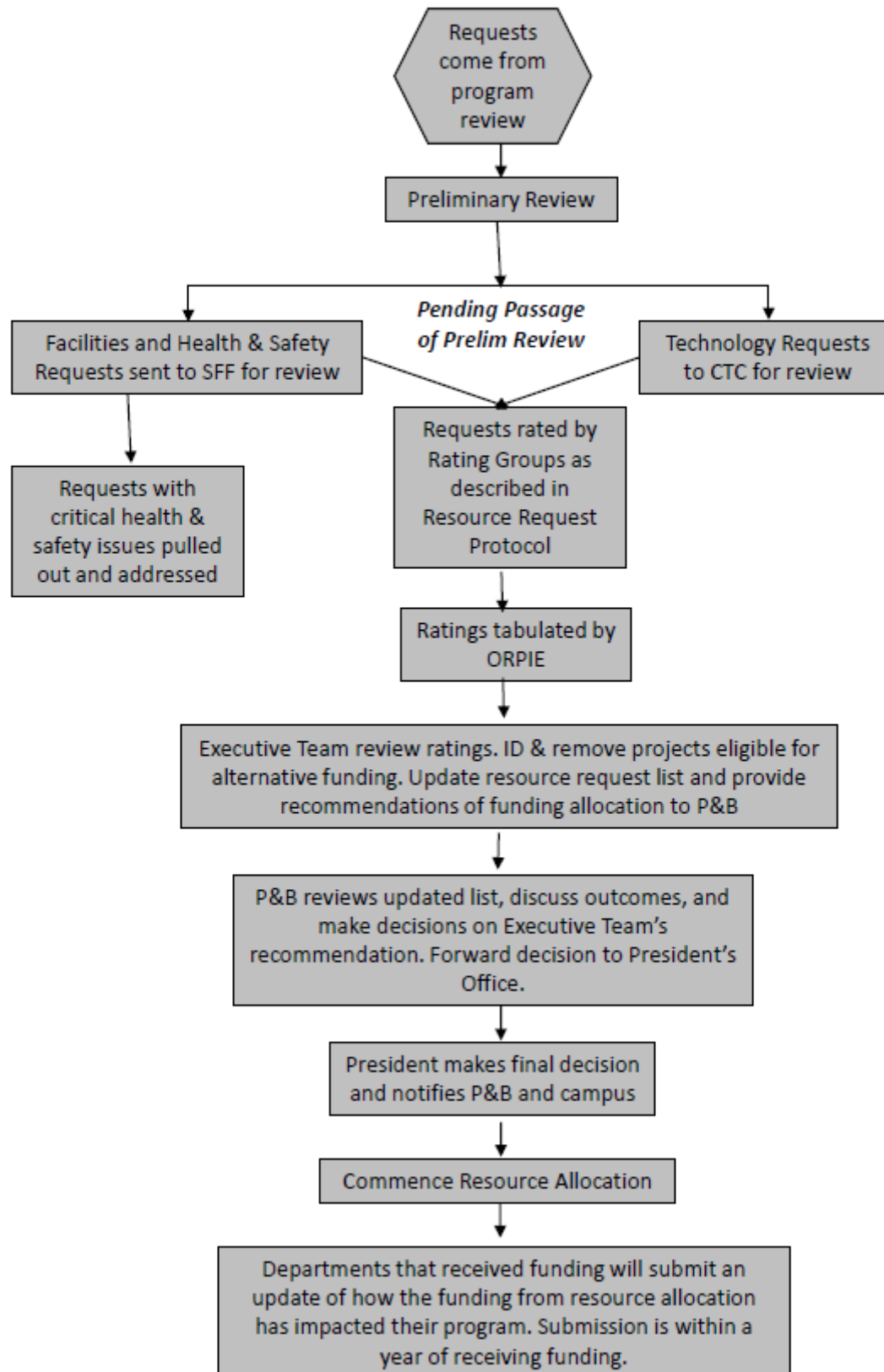
ORPIE – Office of Research, Planning, and Institutional Effectiveness
P&B – Planning and Budget

Classified Prioritization Process Vacancies Occurring During Mid-Planning Cycle

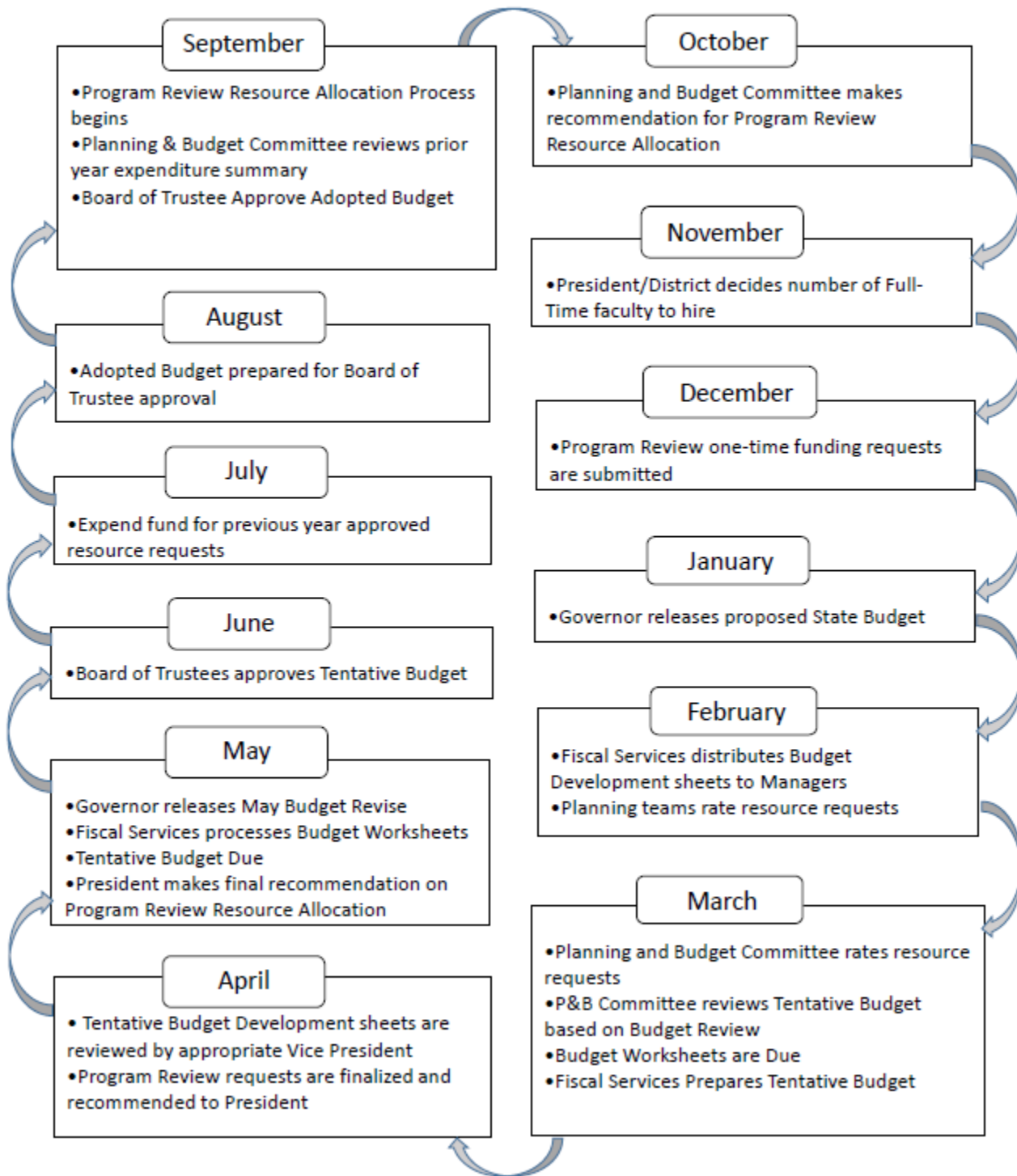
Approved 11/25/14



GWC Resource Requests from Program Review



ON-GOING BUDGET REVIEW AND DEVELOPMENT PROCESS



Revised 12/08/14

SECTION 5: APPENDICES LIST

- Assessment and evaluation calendar
- Program Review Template
- Request for Resources Form
- Resource Request Prioritization Rubric
- 5 Step Model Assessment Form
- Program Vitality Review Process
- Commonly Used Terms

APPENDIX: 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	VP of Instruction			X		X		X		X	
Long Range Financial Plan	VP of Admin Services			X		X		X		X	
Facilities Master Plan	VP of Admin Services		X		X		X		X		X
College Technology Plan	VP of Admin Services & CTC co-chairs			X		X		X		X	
Staffing Master Plan	Director of Human Resources					X		X		X	
Student Equity Plan	RCC co-chairs/ Dean of Counseling/ORPIE		X		X		X		X		X
Title III Grant	Title III Coordinator			X		X		X		X	
Educational Master Plan	ORPIE & President Office		X		X						
College Strategic Plan Plan	ORPIE & President Office						X		X		X
Student Success Support Program Plan	Dean of Counseling			X		X		X		X	
Institutional Effectiveness & KPIs	ORPIE			X		X		X		X	

SLOs: Student Learning Outcomes

SAOs: Service Area Outcomes

AUOs: Administrative Unit Outcomes

ORPIE: Office of Research, Planning, and Institutional Effectiveness

IEC: Institutional Effectiveness Committee

RCC: Recruitment to Completion Committee

KPIs: Key Performance Indicators

APPENDIX: PROGRAM REVIEW TEMPLATE

PROGRAM INFORMATION:

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

College's mission

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

Yes or No

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

Yes or No

Transfer: Do you have courses or programs that prepare students to transfer?

Yes or No

Degrees/Certificates Offered: Please indicate the degrees and certificates that your program offer.

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

College goals

Institutional Mission & Effectiveness

Instructional Programs

Student Support Services

Library and Learning Support Services

Student Engagement

Student Equity

Human Resources

Facilities & Campus Environment

Technology

Fiscal Resources

Planning Processes

District Collaboration

Community Relations

Business, Industry, Governmental Partnerships

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

REVIEW OF LAST CYCLE PROGRAM REVIEW

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

FOR CTE PROGRAMS ONLY

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

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

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

SWOT ANALYSIS

Strengths:

What does your program do well?

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

Weaknesses:

In what areas does your program need to improve?

What are your program's immediate needs?

What limitations or barriers is your program experiencing?

Opportunities

What opportunities exist for your program?

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

What external funding opportunities are available for your program?

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

Threats/Challenges

What challenges exist for your program?

What budgetary constraints is your program facing?

What kind of competitive disadvantages is your program facing?

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

CURRICULUM REVIEW

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

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

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

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

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

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

PROGRAM DATA AND ANALYSIS

(Items in black font are data provided by ORPIE)

SLO Assessments

List of courses with ongoing assessment

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

Question:

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

Student Demographics (Headcount by Discipline)

Gender

Age

Ethnicity

Disability

Economic Disadvantage

Veteran

Foster Youth

Comparison to GWC and CCCD Service Area

Questions:

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

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

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

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

Enrollment at Census

Sections Offered (by CRN)

Fill Rate at Census

FTEs/FTEF

Questions:

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

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

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

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

Course Retention and Success

Overall

By Ethnicity, Age, Gender

By Large Lecture

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

Questions:

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

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

Degrees and Certificates

Number of degrees and certificates conferred in the last 6 years

Completers are defined

Questions:

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

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

Faculty Staffing

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

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

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

PROGRAM PLANNING

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

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

What areas does your program plan to improve?

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

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

RESOURCE ALLOCATION

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

Staffing

Facilities

Technology

Equipment

Funding for Professional Development

Requests for Resources
2016-2019 Program Review Cycle
General Fund **One-Time Funding Resource Request**
SECTION 1

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

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

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

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

Area: Admin Svcs Executive Instruction Student Services

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

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

Request reviewed/approved by area manager: Yes No

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

- Yes No N/A – not an instructional program

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

- Yes No

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

- Yes No

Description of Item(s) / Cost \$

Total Dollar Amount Requested: \$

Please note that all requests will need the following information:

Sales quote need to include

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

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

Health and Safety Justification

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

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

What is the health and safety issue?

How long has this condition existed?

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

What are the consequences if not funded?

SECTION 2

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

#1. Program Needs (40 points):

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

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

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

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

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

If so, how?

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

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

APPENDIX: RESOURCE ALLOCATION RUBRIC

Golden West College

Resource Request Prioritization Rubric

Request Item: _____

Scoring Area	Related Components	Scoring Rubric	Score
Demonstrated needs based on program review and outcomes assessment	Program Review Student Learning Outcomes Administrative Unit Outcomes Student Success Measures	Max 40 points 0- 10 pts– Weak demonstrated need supported by PR 11 -30 pts – Moderate demonstrated need from PR 30-40 pts – Strong demonstrated need from PR	
Direct support or impact of College goals	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: STUDENT LEARNING OUTCOMES ASSESSMENT FORM

Student learning outcomes are identified and expected to be assessed at the course (cSLOs), program (pSLOs), institutional (iSLOs) levels on an on-going basis. All SLO assessment results are reported using the 5 step-model (SSM) 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).	<i>In this box, please copy and paste the <u>pSLO</u> you are evaluating. 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>
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Step 2	What method did you use to assess the SLO?	<i>In this box, describe how you assessed/will assess the above <u>pSLO</u>. For example, questions on a multiple choice test, a survey, an essay test with a rubric, capstone project, etc. <u>may</u> be used. You may wish to indicate why you chose a particular method to evaluate the chosen <u>pSLO</u>.</i>
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Step 3	Describe the results of your assessment.	<i>Total # of students who were assessed: <input type="text"/> Total # of students who performed satisfactorily in the assessment of this <u>pSLO</u>: <input type="text"/> List the courses included in this <u>pSLO</u> assessment: <input type="text"/></i>
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Step 4	Describe your analysis of the data.	<i>Within this step, you should explain the results of the data from Step #3. Describe what the results mean to your department.</i> <ul style="list-style-type: none"> Are the students achieving/demonstrating the skills of the <u>pSLO</u> listed in Step #1 at an acceptable level? Is this an acceptable percentage? Why/why not? <i>What are the possible factors that influence the students' results (results listed in Step #3)?</i>
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Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	<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 pSLOs must be assessed during the course of the three-year Program Review cycle.</i>
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Name of Person Completing this Form: <input style="width: 80%;" type="text"/>	Date: [MM/DD/YY] <input style="width: 80%;" type="text"/>
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**INSTRUCTIONAL PROGRAM VITALITY REVIEW PROCESS
FOR PROGRAMS BEING CONSIDERED FOR
PROGRAM IMPROVEMENT, SUSPENSION, OR ELIMINATION**

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

Evaluation Indicators may include but are not limited to:

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

The PVR Process has the following possible states

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

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

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

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

The committee shall be composed of the following:

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

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

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

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

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

By November 15

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

By November 30

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

December

Determine committee membership and convene committee.

February/March/April

Committee engages in activities as outlined above.

April/May

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

By September 15

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

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

By March 15

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

By March 30

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

April

Determine committee membership and convene committee.

September/October/November

Committee engages in activities as outlined above.

November/December

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

By February 15

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

APPENDIX I COMMONLY USED TERMS

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 a 20% of the meeting pattern for courses scheduled less than 16 weeks.

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

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

Planning & 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

State Mandates Activities required by state legislation.

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

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

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

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

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

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

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

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

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

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

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

APPENDIX J COMMONLY USED ACRONYMS

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
CCCAAAA	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