



Educational Master Plan

Cambridge West Partnership, LLC

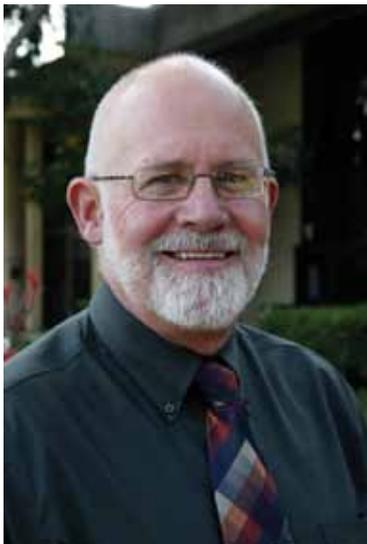
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I. Message from the President

There has never been a greater time or greater need for a comprehensive educational plan and set of institutional priorities for Golden West College (GWC), hereafter referred to as the College. Integrated planning is a key to the success of the College. We have recently revisited our mission and used that experience to help craft new goals for the College to address in the 2010-2016 planning cycle. This Educational Master Plan builds on those five new goal topics that were developed through a full year of campus discussions involving wide campus input and review. The dialogue helped shape the development and adoption of both specific goals and performance measures that are incorporated into this Plan and will be used as a future agenda for our College over the 2010-2016 planning cycle. Pathways II, is a summary document of this Plan. A companion Facilities Master Plan sets the direction for the College out to 2025. Both will serve the campus as tools to guide a variety of planning activities and capital construction efforts.

Our planning continues to exercise the processes and structures we strengthened as a result of our 2007 accreditation site visit. I believe this planning document provides the College with a clear direction and methodology to address both the Accrediting Commission's recommendations as well the challenges identified in our own subsequent analysis. Implementation of our long-range plans will ensure that the College's programs and services will fulfill our mission, meet the needs of our diverse student population and influence the budget allocation process to ensure that the College continues to move toward its goals. The process by which the new goals and this Plan were developed also ensures that all of the constituencies of the College have the opportunity to participate in the planning and governance of the College.

These are extraordinary challenging times for all institutions of higher education in this California and nation. However, educators bring with them the requisite skills, the moral determination as well as their commitment to serve student interests well, which make them well suited for these challenges. This College, now with 45 years of history and tradition, has a committed staff, excellent faculty, capable administrators, and an informed local Board of Trustees. We are well prepared to meet these challenges. These documents explain strategies we might consider to achieve our goals and address our challenges.

Together we can make this happen.



Wes Bryan, President



II. Context for the Educational Master Plan

The last *Golden West College Master Plan* was created in 2004-05 in association with the passage of Measure “C”, a general obligation bond to support capital construction at all three colleges in the Coast Community College District. A *Technology Plan* and *Facilities Master Plan* were also created at this time. These plans required extensive planning and evaluation of existing conditions, which was done in 2004. Faculty, administration, staff and students were also consulted to ensure that the new plan would meet the needs of the College.

Pathways: Our Guide for College Planning was adopted by the campus Planning and Budget Committee on September 14, 2004. It was the result of a year of lively discussions about the future of GWC. All of the campus constituencies worked to shape this plan for the coming years. The core values of open access and quality education provided the framework used to guide discussions and decision-making from 2004 to 2011. These goals can be found in the Pathways document.

The *Educational Master Plan* (EMP) is complemented with a number of other planning documents such as the *Student Equity Plan* was developed in 2005 and has been updated in 2008 and 2010; the *Basic Skills Initiative Plan* and the *Golden West College 2020 Resources and Facilities Master Plan* were created in 2008; the *Matriculation Plan* was updated in 2009; and an *Emergency Response Plan* authored in 2010.

The Educational Master Plan (EMP) is the latest installment in the college’s efforts to plan for the future. The EMP is a planning document that projects the needs for future growth, space and supporting services in light of the primary educational purpose of the College. The document includes an analysis of the college and the surrounding community, a list of goals for the years 2010-2016, and provides highlights of the college programs and services. It also discusses assumptions about the future regarding planning, future growth, campus needs through the year 2025 and potential opportunities the College may pursue as strategies to achieve the institution’s goals. The EMP was written in association with the District Vision 2020 Plan. It attempts to encourage improvement and change while providing a plan that is realistic enough to be implemented by the College over time. The EMP is complemented by a series of targeted functional plans as noted above and is not intended to detail the physical design of the campus, identify facility projects or outline a plan for implementing and funding capital construction.

Starting in 2009-10 the campus community began to identify goals for the plan. Faculty, administrators, staff and students attended open forum and committee meetings to determine what their goals will be and how to accomplish them. The information about these meetings is listed in the appendix to this Plan. The ideas that were presented during these meetings are incorporated into the EMP. For several years the college has reviewed instructional programs and support units on a two-year cycle. Highlights from these reviews are included in the EMP. Opportunities for the future are also discussed in the EMP, which considers national and state priorities, as well as the needs in the effective service area. The EMP outlines future space needs so that the College can properly address them.

III. The College

Golden West College (GWC) opened in 1966 with the goal of being a modern and forward-thinking community college. R. Dudley Boyce, the first college president, set this tone with the saying, “Let change be the tradition.” Though the campus itself was unfinished when the College first opened, 2,000 day-students and 3,000 night-students registered for the first term. The College is preparing to celebrate its forty-fifth anniversary, so this is an appropriate time to look back at the early years of Golden West College.

In the sixties, GWC worked to establish an identity, separate from Orange Coast College, which was the first and largest institution in the Coast Community College District. In the seventies the College focused on moving into the future. This was accomplished by inviting speakers, such as Ray Bradbury and Arthur C. Clarke, to make appearances on campus. In the eighties the college dealt with major budgetary problems. For the first time, GWC charged students fees to register for classes and to park on campus. The nineties were a time of stabilization and renewal. Enrollment increased, but budgetary restrictions prevented GWC from hiring new faculty until the end of the decade. As GWC entered the new millennium, the College met a new set of challenges, but has also found cause for optimism. The community has shown a strong sense of commitment to the campus by voting for the “Measure C” Bond to improve campus facilities. This bond money has allowed the college to plan new buildings as well as renovate and upgrade existing campus infrastructure and buildings. Online instruction is growing and the campus is working to integrate new technology into the curriculum. Quality education and academic rigor remain the standard by which new technology and innovation are evaluated. In 2004-05 the college developed its first master plan along with related plans to guide the institution through 2010. Many of the goals identified in the Pathways document were accomplished during this time and were validated in both the Accreditation Self-study, and by the visiting teams. The Pathways document provided a framework, which enabled the College to revise its mission, vision and values. This document also included a newly framed educational philosophy for the College.

GWC Educational Philosophy

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 combined capability and contribution of faculty, staff, students and members of the surrounding community.

Today, GWC has over 13,700 students, of which 64% of them are under the age of 24. The vast majority of students come from the surrounding cities of Costa Mesa, Fountain Valley, Garden Grove, Huntington Beach, Newport Beach, Seal Beach, and Westminster. In Fall 2009 GWC’s ethnic/racial composition was 1% American Indian, 2% African American, 2% Filipino, 2% Two or More races, 21% Hispanic, 29% Asian, and 39% White race (4% was not reported). GWC is the second largest and the second oldest of the three community colleges in the Coast Community College District.

During the academic year 2009-10 the institution re-engaged the long-range planning process to set a direction for institutional advancement to 2016. Similar in ways to the planning approach taken in the development of the previous six-year plan, the College began its new planning efforts by reviewing and revising the College’s mission, goals and values to address the changing student needs.

IV. The College Mission, Vision, Values and Goals

To guide the College into the future the campus revisited several foundation statements about their purposes and values. These revised foundational items are reported below, as they are part of the framework for this Plan.

College Mission Statement

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

College Vision Statement

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

College Values

The values of the College act as a guide to contribute to student learning and to the vitality of the community. The College uses the following ten ideals (in alphabetical order) as a foundation for development its mission, guiding daily decisions, and inspiring students, faculty, staff and administrators to accomplish the College's goals.

- **Access and Equity**
We strive to ensure open access to our college and equitable opportunities for all the residents of our community.
- **Campus Environment**
We value and support "Spirit of Place" through which the people, buildings, and grounds all serve to convey to our students that they are welcome and that our College is a special place of learning.
- **Collaborative Climate**
We support active participation based on trust, openness, consistency, and respect in the college's decision-making process. We encourage students, faculty, and staff to work together to solve problems by listening to one another, by speaking honestly, and by demonstrating ethical behavior and responsibility for the good of the College.
- **Excellence and Innovation**
We work to provide a quality educational environment for students by embracing a culture of assessment and continual improvement. We are inspired by our founding president's dictum to "Let Change Be the Tradition," to encourage innovation, creative problem solving, and to welcome changes that will enhance the College's ability to fulfill its mission.
- **Inclusiveness and Diversity**
We value diversity and recognize the contributions of all individuals. We support the free and open exchange of thoughts and ideas in an environment that embraces mutual respect and civility.
- **Leadership**
We promote active leadership for students, faculty, and staff at all levels of the institution and through partnerships with the community at large. We embrace our responsibility to clearly communicate, inspire, and proactively respond to the changing needs of our students and community.
- **Learning**
We aspire to high academic standards and support the personal growth of all our students. We are committed to student learning that culminates in identified student outcomes.

- **Stewardship and Sustainability**

We are responsible for using and developing our human, environmental, and fiscal resources efficiently and effectively and in a manner consistent with the principles of health and sustainability.

- **Teaching**

We value the primary role that faculty play in providing students with a dynamic and challenging environment that maximizes learning. We also acknowledge the important roles that classified staff and managers perform in support of students and their learning.

- **Technology**

We value the role that technology plays in reducing barriers to learning, increasing access to educational opportunities, creating new ways of addressing students' learning needs, and enhancing the administrative aspects of serving students and faculty.

College Goals

Building upon the framework of the revised College Mission, Vision and Values new goals for the college were developed throughout the academic year 2009-2010 in a series of two open forum workshops conducted in the fall term and over three dozen meetings of task groups, planning teams and constituency groups at the college. The details of these meetings are found in the appendix of this Plan. As the groups met to review progress on past goals and to consider directions for the future, they applied the following set of nine criteria to shape the next set of goals:

1. Consistent with our mission and vision (facilitate student learning, develop leaders, productive citizens)
2. Consistent with our planning assumptions
3. Facilitates institutional and program planning
4. Facilitates accreditation processes
5. Measurable
6. Realistic
7. Achievable within 3 to 6 years
8. Within our sphere of influence
9. Congruent with District Plan

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

As we regain our staffing, Golden West College will maximize the benefits of diversity, strengthen staff development activities, and increase the effectiveness of evaluations.

B. Facilities and Campus Environment

Golden West College will create and maintain a safe campus 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, campus 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.

These goals are related to the six themes found in the District Vision 2020 Educational Master Plan that was developed in the Fall 2010. The District Plan calls for the Coast Colleges to use excellent teaching and service to focus on these areas: (1) student success; (2) basic skills; (3) science, technology, engineering and mathematics (STEM); (4) career and technical education (CTE); (5) global/international education; and (6) diversity. The table below illustrates the points at which the six District themes intersect with the five goal topics crafted by the College.

Coast Community College District Themes and Golden West College Goals

GWC Goal Topic 2010-16	Coast District Vision 2020 Master Plan Themes					
	Student Success	Basic Skills	STEM	CTE	Global Ed	Diversity
1. Institutional Mission & Effectiveness	X	X	X	X	X	
2. Student Learning Programs & Services	X	X	X			
A. Instructional Programs Mix	X	X	X	X	X	X
B. Student Services Initiatives	X	X		X	X	X
C. Library & Learning Support Services	X	X	X	X	X	
3. Resources						
A. Human Resources						X
B. Facilities & Campus Environment						
C. Technology						
D. Fiscal Resources						
4. Participatory Governance & Leadership						
A. Planning Processes & Decision Making	X	X	X	X		
B. District Collaboration						
5. Community Engagement					X	
A. Community Relations					X	
B. Business, Industry & Governmental Partnerships			X	X		



V. Environmental Scan

A. Scan of Conditions External to Golden West College

Higher Education Policy & Economic Resources

The college is part of the national and State higher education community so it has to respond to national goals, policies and resources. Speaking at Macomb Community College (Michigan) in July 2009, President Obama articulated the American Graduation Initiative (AGI), which has a goal of increasing the percentage of U.S. residents who earn high quality degrees and credentials from the present rate of 39 percent to a rate of 60 percent by the year 2025. The Lumina Foundation and the Bill and Melinda Gates Foundation have developed similar goals for increasing the educated population. Both philanthropic organizations are preparing to provide incentives, which are intended to stimulate students to successfully complete degree programs. While it has been announced that some new federal resources will be allocated for use by community colleges, the national government is currently also struggling to restrain spending and to reduce debt levels. This may have an impact on the amount of money that the community colleges receive to implement the necessary changes to meet the goals of AGI.

The federal government has provided new avenues to increase funding for community colleges through the Community College and Career Training grant program (\$2 billion over four years). However, this program has met some resistance at the federal level. The opponents argue that the national government should be working to curtail expenses. An intense public debate has emerged over the role of the federal government and the extent that it should be involved in domestic spending. It is anticipated that this debate will reduce public support for all allocation measures sponsored by several federal departments. Since the United States economy is still recovering from the deepest recession since the Great Depression and is carrying a national debt, which the Congressional Budget Office estimates is approaching the \$14.3 trillion, the debate over Federal spending may result in fewer federal dollars to support community colleges.

The economic condition of the United States and California will have a direct effect on the health and well being of Golden West College in the future. The key elements that determine economic health, described below, will impact the lives of students and families within the College's service area. An evaluation of the current conditions at both the national and state levels reveals the following:

- The U.S. economy is presently recovering from the worst economic downturn since the Great Depression.
- The current recession began in 2007 and was followed by a severe financial crisis in 2008 and 2009.
- Over the past two years, 8.4 million jobs have disappeared and the unemployment rate has been as high as 10%.
- Signs of an economic recovery, however, are beginning to emerge.
- A few sectors in the economy remain weak and state and local government spending continues to be constrained by reduced tax revenues.
- Commercial real estate and nonresidential building activity still remains far below pre-recession levels.
- In 2011, the U.S. economy is projected to grow by +2.9%.
- Inflation is not expected to dramatically increase in the near future but this may change as a result of higher energy prices.

The key elements that will impact and shape the economy in 2011 are summarized below:

- There are two great engines that drive the national economy: Consumer spending and Government spending.
- During the past 2-½ years, consumer spending has been at historically low levels.
- Starting in 2010, household incomes have been on the rise and consumer confidence has gained some momentum.
- For 2011, consumer spending is projected to grow by 3.1% after falling to -0.6% in 2009.
- The current economic forecasts project continued growth in federal purchases of goods and services for 2011.
- Federal purchases of goods and services are expected to increase by +2.0 in 2011 after rising by +5.2% in 2009 and +2.6% in 2010.
- The conditions at the state and local levels will be markedly different.
- Revenue growth constraints will place state and local government spending in a zero growth dynamic.
- Since state and local revenue levels are currently stagnant, spending is unlikely to increase in the near future.
- State and local consumer purchases declined in 2010 by -1.6%. Consumer purchases for 2011 are projected to increase only minimally by +0.4%.
- Adjusted total pre-tax corporate profits during the first quarter of 2010 were up by 34% compared to the first quarter of 2009.
- Domestic industry profits were up by +46% over the 2010 year, with the financial industries recording an increase of +79% and the non-financial industries recording an increase of +31%. The projected business spending by business for 2011 is mixed.
- The U.S. government has had to rely heavily on fiscal policy to keep the economy from deteriorating further.
- Even with stimulus packages, bailouts and incentives for businesses, the economy remains fragile.
- With revenue still low, the 2011 deficit is projected to be \$1.5 trillion.
- Although federal tax rates were continued at a lower level tax revenues are projected to increase in 2011 as businesses make more profits, employment rates increase, and incomes go up. With this, the federal budget deficit is projected to decrease.

Within California, the Public Policy Institute has estimated that one million additional bachelor's degree holders will be needed by 2025 to meet workforce needs in California.¹ The Community College League of California (CCLC) recently launched a futures project, 2020 Vision for Student Success to respond to the national graduation goal by identifying policy and practice changes that could be implemented and measurably increase student achievement. To reach its share of the national graduation goal, California needs to produce a total of 1,065,000 degrees or certificates per year or produce an additional 23,000 degrees and certificates per year, a 5.2% annual increase.²

1 Hans Johnson and Ria Sengupta *Closing the Gap: Meeting California's Need for College Graduates* (San Francisco, CA: Public Policy Institute of California, April 2009)

2 *2020 Vision: A Report of the Commission on the Future*, (Sacramento, CA: Community College League of California, 2010).

These aspirations are closely coupled with the need to assure the quality of the awards conferred. As noted in a recent national report:

Quality in higher education must be defined in terms of student outcomes, particularly learning outcomes...The value of degrees and credentials- both for the individual and society as a whole- ultimately rests on the skills and knowledge they represent...Ultimately, learning is what students' need, what degrees and credentials should represent and what higher education should provide to everyone who seeks it. (p.1)³

Additionally, the following State initiatives are intended to increase student success rates:

- The Board of Governor's basic skills initiative seeks to enable more students to overcome their academic deficiencies.
- The Student Success Task Force is now being formed under the provisions of SB1143 to prepare a plan to further bolster measures to promote student success and degree completion.
- Additional legislation, SB1440 Student Transfer Achievement Reform or STAR Act, seeks to simplify the transfer process to the California State University (CSU) system by authorizing transfer degrees and guaranteeing a pathway for students to be admitted with junior status at a local CSU campus.
- Enacted in Fall 2010, AB2302 directs the community college system and the CSU to find ways to publicize the transfer pathways and guarantees. It also requests the University of California to collaborate with community colleges to design transfer programs and to implement marketing actions to increase transfers from community colleges.

However, these initiatives come in the wake of perhaps the most severe shortfall of resources for the State's public institutions that Californians have ever experienced.

The initial California state budget proposal for 2011-12 sought a \$400 million dollar (6.8%) reduction in support to community colleges, which was estimated to reduce access to classes for approximately 400,000 students throughout California. Legislation has now been signed to increase enrollment fees to \$36 per unit effective next academic year. That increase is estimated to raise \$110 million for the system but may translate to upwards of 350,000 students being unable to participate due to the higher costs. These reductions were a "best case" scenario and were contingent upon the Governor's initiatives to address the California's economic problems as discussed below. The Governor was unable to garner support for his ideas, so the projected revenue for the community college system could be reduced by as much as \$900 million. The Legislative Analysts Office (LAO) has proposed policy changes that would restrict repeated enrollments in certain curriculum areas such as physical education and the arts, a cap on apportionment provided to students who have completed more than 100 semester units of credit, and changes to registration priority policies.⁴ In the academic year 2009-10 the community college system absorbed \$520 million in budget cuts, 8% of the overall budget, and approximately 140,000 students were turned away due to course reductions and another 200,000 were educated without State re-imburement. Student funding in 2009-10 (adjusted for inflation) was lower than it was in 1995-96.⁵

3 *A Stronger Nation Through Higher Education: How and Why Americans Must Achieve a "Big Goal" for College Attainment. A Special Report*, (Indianapolis, IN: Lumina Foundation for Education, 2009)

4 State of California, Legislative Analyst's Office, *The 2011-12 Budget: Prioritizing Course Enrollment at the Community Colleges* (Sacramento, CA: Office of the Legislative Analyst, January 20, 2011).

5 State of California, California Community College Chancellor's Office. *Media Statement Regarding Proposed Budget* (Sacramento, CA: Community College Chancellor's Office January 10, 2011).

The State of California is facing a projected \$25.4 billion dollar shortfall between revenues and expenditures for fiscal year 2012. The major reasons for this budget problem have been described by the Legislative Analyst as the inability of the State to achieve previous budget solutions in several programs, the expiration of various one-time and temporary budget solutions approved in recent years, and the failure of California to obtain sufficient federal funding for key programs.⁶

Economic recovery continues slowly, therefore elected leaders cannot rely on the economy to solve the budget problem. The budget cuts described above for the community college system were signed into law in March 2011 but are only part of a larger \$12.5 billion effort to curtail spending, proposed by the newly elected Governor Brown. The Governor had also proposed returning some functions and services to the control of local governments and extending tax increases for an additional five years to raise \$12 billion in temporary revenues. If this proposition was added as a ballot measure and was approved fewer expenditure reductions would be needed in order to balance the budget. However the Legislature could not secure a sufficient number of supporters to achieve the required two-thirds vote to place the proposal on a June ballot and therefore the measure will not go before the voters and the temporary taxes will expire on July 1st. At this time even larger budget cuts are going to be required to achieve a balanced California budget.

Like the nation, the California economy is beginning to slowly recover from the current recession. While the unemployment rate is still extremely high, it is relatively stable. Employment is projected to increase by 1.3% in 2011 and the jobless rate is expected to decline to 11.8%. Though only a few industries will be growing, there are three reasons for optimism. First, employment is on the rise from temporary-hire employment agencies. Traditionally, this has been the precursor to real and lasting changes in the employment rate. Many firms are still uncertain about the future, therefore, hiring through temp agencies is a low-risk option. As confidence in the economy grows, the jobs that are presently temporary are expected to evolve into full-time employment. Second, entertainment and tourism, the two sectors that led the state out of its last major recession, are gaining strength and supporting the recovery efforts in California. The health-care industry is also in a growth mode. The state's ever-increasing population is driving demand in this industry, particularly by those over 60 years of age. Third, retail sales, which hit a low point in 2009 (declining by -14.4%), are finally starting to increase slowly. This improvement is being fueled by a rise in consumer confidence.

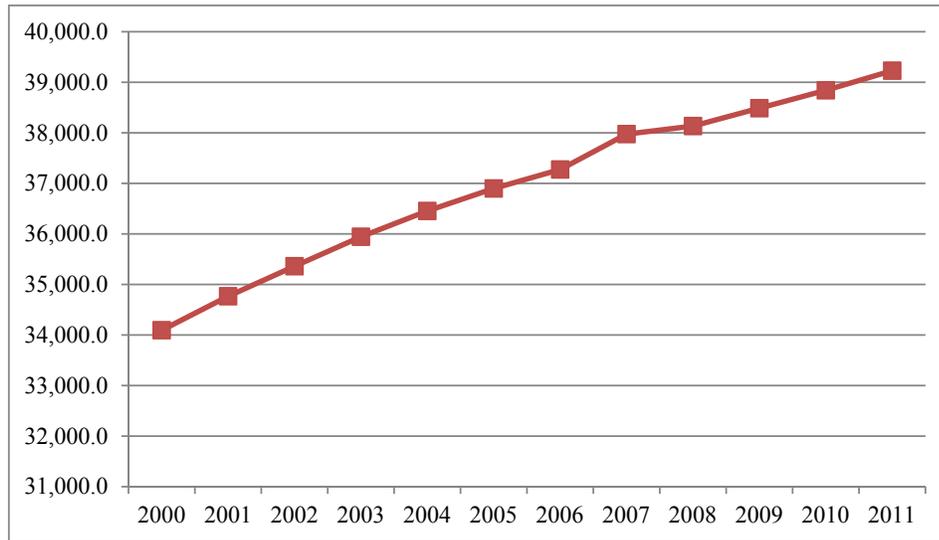
California has many unique challenges that other states do not have to address, at least not to the same degree. An unbalanced state budget, a lack of water, a volatile housing market and an excessive amount of government regulations will make economic recovery more difficult. The condition of the State budget is currently the chief problem and it is the greatest obstacle to economic recovery. Water is another concern for California. Finding and capturing water for the growing population, for agricultural use and for environmental restoration will be one of the State's greatest challenges. The uncertainty of the availability of water will also dampen the recovery process. Another force that is slowing the recovery is the high level of uncertainty in the housing market. New home construction remains depressed, though the market for existing homes has stabilized. Additionally, government regulations continue to shake the confidence levels of supply-side providers. AB 32, the greenhouse gas legislation, is the latest regulatory mandate. The "greening" of California, which is an attempt to reduce energy consumption and pollution, may be a costly proposition for businesses.

The greatest economic asset that California has is its growing population. The State's population was recorded at 38,650,000 as of January 2010. By mid-2011, it is projected to reach 39,200,000. Even though population growth has slowed considerably since 2000, the sheer volume of people within the state provides a great opportunity for businesses. Population growth ensures a continuous demand for goods and services. It also supports the health-care and education sectors.

⁶ State of California, Legislative Analyst's Office, *The 2011-12 Budget: Overview of the Governor's Budget*, (Sacramento, CA: Office of the Legislative Analyst, January 12, 2011).

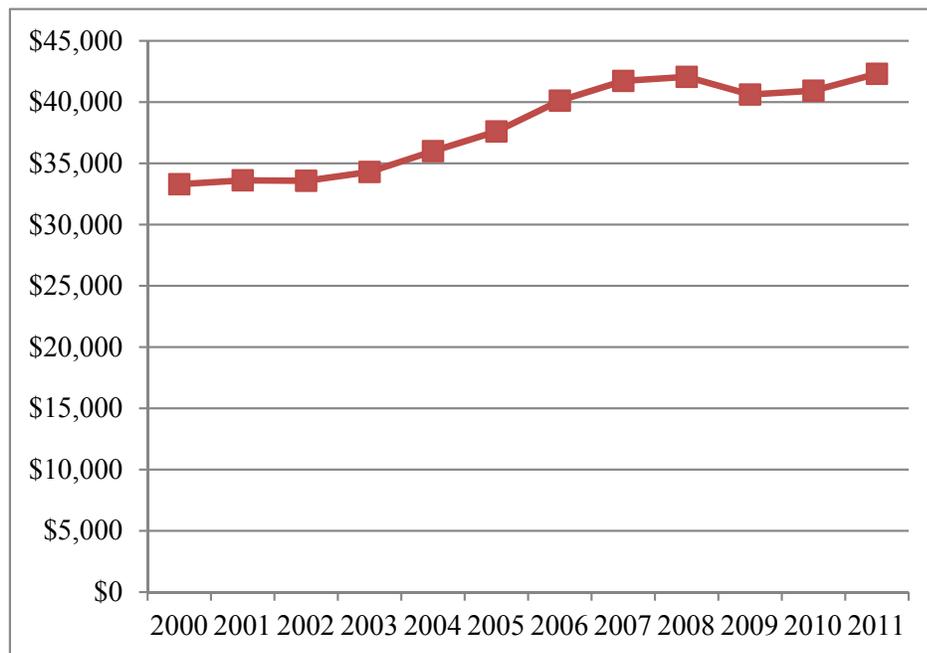
The short-term outlook for the California economy is better but still not anywhere close to where it needs to be. The fallout from the current recession will influence California for some time to come. Some economists project that the State will not see full recovery until the year 2016. In the meantime, there will be some sacrifices to make and some hardships to endure. There will also be some things to cheer about. Growth in per capital personal income, retail sales, and permits for housing and nonresidential building are all positive signs. The recovery, however, is slow.

California Population on July 1st (000s)



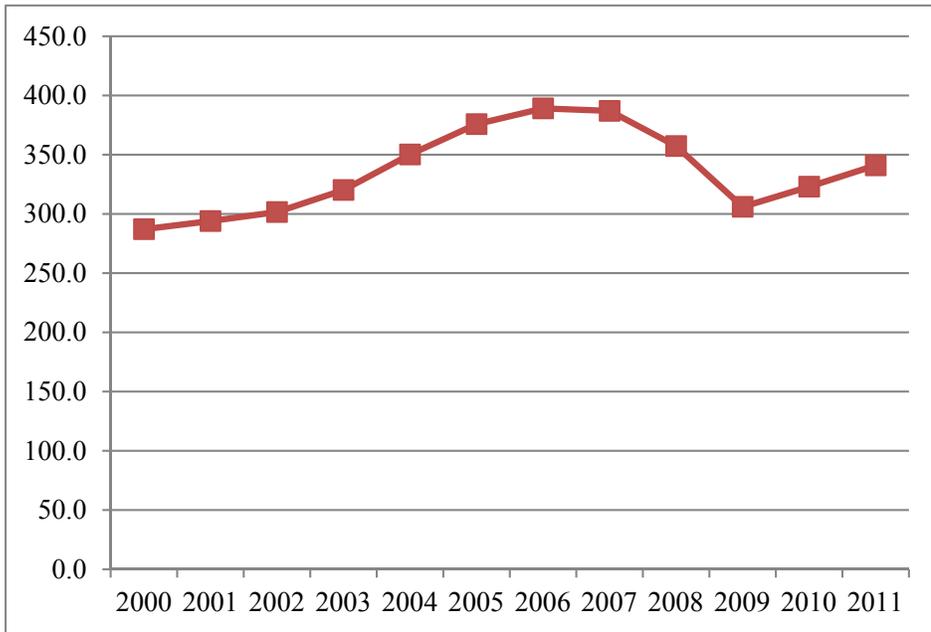
Sources: State of California: Dept. of Finance, Economic Development Department, Board of Equalization; U.S. Dept. of Commerce Construction Industry Research Board; estimates and forecasts by the Los Angeles Economic Development Corporation, Kyser Center for Economic Research.

California Per Capita Personal Income



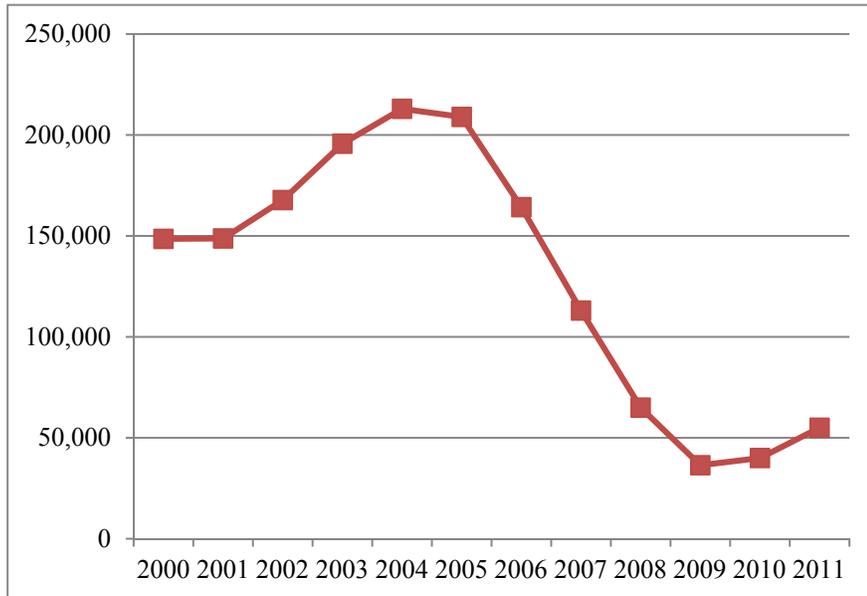
Sources: State of California: Dept. of Finance, Economic Development Department, Board of Equalization; U.S. Dept. of Commerce Construction Industry Research Board; estimates and forecasts by the Los Angeles Economic Development Corporation, Kyser Center for Economic Research

California Taxable Retail Sales (\$ billions)



Sources: State of California: Dept. of Finance, Economic Development Department, Board of Equalization; U.S. Dept. of Commerce Construction Industry Research Board; estimates and forecasts by the Los Angeles Economic Development Corporation, Kyser Center for Economic Research

California Housing Unit Permits Issued



Sources: State of California: Dept. of Finance, Economic Development Department, Board of Equalization; U.S. Dept. of Commerce Construction Industry Research Board; estimates and forecasts by the Los Angeles Economic Development Corporation, Kyser Center for Economic Research

California Economic Indicators

	Population on July 1 of (000s)	Nonfarm Employment (avg., 000s)	Unemp. Rate (avg., %)	Total Personal Income (\$ billions)	Per Capita Personal Income (\$)	Taxable Retail Sales (\$ billions)	Value of Two-way Trade (\$ billions)	Housing Unit Permits Issued	Nonresidential Building Permits
2000	34,095.2	14,488.2	4.9	1,135.3	33,299	287.1	392.0	148,540	18,625
2001	34,766.7	14,602.0	5.4	1,168.7	33,616	294.0	340.7	148,757	16,753
2002	35,361.2	14,457.8	6.7	1,187.4	33,578	301.6	328.1	167,761	14,529
2003	35,944.2	14,392.8	6.8	1,233.0	34,303	320.2	348.0	195,882	13,915
2004	36,454.5	14,532.6	6.2	1,312.2	35,997	350.2	394.8	212,960	15,689
2005	36,899.4	14,801.3	5.4	1,387.7	37,607	375.8	433.8	208,972	18,266
2006	37,274.6	15,060.3	4.9	1,495.6	40,123	389.1	488.0	164,280	21,109
2007	37,674.4	15,173.5	5.2	1,572.3	41,733	387.0	513.4	113,034	22,542
2008	38,134.5	14,981.4	7.2	1,604.1	42,065	357.3	523.3	64,962	19,212
2009	38,487.9	14,079.3	11.4	1,563.4	40,620	306.0	413.5	36,421	10,866
2010f	38,841.3	13,893.5	12.4	1,590.0	40,936	323.0	425.7	40,000	10,300
2011f	39,229.7	14,079.2	11.8	1,660.0	42,315	341.0	444.4	55,000	10,850
% Change									
'01/'00	2.0%	0.8%	0.8%	2.9%	1.0%	2.4%	-13.1%	0.1%	-10.1%
'02/'01	1.7%	-1.0%	-1.0%	1.6%	-0.1%	2.6%	-3.7%	12.8%	-13.3%
'03/'02	1.6%	-0.4%	-0.4%	3.8%	2.2%	6.2%	6.1%	16.6%	-4.2%
'04/'03	1.4%	1.0%	1.0%	6.4%	4.9%	9.4%	13.4%	8.8%	12.7%
'05/'04	1.2%	1.8%	1.8%	5.7%	4.5%	7.3%	9.9%	-1.9%	16.4%
'06/'05	1.0%	1.7%	1.7%	7.8%	6.7%	3.5%	12.5%	-21.4%	15.6%
'07/'06	1.1%	0.8%	0.8%	5.1%	4.0%	-0.5%	5.2%	-31.2%	6.8%
'08/'07	1.2%	-1.3%	-1.3%	2.0%	0.8%	-7.7%	1.9%	-42.5%	-14.8%
'09/'08	0.9%	-6.0%	-6.0%	-2.5%	-3.4%	-14.4%	-21.0%	-43.9%	-43.4%
'10/'09	0.9%	-1.3%	-1.3%	1.7%	0.8%	5.6%	3.0%	9.8%	-5.2%
11/'10	1.0%	1.3%	1.3%	4.4%	3.4%	5.6%	4.4%	37.5%	5.3%

Sources: State of California: Dept. of Finance, Employment Development Department, Board of Equalization; U.S. Dept. of Commerce Construction Industry Research Board; estimates and forecasts by the LAEDC



Population Served

The population in Orange County as a whole is becoming more diverse and more aged. Soon there will be a wave of Baby Boomers reaching the typical age for retirement. By the year 2025 individuals over age 65 will make up 17% of the population and by 2050 they will make up an estimated 21% of the Orange County population. In contrast, only 10% of the population was over age 65 in the year 2000. Today the 25 to 34 age group represents 16% of the Orange County population while the 35 to 44 age group represents 17% of the County residents. The younger than 14 age group comprises 23% of the population. By 2025, both the 25-34 and 35-44 age groups will have shrunk to 13% of the population and the younger than 14 age groups will be only 19%. Many of the older County residents may elect to delay retirement as their experience and technical skills will be in demand and their pension and/or social security resources may not be sufficient to support their preferred lifestyle.⁷

Today, Hispanics make up 33% of the Orange County population, but by 2025 Hispanics will be the largest ethnic group at 43% of the population and by 2050 this group is anticipated to represent 53% of the population. By contrast, the White population is currently 48% of the Orange County population, and the Asian population is 16%. By the year 2025 the White population is anticipated to be at only 34% while the Asian population will increase modestly to 18%. As the Hispanic population has been traditionally underrepresented in higher education institutions, Orange County faces a challenge to encourage and prepare young people from this group to pursue postsecondary education.⁸

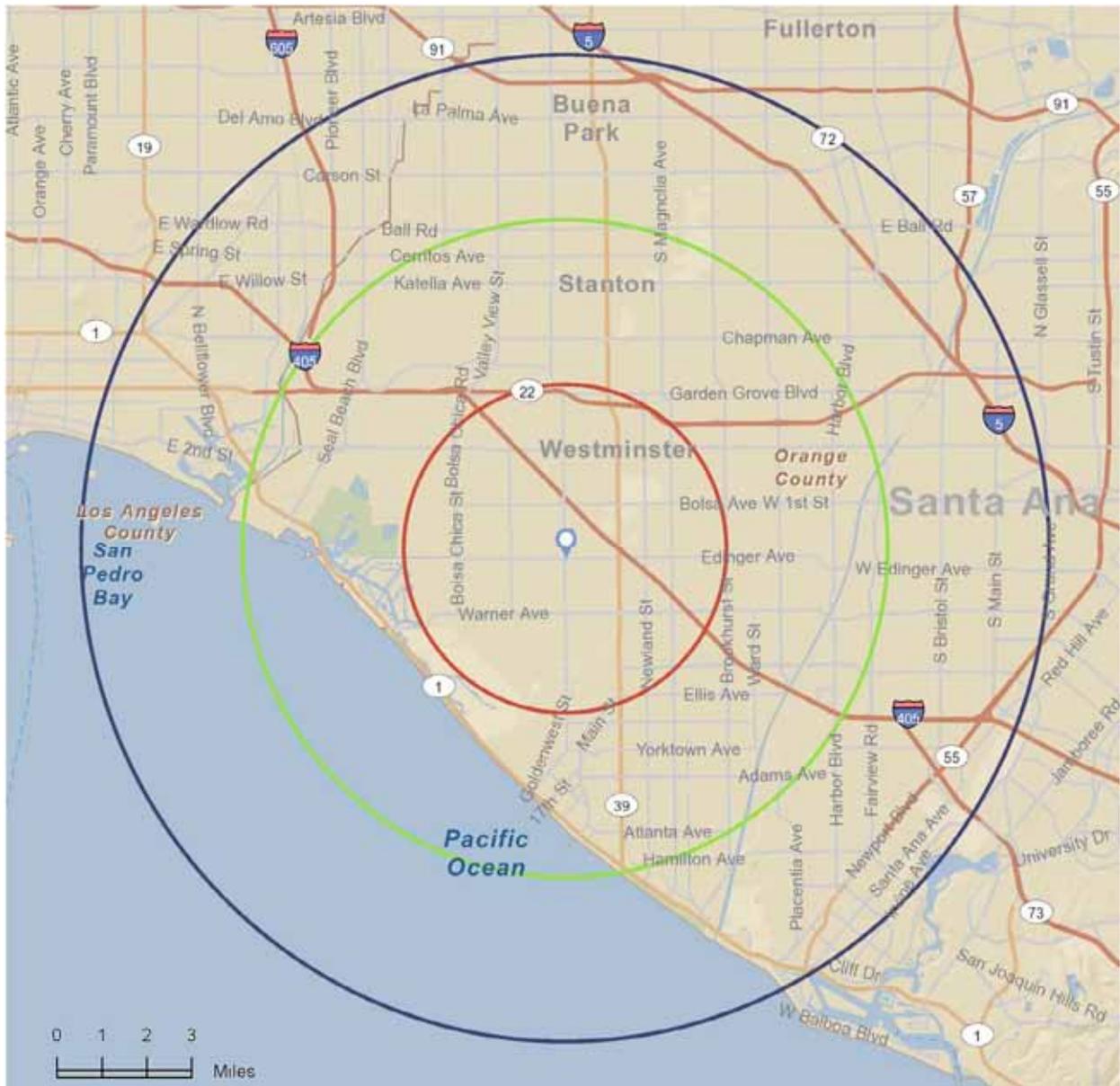
Since 2001 net domestic migration has been negative, as more people have moved out of the Orange County than have moved in. Population growth has occurred slowly through natural increases as opposed to massive in-migration in excess of normal out-migration.

⁷ *Orange County Workforce Indicators 2010-11* (Irvine, CA: Orange County Business Council, 2010).

⁸ State of California, Department of Finance, *Population Projections for California and Its Counties 2000-2050, by Age, Gender and Race/Ethnicity* (Sacramento, CA: Department of Finance, July 2007).

Based upon an analysis of residential zip codes reported by enrolled students (see discussion below) an area of Orange and adjacent Los Angeles County that encompasses a 9-mile radius comprises the territory effectively served by Golden West College. This area is illustrated in the graph below.

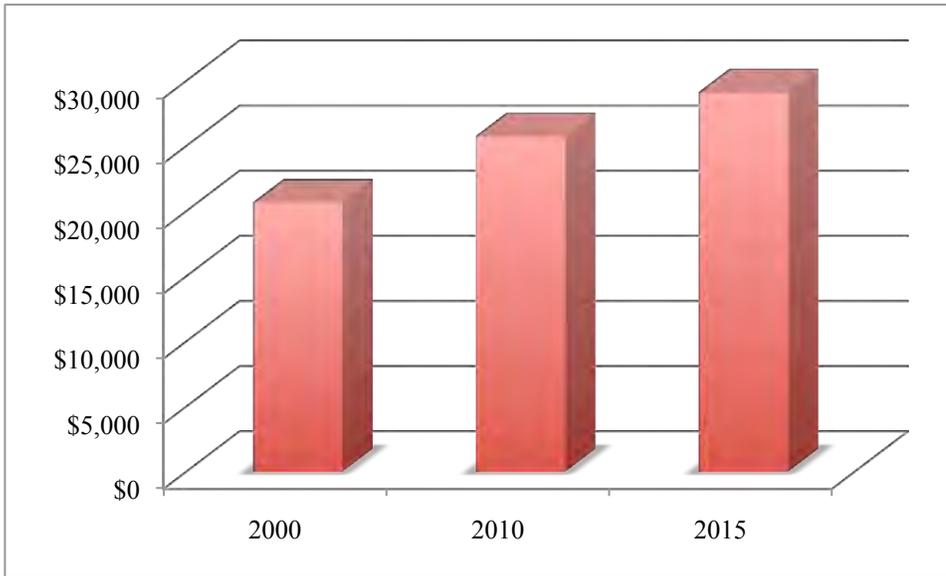
9-mile Effective Service Area, Golden West College



Source: ESRI

The population in this effective service area was 1,509,368 in 2000 and is projected to be at 1,592,900 by 2015. The area is expected to slowly grow at an annual rate of .15% as compared to the state annual growth rate of .70%. The median age of the population in this 9-mile service area was 32.2 in 2000 and likely will be 33.5 by 2015. Per capita income for the effective service area had been \$20,706 but is expected to be \$29,200 in 2015. The median household income, projected at \$79,051 by 2015, is expected to grow between 2010 and 2015 at an annual rate of 2.93% as compared to the state rate of 2.59% and the national rate of 2.36%.

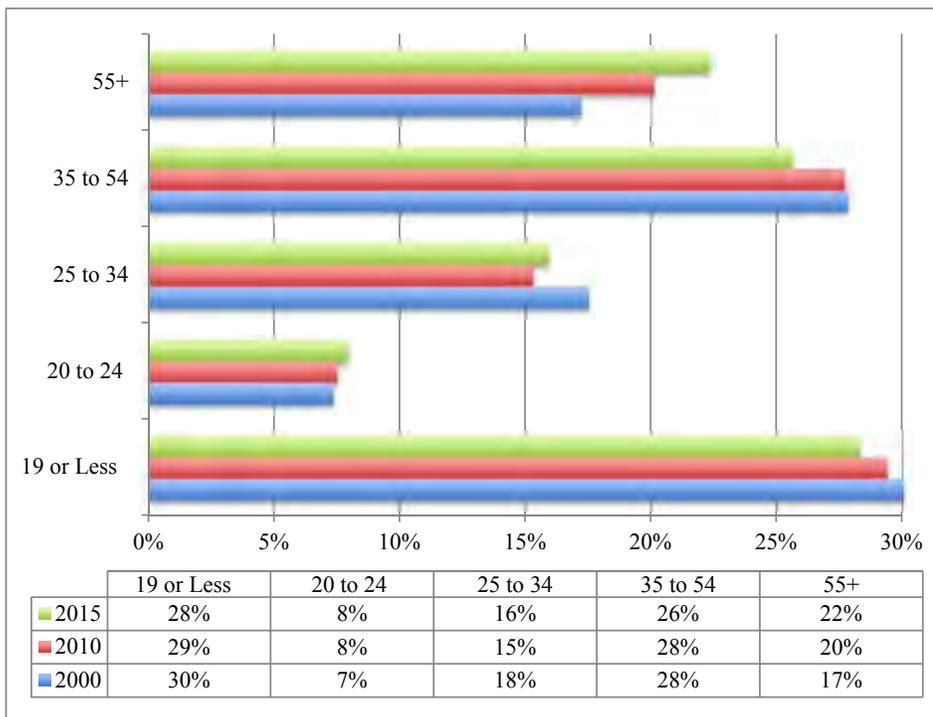
Changes in Per Capita Income, 9-mile Effective Service Area



Source: ESRI data, analysis by Cambridge West Partnership, LLC

As is the case with Orange County as a whole, the age distribution in the 9-mile effective service area will shift as the number of older residents, age 55 and above, grows between 2000 and 2015. In addition, the 25 to 54 age group, which spans the prime working years, will shrink from 45% to 42% of the population in the effective service area.

Changes in Age Groups, 9-mile Effective Service Area

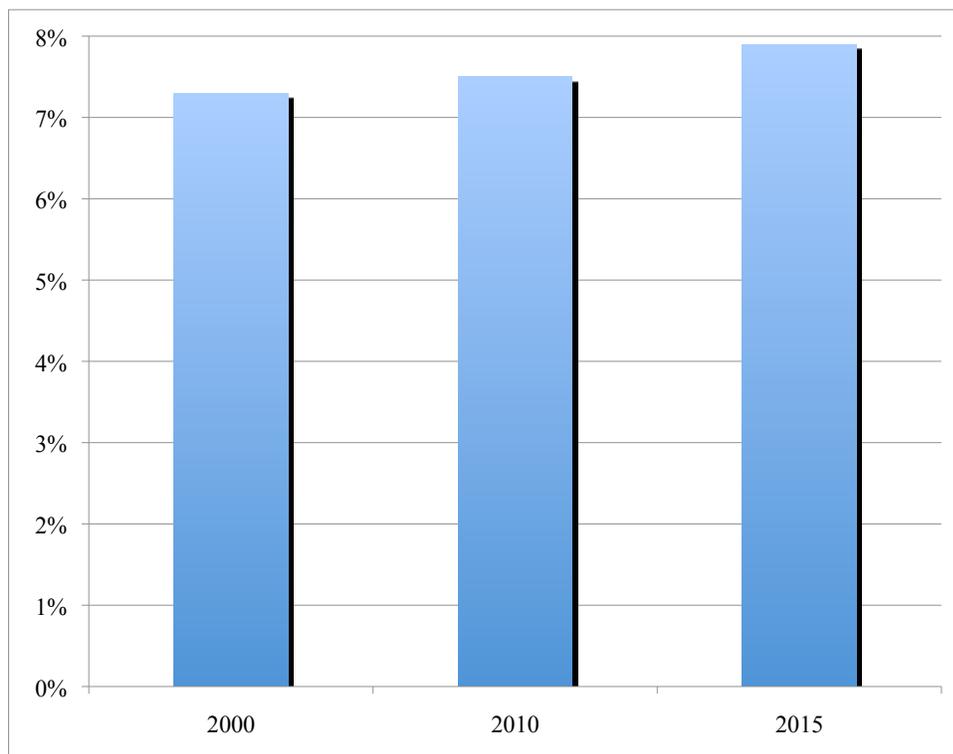


Source: ESRI data, analysis by Cambridge West Partnership, LLC



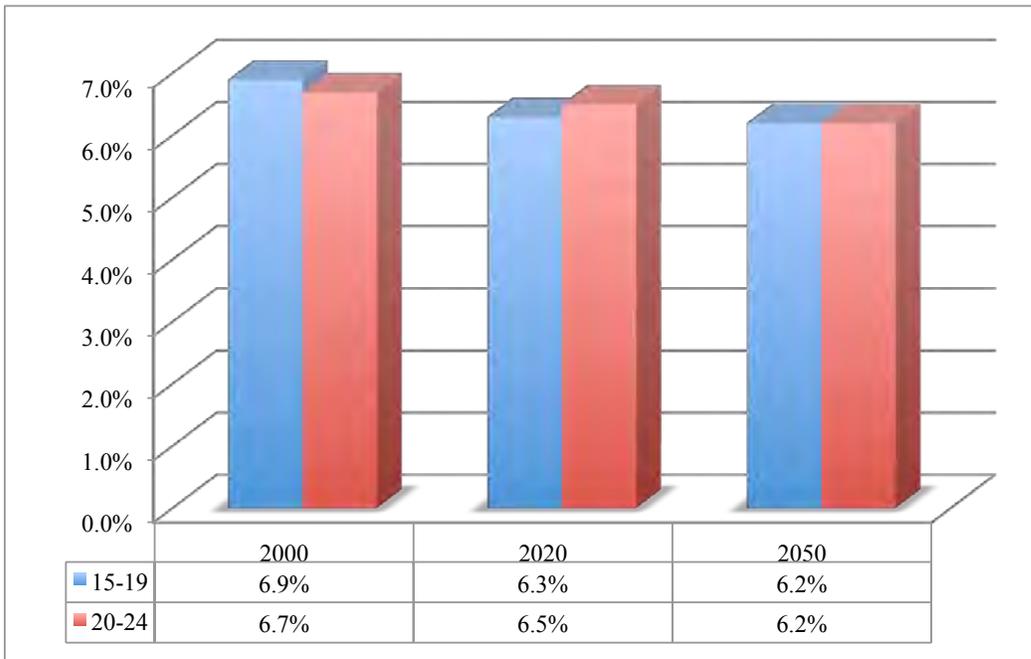
From now until 2015, the traditional college age population (age 20 to 24) in the 9-mile effective service area will continue to grow slowly by .6%. In the longer term the California Department of Finance expects the number of young adults in Orange County to shrink by 3% at 2020 and by 7.5% by 2050, compared to their percentages of the population in 2000. In part, this shift is due to the high cost of living and raising a family in Orange County. For Golden West College this young adults group is significant as 64% of the student enrollment in the recent four years has been composed of students in the traditional college age group or slightly younger.

College-Age Population (20-24), 9-mile Effective Service Areas



Source: ESRI, analysis by Cambridge West Partnership, LLC

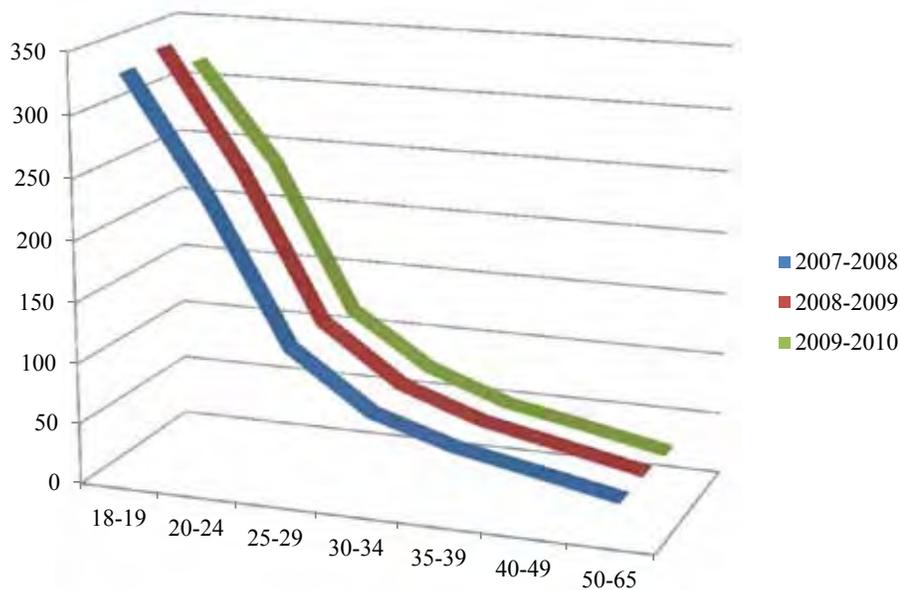
Orange County Shifts in Selected Age Groups



Source: State of California, Department of Finance, Population Projections for California and Its Counties 2000-2050 by Age, Gender and Race/Ethnicity; analysis by Cambridge West Partnership, LLC

Participation in the community college system across the state is influenced by age. The highest rates per 1,000 people are found in the 18-19 and 20-24 age groups.

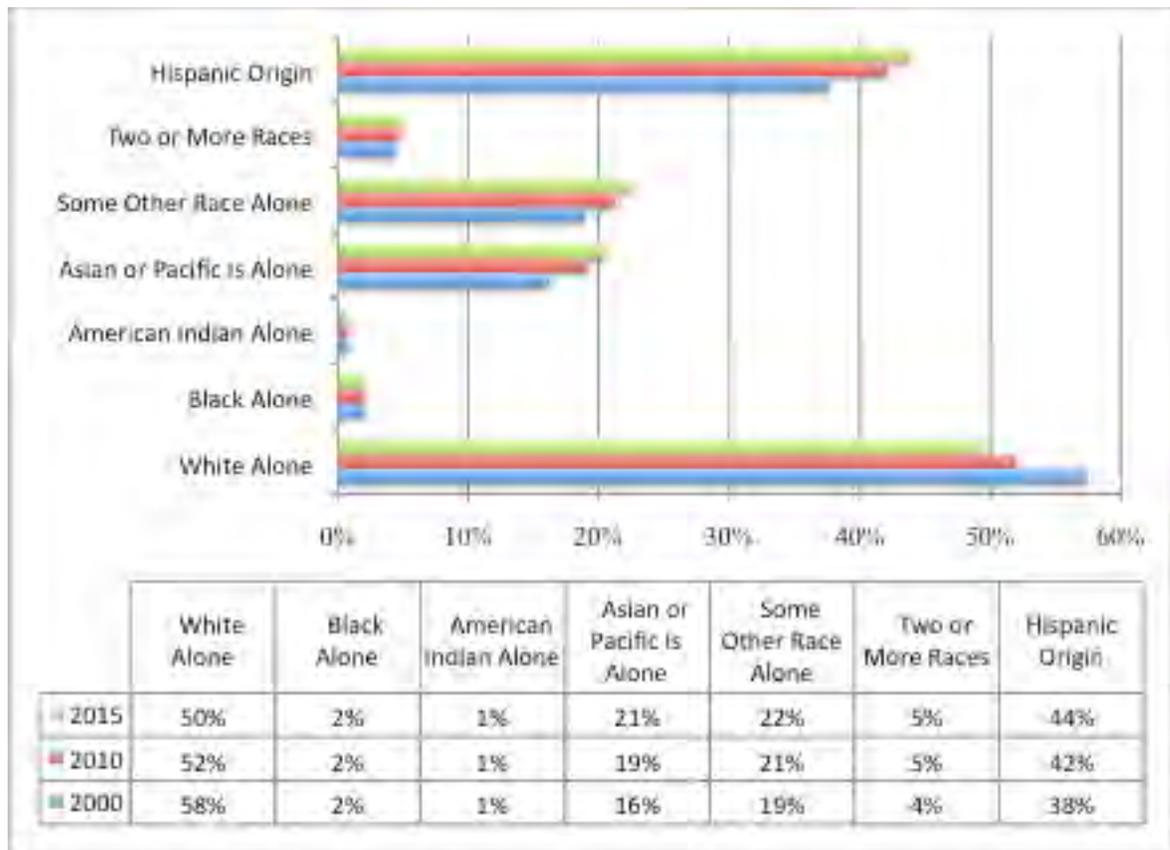
Statewide Community College Participation Rates by Age Group Per 1,000 Populations



Source: Community College Chancellor’s Office, Accountability Reporting for Community Colleges 2011

Within the 9-mile effective service area, shifts in the ethnic composition of the population will not be as dramatic as they will be in the county as a whole, but there still will be parallels. The White population will decrease from 58% in 2000 to 50% in 2015 while the population identifying itself as Hispanic will grow from 38% to 44% of the population in just that 9-mile radius area. The Asian population in this 9-mile effective service area will also slowly grow from 16% to 21%.

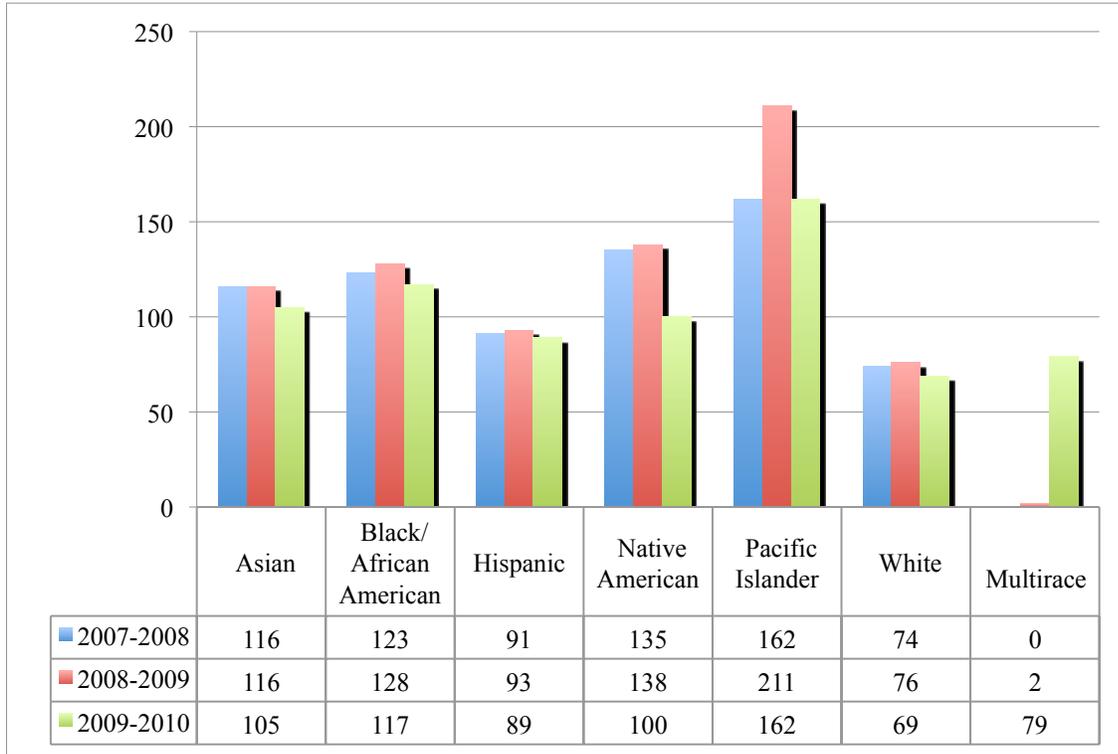
Changes in Ethnic Groups, 9-mile Effective Service Area



Source: ESRI data, analysis by Cambridge West Partnership, LLC

Given the traditional habits of participation in higher education, these shifts in age and race within the effective service area have implications for the educational services offered by the College. The college participation rate differences among various ethnic groups are described in the graph below. As the Hispanic population increases, outreach efforts will need to continue to encourage college attendance. For example, in 2010-11 the College conducted at least nine outreach activities to local high schools with high Hispanic student enrollments. Just these efforts alone reached over 1,100 students and parents. The College has conducted a stellar outreach effort, through the privately funded El Viento project, to encourage Hispanic students from low-income families to attend post-secondary education.

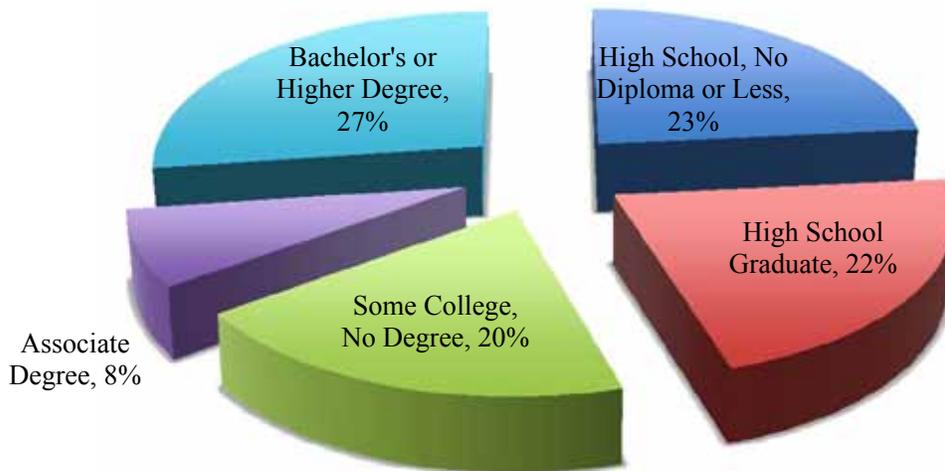
Statewide Community College Participation Rates by Ethnic Group per 1,000 Populations



Source: Community College Chancellor’s Office, Accountability Reporting for Community Colleges 2011

For the year 2010, the highest educational attainment among the population age 25 and older within the effective service area is described below. Over 45% of the adult population has not taken any college courses. When those with some college education but no degree are added the portion of the population that is in need of a community college educational rises to 65%.

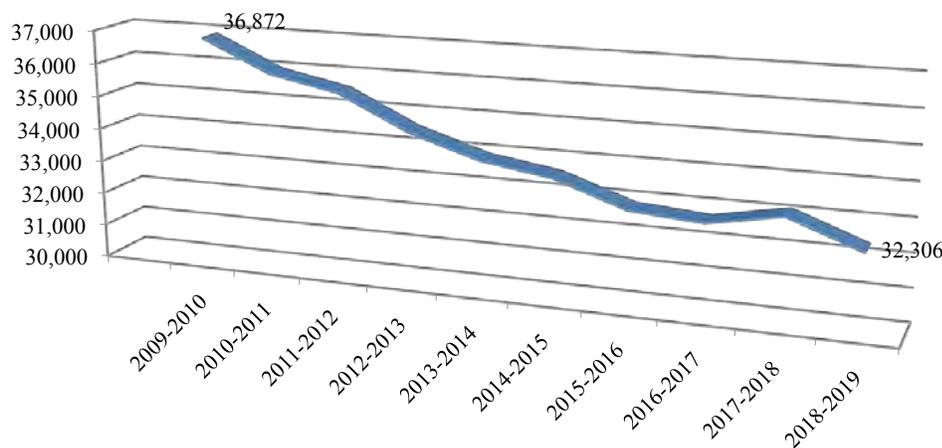
2010 Educational Attainment, Age 25+, 9-mile Effective Service Area



Source: ESRI, analysis by Cambridge West Partnership, LLC

Because so many students who attend the College do so immediately after completing high school, it is useful to take note of the long-term projections for high school graduates in Orange County. Over the ten-year period from 2009-10 to 2018-2019 the County is expected to see a -12.4% decline in the number of graduates.

Orange County Projected Count of High School Graduates



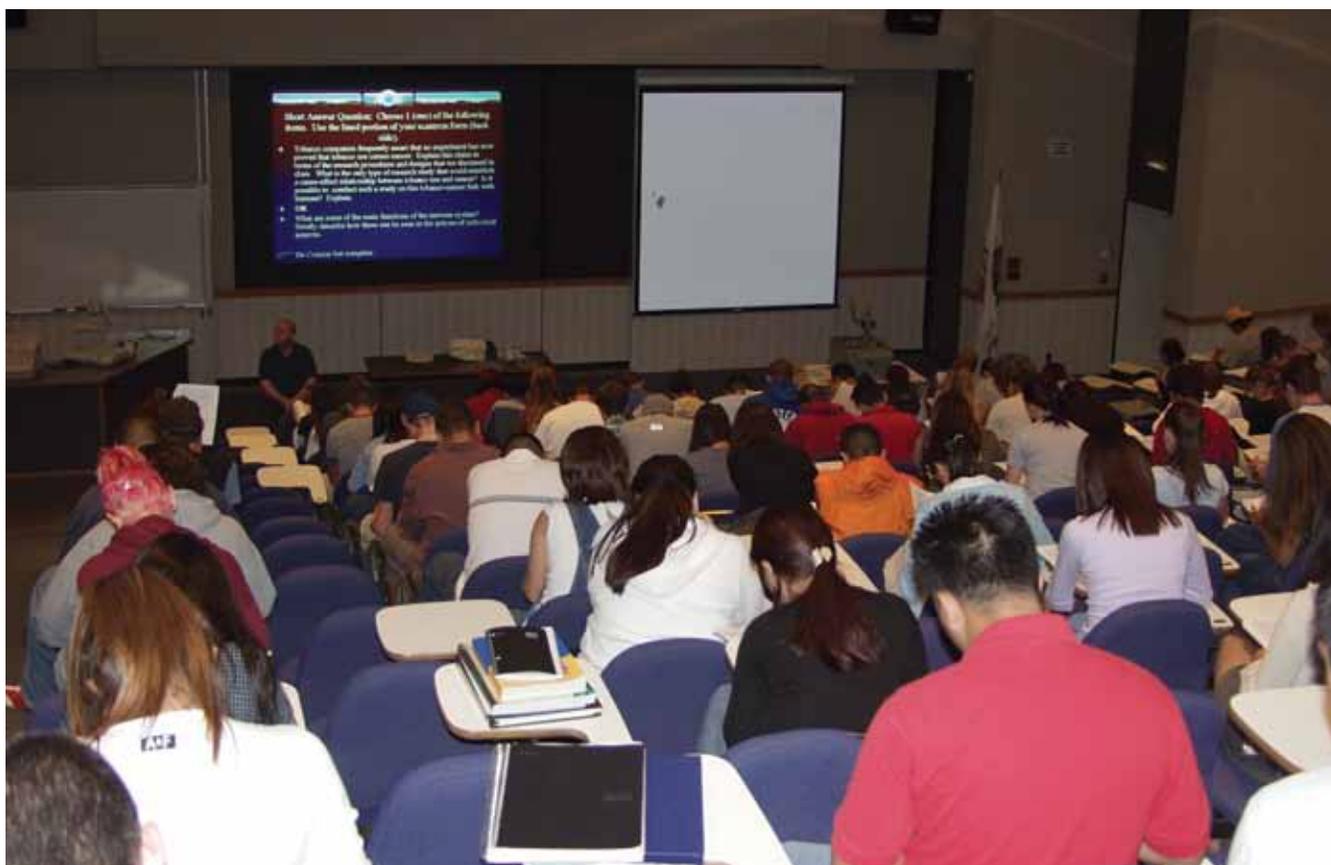
Source: State of California, Department of Finance K-12 Enrollment Series Report, October 2009

There are primarily two school districts that send high school graduates to the College. The largest school district is Huntington Beach Union High School District, which has nine high schools and approximately 16,000 students in grades 9 to 12. The most recent Academic Performance Index (API) score for this school district is 826, well above the Orange County and state average. For the most recent data year (2009) the District graduated 3,387 students and 2,285 or 67% went on to higher education.⁹ This District annually sends an average of 600 students to the College: 250 to UC Irvine, 290 to CSU Fullerton or Long Beach, and most of the balance to community colleges. The 2009-10 senior class is 43% White, 23% Asian and 22% Hispanic. The entire high school in that academic year self-reported its ethnicity as 44% White, and 23% each Asian or Hispanic.

Garden Grove Unified is the second large school district that provides students for the College as it has seven high schools and approximately 15,000 students in grades 9 to 12. The most recent API score for this district is 802, which is close to the Orange County average for 2009 but above the state average. For the most recent data year (2009) the District graduated 3,309 students and 1,847 or 56% went on to higher education.¹⁰ On average, this District annually sends 300 students to the College, 190 to UC Irvine, 250 to either CSU Fullerton or Long Beach, and most of the balance to community colleges. The 2009-10 senior class is 44% Hispanic, 36% Asian and 17% White. The entire high school in that academic year self-reported its ethnicity as 50% Hispanic, 32% Asian, and 15% White.

⁹ State of California, Department of Education, "District Enrollment by Grade," *Data Quest*, Extracted on January 25, 2011 from <http://dq.cde.ca.gov/dataquest/Enrollment/GradeEnr>

¹⁰ Ibid.



Student opinion surveys conducted in the context of program review from 2001 to 2006 indicate that the students prefer attending classes two days per week in the morning hours from 8 am to noon, over a 16-week term. When asked which type of class formats they prefer, two-thirds of the respondents indicated a traditional classroom lecture and/or lab as opposed to online, hybrid or self-paced instruction. These preferences are very traditional. For a contrasting perspective it may be instructive to consider the attitudes, values and needs of students gleaned from a review of research and data on trends in higher education and from interviews with experts as expressed in reports from Chronicle Research Services¹¹ Current and future college students will increasingly demand convenient and low-cost alternatives to the traditional college. More students are expected to attend online classes, study part-time, take courses offered by multiple institutions, and jump in and out of colleges. Hybrid class schedules with night and weekend meeting times, as well as online courses and support services, plus multiple start dates throughout the year, are likely to gain popularity. These vehicles of instruction will be used along with traditionally scheduled face-to-face classroom instruction. Based on the increasing use of technology future students will be better prepared to use the Internet to supplement their education. By 2020 half of the admissions officers who responded to the Chronicle's survey expected their student body to be primarily traditional-age, full-time students. Almost one-third of those admission officers believed students would be taking 60% of their courses entirely online. Future students will increasingly be expected to go back to college again and again to acquire additional education so they can improve their current skills or change careers. For-profit institutions are now responding to the changing attitudes, values and needs of typical college students. Some experts believe the percentage of college students who are educated by for-profit institutions will grow from the current rate of 7% to 15% by the year 2020.

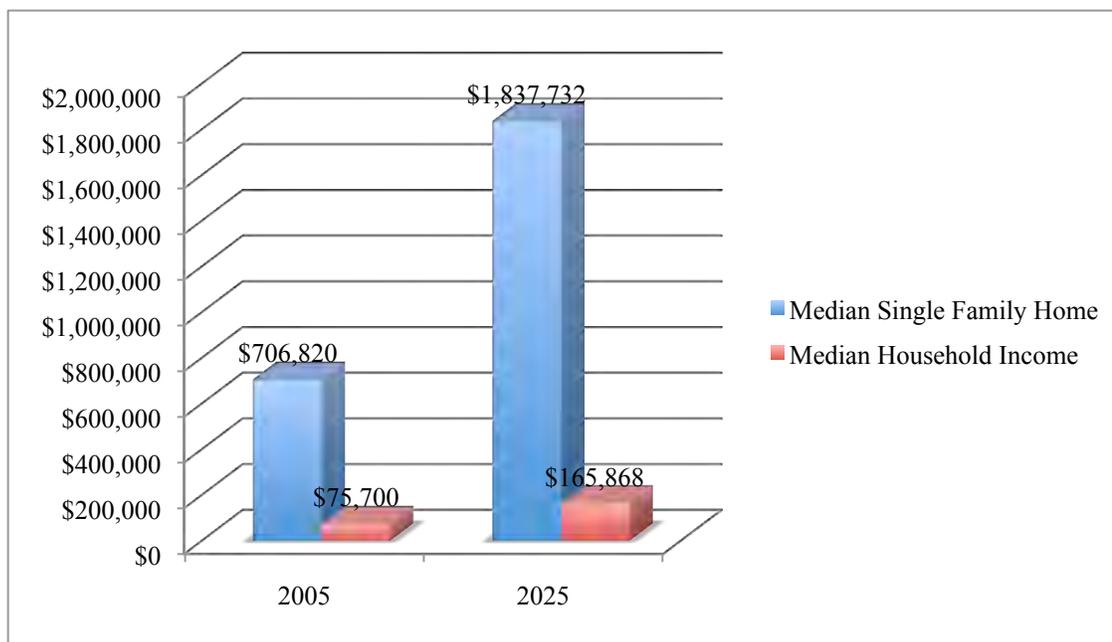
¹¹ Grant Sabatier and Martin Van Der Werf, *The College of 2020: Students* (New York, NY: Chronicle Research Services, 2009).

Housing

The Orange County Business Council has observed that the County desperately needs to produce more affordable housing units.¹² High home prices and rental costs mean that low and moderate-income workers cannot afford to live in the County. This makes it difficult for employees to obtain and retain jobs that will support their lifestyles. The high cost of housing also makes it difficult for people to attend college since they have to work additional hours to cover their personal expenses. Attracting higher wage occupations to Orange County is one economic development strategy that seeks to address housing affordability. This has implications for the educational programs offered at the College.

Even with the recent real estate price collapse, Orange County home prices and average rents are among the highest in the nation. Families earning the median household income for the County in 2005 (\$75,700) cannot afford the median price of a single family home (\$706,820). This gap is expected to widen as we approach the year 2025. Throughout the 9-mile effective service area median household income in 2010 (\$68,436) was below the Orange County median. Within the smaller 9-mile area, the 2010 median price of homes drops to \$398,465. For the limited 9-mile effective service area owner occupancy stands at 52% while renter-occupied units account for 44% with a 4% vacancy rate.

Orange County Median Household Income Compared to Media Single Family Home Price

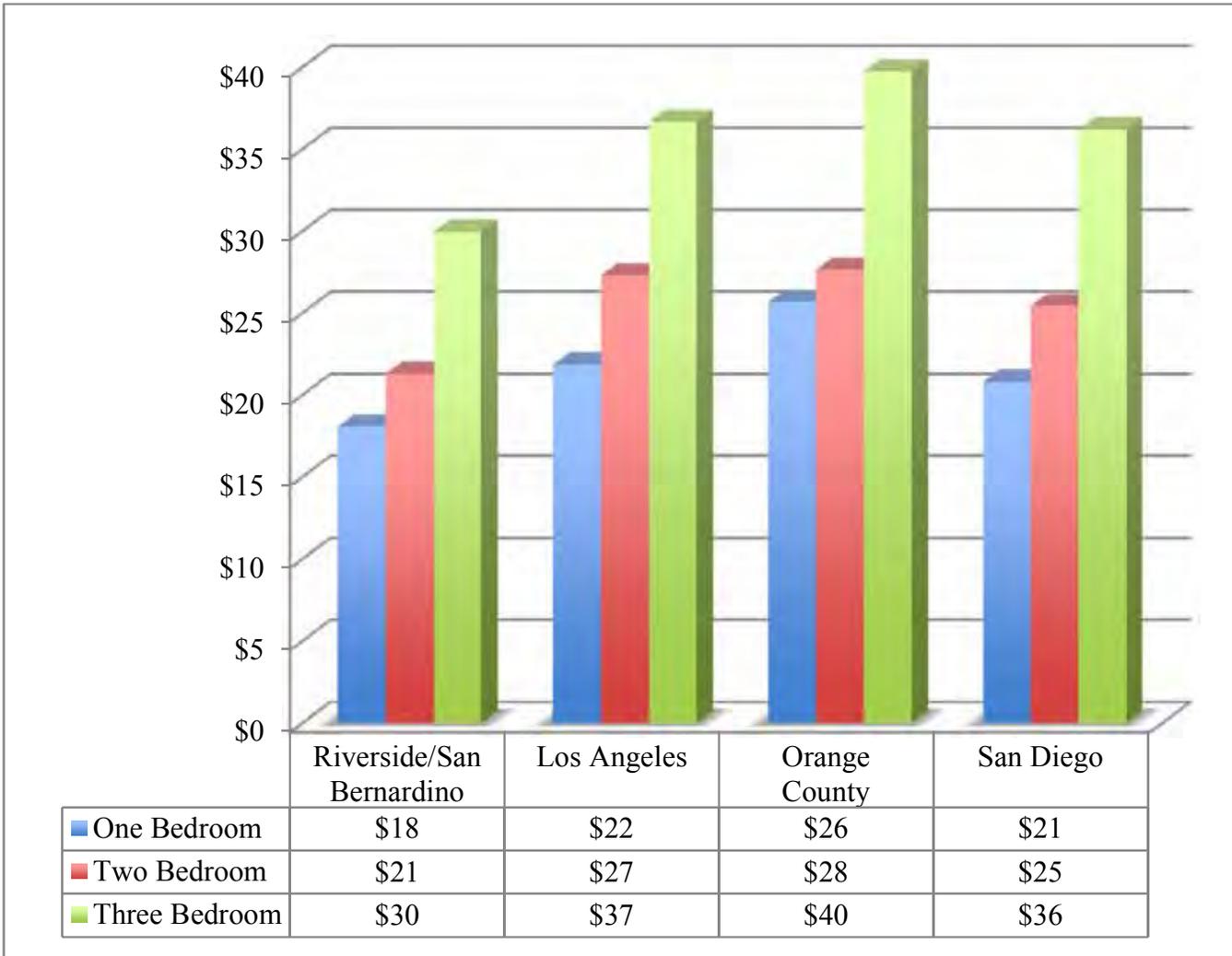


Source: Orange County Business Council. Workforce 2025

The hourly wage needed to afford a rental unit in Orange County is high enough to make it difficult for many families to rent. In 2009, the wage needed to afford rental costs in Orange County exceeded the income required to rent comparable units in adjacent counties. An average Orange County resident needed an annual income of \$53,435 in order to rent a one-bedroom apartment. This meant an hourly wage rate of \$25.69.

¹² *Orange County Workforce Indicators 2010-11* (Irvine, CA: Orange County Business Council, 2010).

Hourly Wage Needed to Afford Fair Market (Median) Rent, 2009



Source: National Low Income Housing Council



Economy and Employment

The national, state and local economies are all suffering from a “job less” recovery during the current recession. National unemployment in December 2010 stood at 9.4%; while during the same month California’s unemployment rate remained the second highest in the nation at 12.5%. Orange County’s unemployment rate was lower than the State average at 8.9%, third from the bottom, with San Mateo and Marin Counties having a lower unemployment rate for December 2010. The Orange County Business Council and Workforce Investment Board have observed that the current recession likely indicates that a new economy will develop for the County. While the business services, health services, and leisure and tourism sectors are large enough to be the core of the Orange County economy, many of the jobs in those industries do not pay enough to cover typical living expenses. The current recession continues to accentuate the decline of financial activity, construction and durable goods manufacturing jobs. The Orange County Business Council and the Workforce Investment Board have identified a need to create high-paying jobs to combat the unprecedented high unemployment rate.¹³

One way to analyze the local economy is by grouping industries into clusters. These are geographic concentrations of interconnected companies, service providers and suppliers in a field of economic activity. Clusters are thought to emerge when companies in similar industries see that they can enhance their productivity by locating their offices and manufacturing plants near one another. Businesses in clusters tend to be higher growth and higher wage enterprises. Orange County has more high-tech clusters than most metropolitan areas in the nation with employment concentrations above the national average.¹⁴ Orange County employment that grew in the local services and business services sector during much of the past 20 years was punctuated by the precipitous drop off during the recession. The infrastructure sector had a similar growth, followed by the housing bust that created a sharp decline. Manufacturing in general boomed in the 1990s, but has declined since 2000, except for R&D intensive manufacturing that has consistently declined. **Much of the Orange County job growth has been and will continue to be in the service sector clusters. Wages in these clusters are relatively low and growth is weak compared to the technology clusters that have higher wages and more rapid wage growth. In general, the Orange County Business Council finds that many of the higher paying clusters report difficulty in finding skilled workers.**¹⁵ These findings need greater attention as drivers for CTE instructional program planning.

The leading industry clusters in Orange County include the following:

- (1) **Business and professional services** with a sub-cluster in management and administration make up one cluster. This cluster includes companies that provide specialized services in support of business such as law, accounting, architecture, computer programming, consulting market research and advertising. This sub-cluster includes companies that establish and staff businesses. Business and professional services companies provide services such as company management, general administrative support, employment and temporary staffing, document preparation, telemarketing, credit bureaus services, janitorial services, security services, and convention and trade show organizations. The roughly four-dozen occupations in this cluster frequently require skills from the Science, Technology, Engineering and Math (STEM) disciplines.
- (2) **Energy, Environment and “Green” Technologies** is an emerging cluster. It includes occupations that use the latest high technology in transportation, building construction, economic development in reaction to climate change, and responses to emerging legislative mandates affecting the economy. Characteristically these businesses and occupations recycle materials and organize resources in new ways. Undoubtedly, in the future there will be occupations included in this cluster that do not exist today. However, the almost two-dozen occupations linked to this cluster that do exist today often require skills drawn from the STEM disciplines.

13 *Orange County Workforce Indicators 2010-11* (Irvine, CA: Orange County Business Council, 2010).

14 *Orange County Workforce 2008-09: Industry Clusters* (Irvine, CA: Orange County Business Council, 2009).

15 *Orange County Workforce 2008-09: Industry Clusters* (Irvine, CA: Orange County Business Council, 2009).

- (3) **Construction** as an industry cluster includes occupations and firms that design, construction and develop buildings and existing structures. Firms involved in the construction of housing units, industrial buildings, utility systems, roads and highways make up this cluster. Also some Auto-CAD operators and geospatial architectural researchers are included here. Many of the four-dozen occupations associated with this cluster draw on the STEM disciplines but most do not require a college education.
- (4) **Finance, insurance and real estate (FIRE)** as an industry cluster is composed of companies and occupations involved in the financial operation of the economy through banking, credit unions, insurance, mortgage loan origination, rental centers and real estate operations. Many of the almost three-dozen occupations associated with this cluster frequently require the skills from the STEM disciplines and most require a bachelor's degree.
- (5) **Healthcare** as a cluster includes companies and occupations that provide healthcare services. These businesses include hospitals, outpatient care centers, home healthcare service providers, family planning centers, ambulance companies, nursing homes and residential care facilities, and social assistance agencies. There are over 70 occupations commonly found in this cluster. Most require postsecondary education and almost all draw upon the STEM disciplines.
- (6) **Information technology** includes occupations and firms that are routinely involved the creation of items and services used in advanced technology economics such as computer software, telecommunications services, motion pictures, Internet service provision, and publishing. Of the three-dozen occupations in this industry cluster, most require a college degree and many are included in the STEM disciplines.
- (7) **Logistics and transportation** includes business that manage the flow of goods, information and other resources, including people and energy, between the point of origin and the point of consumption. The goal of these companies is to meet the requirements of consumers. Logistics depends upon the integration of transportation, information, inventory, warehousing, material handling and packaging of goods. This cluster includes businesses involved with wholesalers, trucking, railroads, taxis, air cargo and charter bus firms. Some four-dozen occupations have been associated with this cluster and most do not require STEM expertise.
- (8) **Manufacturing** includes businesses that produce finished goods from raw materials such as wood and food products. Companies that make apparel, paper, plastics, printing, biotechnology goods, glass aluminum, semiconductors, and transportation vehicles and furniture are included in the cluster. Almost 200 occupations are associated with this cluster and most do not require a college education. However, some do draw upon the STEM disciplines. Most of the occupations requiring STEM expertise are found in the advanced manufacturing sub-cluster that specializes in emerging aspects of high-technology manufacturing such as biotechnology, pharmaceuticals, medical devices and aerospace.
- (9) **Biotechnology and nanotechnology** is an emerging cluster with potential for future employment. Companies and occupations in this cluster make discoveries in biology and technology. By mixing the two fields, new products and services are developed to enhance healthcare and biological care. Two components of this cluster, pharmaceuticals and medical device manufacturing, are well established. Discoveries from the human genome project, and advancements made in nanotechnology and biology suggest that many new occupations will emerge from this cluster in the near future. Approximately two-dozen occupations that exist today are associated with this cluster, and most of those require some college education or a college degree. All occupations draw on the STEM disciplines.
- (10) **Hospitality and tourism** includes companies that are involved with the promotion and provision of services for visitors at particular locations such as hotels, museums, amusement parks, restaurants, and casinos. Roughly 75 occupations are related to this cluster, and many do not require a college education nor do they draw upon the STEM disciplines.

The distribution of employment in Orange County, across the standard industries tracked by the Employment Development Department (EDD), is illustrated below. Out to 2018 the industries with the greatest growth, aside from domestic employment, are Education and Health Services.

Orange County Employment Projections by Industry

Industry	2008	%	2018	%	% Change
Self Employed	124,300	7.7%	127,800	7.3%	2.8%
Unpaid Family & Private Household Workers	10,100	0.6%	14,300	0.8%	41.6%
Farm	4,600	0.3%	4,600	0.3%	0.0%
Natural Resources & Mining	600	0.0%	600	0.0%	0.0%
Construction	91,200	5.6%	99,500	5.7%	9.1%
Manufacturing	174,100	10.7%	168,000	9.6%	-3.5%
Trade, Transportation & Utilities	271,600	16.8%	292,800	16.7%	7.8%
Information	30,100	1.9%	29,800	1.7%	-1.0%
Financial Activities	113,100	7.0%	118,100	6.7%	4.4%
Business & Professional Services	266,600	16.4%	300,100	17.1%	12.6%
Education & Health Services	150,700	9.3%	183,900	10.5%	22.0%
Leisure & Hospitality	176,400	10.9%	195,900	11.2%	11.1%
Other Services	46,500	2.9%	49,600	2.8%	6.7%
Government	160,800	9.9%	171,100	9.7%	6.4%
Total	1,620,700		1,756,100		8.4%

Source: California Economic Development Department, 2008-2018 Industry Employment (Orange County)

Because the College is located adjacent to Los Angeles County, it may be useful to take note of the distribution of employment in Los Angeles County, across the standard industries tracked by the EDD.

Los Angeles Employment Projections by Industry

Industry	2008	%	2018	%	% Change
Self Employed	360,600	7.9%	372,700	7.5%	3.4%
Unpaid Family & Private Household Workers	129,000	2.8%	181,800	3.6%	40.9%
Farm	6,900	0.2%	6,700	0.1%	-2.9%
Natural Resources & Mining	4,400	0.1%	4,500	0.1%	2.3%
Construction	145,200	3.2%	158,200	3.2%	9.0%
Manufacturing	434,500	9.5%	400,800	8.0%	-7.8%
Trade, Transportation & Utilities	803,300	17.6%	873,200	17.5%	8.7%
Information	210,300	4.6%	224,300	4.5%	6.7%
Financial Activities	235,700	5.2%	235,500	4.7%	-0.1%
Business & Professional Services	582,600	12.8%	654,100	13.1%	12.3%
Education & Health Services	503,400	11.0%	634,100	12.7%	26.0%
Leisure & Hospitality	401,600	8.8%	433,000	8.7%	7.8%
Other Services	146,100	3.2%	149,900	3.0%	2.6%
Government	603,700	13.2%	659,700	13.2%	9.3%
Total	4,567,300		4,988,500		9.2%

Source: California Economic Development Department, 2008-2018 Industry Employment (Los Angeles County)

As is the case in Orange County, much of the Los Angeles County job growth has been and will continue to be in the personal service sector where wages are relatively low and have weak growth. The details of employment by occupational group in 2008 and projections for 2018 for both Orange and Los Angeles Counties are found in the appendices. Future employment opportunities are addressed later in this Plan; however, in both Orange and Los Angeles Counties it is more likely that new employees will be hired to replace retired workers rather than to fill newly created positions.



The current recession is prompting older workers in Orange County to remain in the workforce rather to retire because either their retirement assets have dwindled and/or because there are not enough sufficiently educated new workers to replace them. The likely “holdovers” in replacement jobs are concentrated in the lower wage entry level jobs in the office and administrative support occupations where the median annual wage is around \$33,000, sales positions with a median annual wage around \$30,000 and food preparation where the median annual wage is approximately \$18,000. What would be “starter jobs” for younger workers may become “survival jobs” for the aging population. With historically high unemployment, younger workers are often postponing entry into the workforce by continuing their education and living with their parents because they are underemployed¹⁶

¹⁶ *Orange County Workforce Indicators 2010-11* (Irvine, CA: Orange County Business Council, 2010).

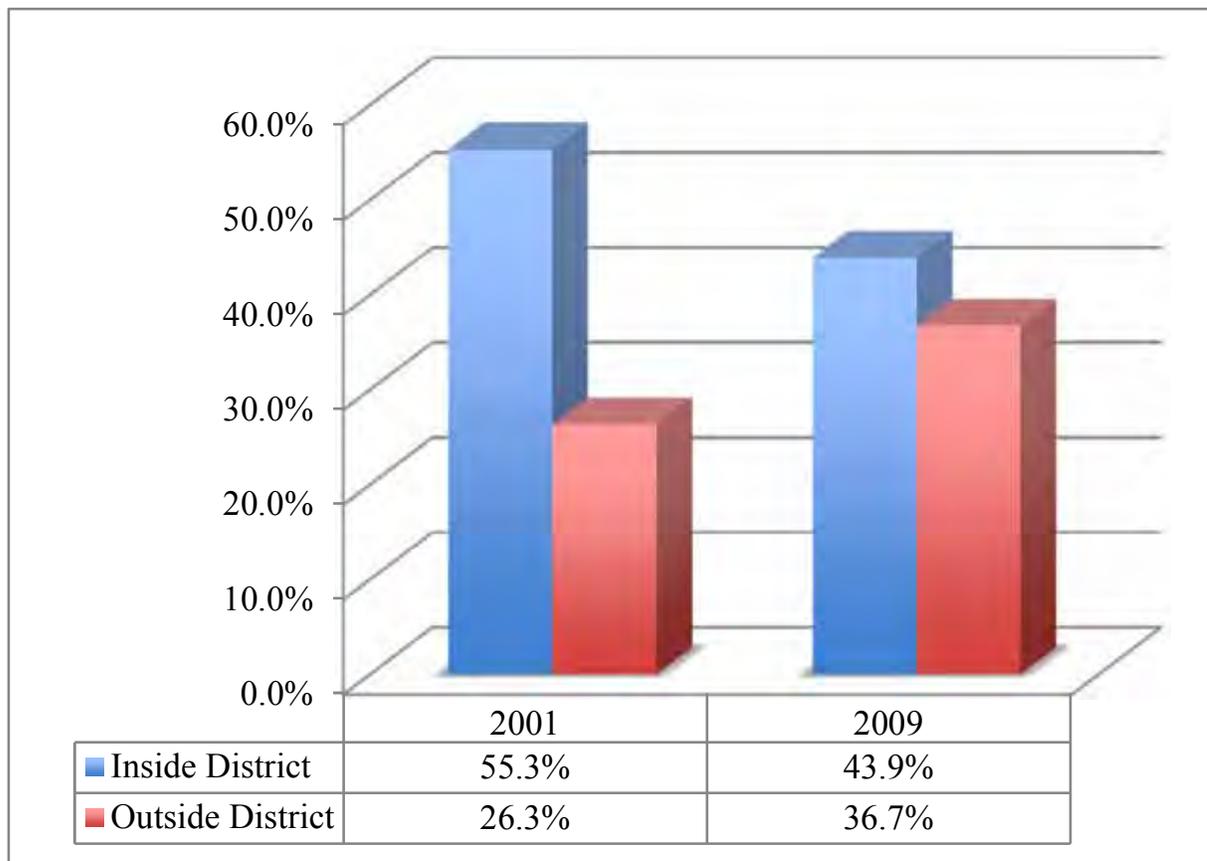
Scan of Conditions Internal to Golden West College

Student Cities of Residence

Perhaps one of the most interesting aspects of any college population is the origins of the students – where they come from and who they are. This characteristic of the institution is an important link between the external environment and internal conditions of the College.

A total of 11 cities within the District boundaries provided 43.9% of all students attending the College in Fall 2009, down from 55.3% in 2001. Ten cities located outside of the District provided 36.7% of the total Fall 2009 student body, up from 26.3% in Fall 2001. An additional 6,550 fall-term students reported living in a zip code that was outside the District but not among those zips associated with the 10 primary out-of-District cities. In the last two years out-of-District students have made up the majority of students enrolled at the college.

Fall Term Change in Student Origins



Source: Golden West College Office of Institutional Research; analysis by Cambridge West Partnership

On average, from Fall 2001 through Fall 2009, Huntington Beach generated the highest percentage of students, accounting for 20.9%. Westminster followed, providing an average of 13.5% of the fall student body over this period of time. **Together these two cities account for 34% of the District students attending the College. However, between the two cities, the change in enrollment volume from 2001 to 2009 represents a 42% decline in enrollments.** The collection of “all other zip codes” that are out-of-District contributed an average of 25% of all students in the fall terms from 2001 through 2009. The change in enrollments from these locations between 2001 and 2009 translates to a 40% gain. Of the leading ten specific out-of-District cities, Long Beach provided the highest fall term percentage of all enrollments with an average of 4.1%. Santa Ana and Anaheim followed at 3.8% and 3.0% respectively. However, the change in enrollments from these three leading out-of-District cities between 2001 and 2009 actually translates to a -13% loss in the share of all students. Conversely, the change in the share of fall term enrollments between these two points in time for the city of Irvine (116%) and Laguna Beach (60%), indicate that the traditional patterns of external student origins may be shifting. The details described above are illustrated on the table below.

The “open enrollment” concept fostered by the State in 1985 has essentially leveled the playing field for all community colleges in California, but has had its greatest impact on colleges that were in close proximity to other community colleges. For those institutions that have offered distance education through online courses, the “open enrollment” practice facilitates enrollment for students who live a considerable geographic distance away from the campus. Golden West, being one of three colleges in the Coast District, shares students with Orange Coast and Coastline Colleges. The Coast District is bordered by the following community college districts and shares students with all of them: Long Beach, Cerritos, North Orange, Rancho Santiago, and South Orange. By analyzing the zip codes reported by enrolled students, an effective service area for the college can be identified. For Golden West College that area extends to a 9-mile radius from the college location and includes the following communities.

Huntington Beach	Midway City
Surfside	Stanton
Sunset Beach	Westminster
Seal Beach	Garden Grove
Long Beach (portions of the south and east side)	Fountain Valley
Rossmoor	La Palma
Los Alamitos	Buena Park (south side)
Hawaiian Gardens	Anaheim (west side)
Cerritos (south side)	Santa Ana
Cypress (south side)	Costa Mesa
	Newport Beach (small portion of the east side)

The following table provides a more detailed analysis of the 21 cities with the greatest representation in the student body and the “all other zip codes” that support student enrollment at Golden West College. The most recent four fall terms of data have been highlighted for emphasis in this table, but to conserve space the percentage of distribution and change calculations are not shown.

Key Cities for Enrollment

IN-DISTRICT CITIES	FA 2001	FA 2002	FA 2003	FA 2004	FA 2005	FA 2006		FA 2007	FA 2008	FA 2009	09 % of All		% Change	Average	Av % of All
												All	All		
Corona Del Mar	20	14	16	20	12	14	14	18	14	14	0.1%	0.1%	-41.5%	16	0.1%
Costa Mesa	339	340	361	342	328	353	464	401	416	416	2.3%	2.3%	2.6%	372	2.1%
Fountain Valley	823	800	727	724	775	858	848	817	834	834	4.7%	5.5%	-15.3%	801	4.5%
Garden Grove	23	28	18	22	19	15	13	2	1	1	0.0%	0.2%	-96.4%	16	0.1%
Huntington Beach	4,065	4,117	3,653	3,647	3,469	3,707	3,747	3,645	3,561	3,561	20.0%	27.2%	-26.8%	3,735	20.9%
Midway City	222	263	254	265	253	247	248	251	248	248	1.4%	1.5%	-6.6%	250	1.4%
Newport Beach	139	138	113	114	95	108	119	146	152	152	0.9%	0.9%	-8.6%	125	0.7%
Seal Beach	194	187	182	163	179	181	189	172	148	148	0.8%	1.3%	-36.2%	177	1.0%
Sunset Beach	23	23	22	15	14	13	18	15	13	13	0.1%	0.2%	-52.7%	17	0.1%
Surfside	7	11	3	3	3	2	6	7	8	8	0.0%	0.0%	-4.4%	6	0.0%
Westminster	2,394	2,439	2,241	2,291	2,292	2,526	2,567	2,423	2,435	2,435	13.6%	16.0%	-15.0%	2,401	13.5%
TOTAL IN-DISTRICT	8,249	8,360	7,590	7,606	7,439	8,024	8,233	7,897	7,830	7,830	43.9%	55.3%	-20.6%	7,914	
% SHARE OF ENROLLMENT	55.3%	54.1%	54.2%	52.6%	53.0%	53.5%	52.7%	46.0%	43.9%	43.9%					
OUT-OF-DISTRICT CITIES															
Anaheim	518	518	506	519	493	545	573	571	579	579	3.2%	3.5%	-6.5%	536	3.0%
Buena Park	99	132	129	127	111	130	157	141	165	165	0.9%	0.7%	39.4%	132	0.7%
Cypress	147	184	186	190	176	204	197	178	212	212	1.2%	1.0%	20.6%	186	1.0%
Irvine	83	105	93	85	95	171	201	214	214	214	1.2%	0.6%	115.6%	140	0.8%
Laguna Beach	66	57	69	61	63	125	122	117	126	126	0.7%	0.4%	59.6%	90	0.5%
Lakewood	83	106	104	119	108	125	122	117	126	126	0.7%	0.6%	26.9%	112	0.6%
Long Beach	770	743	744	705	677	657	755	698	776	776	4.3%	5.2%	-15.7%	725	4.1%
Los Alamitos	136	146	150	173	176	196	194	176	189	189	1.1%	0.9%	16.2%	171	1.0%
Santa Ana	627	652	620	618	619	659	690	726	819	819	4.6%	4.2%	9.2%	670	3.8%
Stanton	221	267	237	255	215	238	247	255	263	263	1.5%	1.5%	-0.5%	244	1.4%
All Other Zip Codes	3,925	4,180	3,565	4,004	3,865	3,935	4,134	6,063	6,550	6,550	36.7%	26.3%	39.5%	4,469	25.0%
TOTAL OUT-OF-DISTRICT	6,675	7,090	6,403	6,856	6,598	6,985	7,392	9,256	10,019	10,019	56.1%	44.7%	25.5%	7,475	
% SHARE OF ENROLLMENT	44.7%	45.9%	45.8%	47.4%	47.0%	46.5%	47.3%	54.0%	56.1%	56.1%					
TOTAL ALL ENROLLMENTS	14,924	15,450	13,993	14,462	14,037	15,009	15,625	17,153	17,849	17,849				15,389	

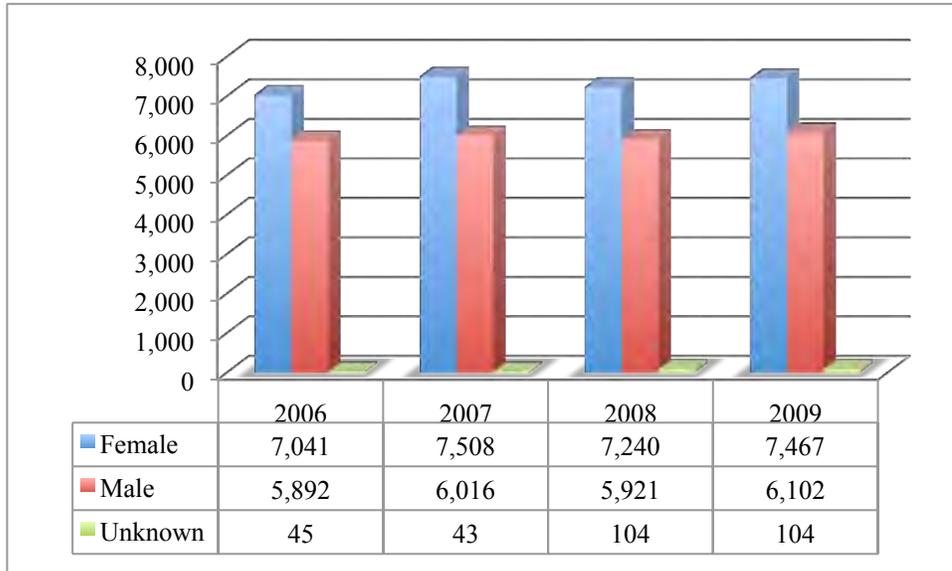
-41.7%
-13.1%

Source: Office of Institutional Research, Golden West College; analysis by Cambridge West Partnership, LLC

Students Who Attend the College

Over the past four fall terms, more women have attended the College than men. The average distribution has been 55% female, 45% male.

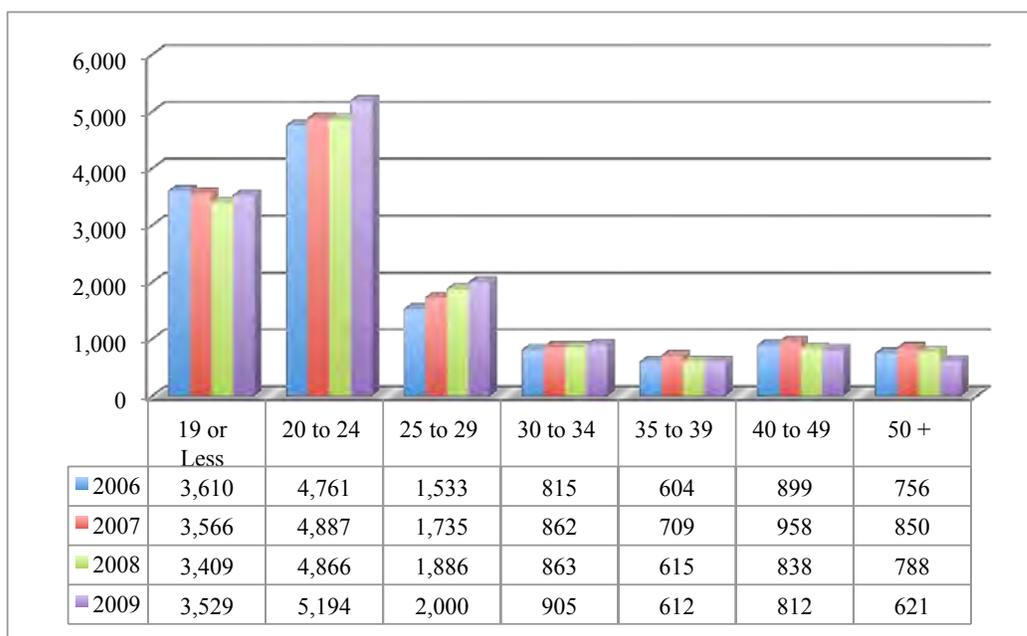
Fall Term Distribution by Gender



Source: Golden West College Office of Institutional Research; analysis by Cambridge West Partnership, LLC

Viewed over several years the College is a surprisingly “young” institution, compared to other community colleges in the State, with 63% of its students age 24 or younger.

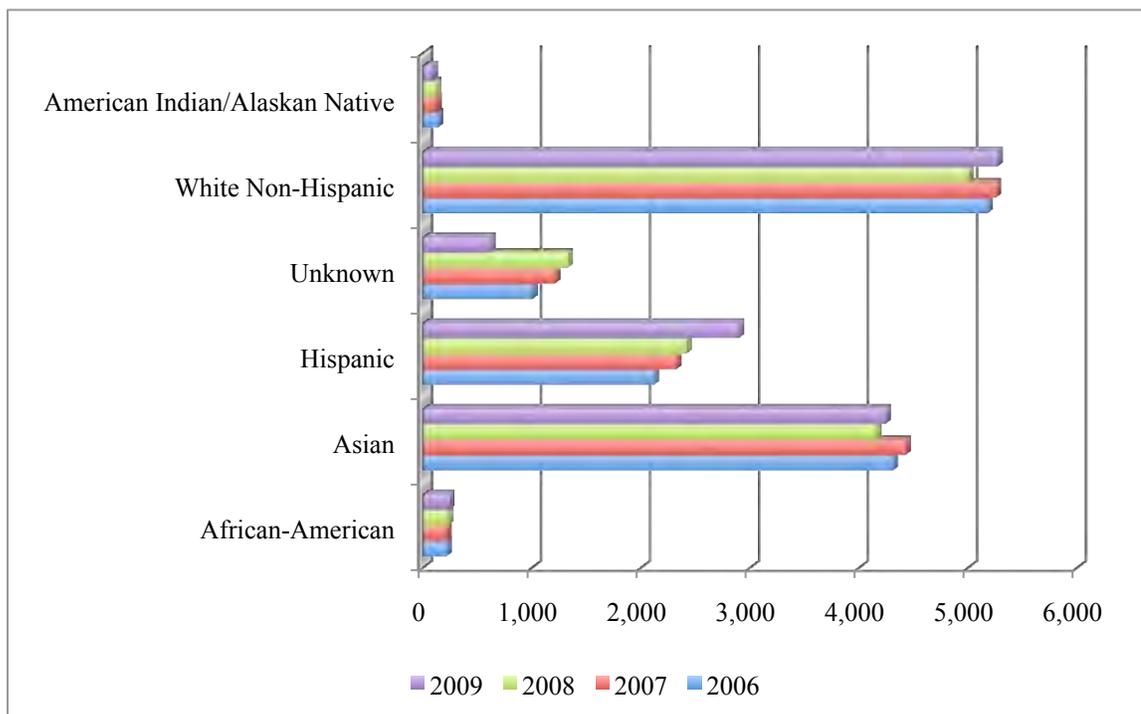
Fall Term Distribution by Age Ranges



Source: Golden West College Office of Institutional Research; analysis by Cambridge West Partnership, LLC

Over the last four fall terms, the largest ethnic groups attending the College have been on average White Non-Hispanic (39%), Asian including Filipino and Pacific Islander (33%), and Hispanic (19%). As illustrated below the trend shows a slight increase in the number of Hispanic students from 2006 to 2009.

Fall Term Student Ethnicity

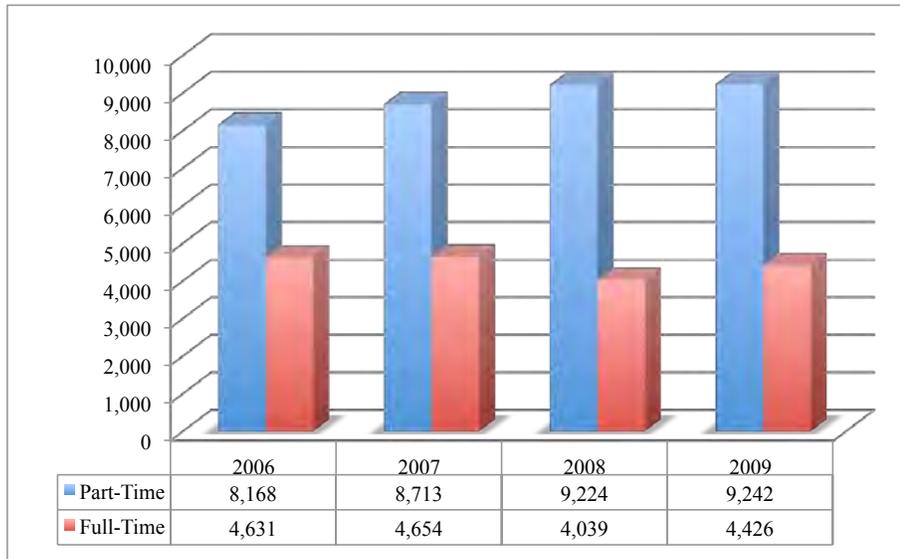


Source: Golden West College Office of Institutional Research; analysis by Cambridge West Partnership, LLC

From an access equity perspective the student population attending the College generally matches the population in the Coast Community College District with respect to gender and ethnicity. A much higher percentage of Asian students are enrolled at the College than are found in the official service areas as a whole.

As is commonly the case at public community colleges, most GWC students attend college part-time, taking less than 12 credit hours per term. On average in the last four fall terms, two-thirds of the students completed a unit load of less than 12 units while one-third completed 12 units or more as full-time students. Within the broad categories of full-time vs. part-time, there are three notable concentrations of student unit loads. Among all students, 25% are completing 12 to 14.9 semester units or four to five courses. Another 26% are completing a 3 to 5.9-unit load or commonly one course per term. Approximately 22% of the students are completing a heavier part-time load of 6.0 to 11.9 units or two to four courses.

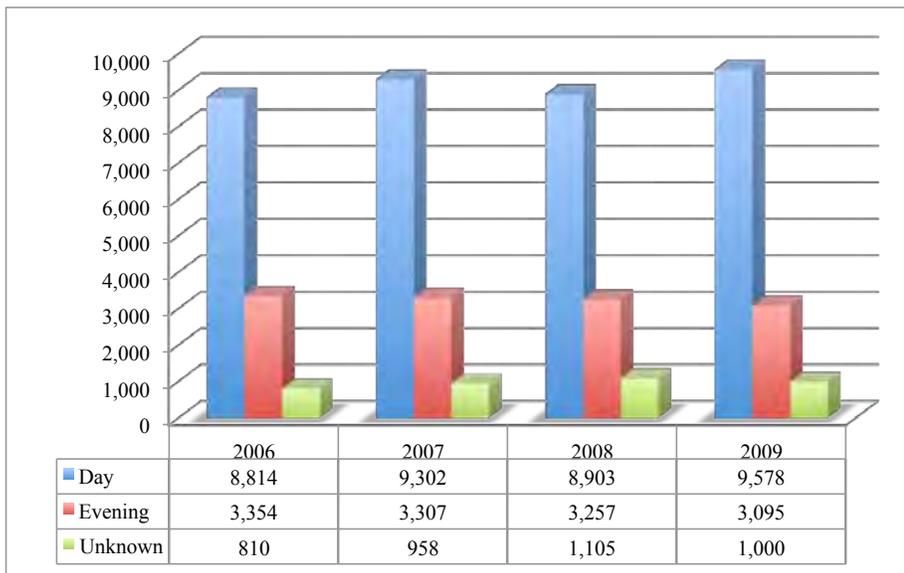
Fall Term Full-time vs. Part-time Student Status



Source: Golden West College Office of Institutional Research; analysis by Cambridge West Partnership, LLC

A very large portion (68%) of the students attends the College during the day, whereas 24% attend only in the evening. A small group representing 7% had an unknown attendance pattern, which generally means they were enrolled in a class where the meeting times were to be arranged such as an online distance education course.

Fall Term Time of Day Attending

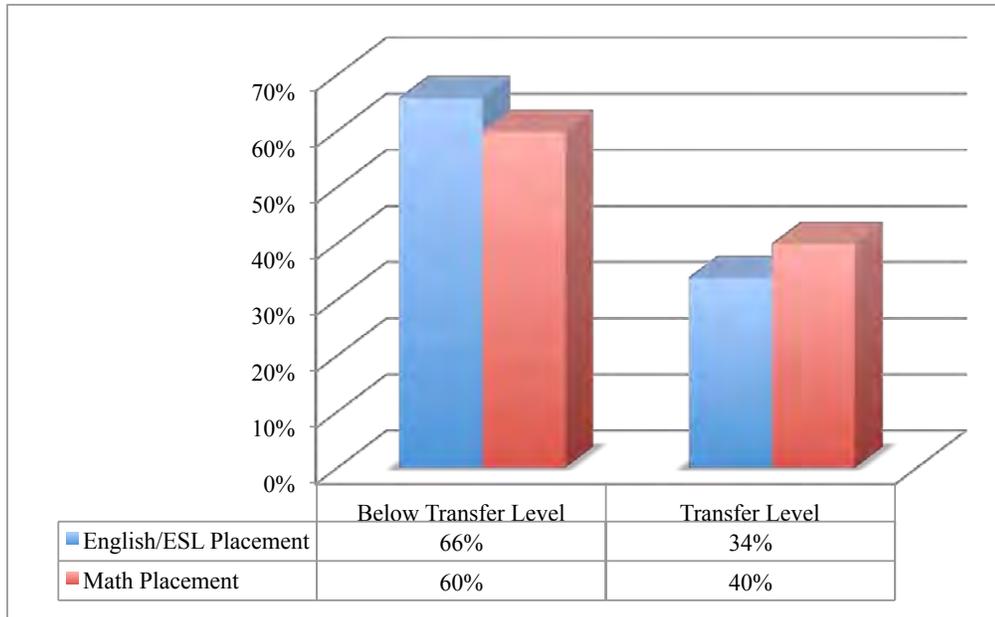


Source: Golden West College Office of Institutional Research; analysis by Cambridge West Partnership, LLC

In considering the academic preparation of the first-time students, it should be noted that two-thirds of the students place into English and English as a Second Language classes that are below the transfer level composition course. In Fall 2010, the percentage of students placing into English G100 was slightly lower for the high school students taking the exam through the SOAR program (33%) vs. the regular College student population (36%).

In the discipline of mathematics 60% of the students place into courses below the transfer level. In Fall 2010, the percentage of students from the College placing into various transfer level math courses (41%) was about the same as for the high school students taking the exam through the SOAR program.

Fall 2010 Placement Recommendations



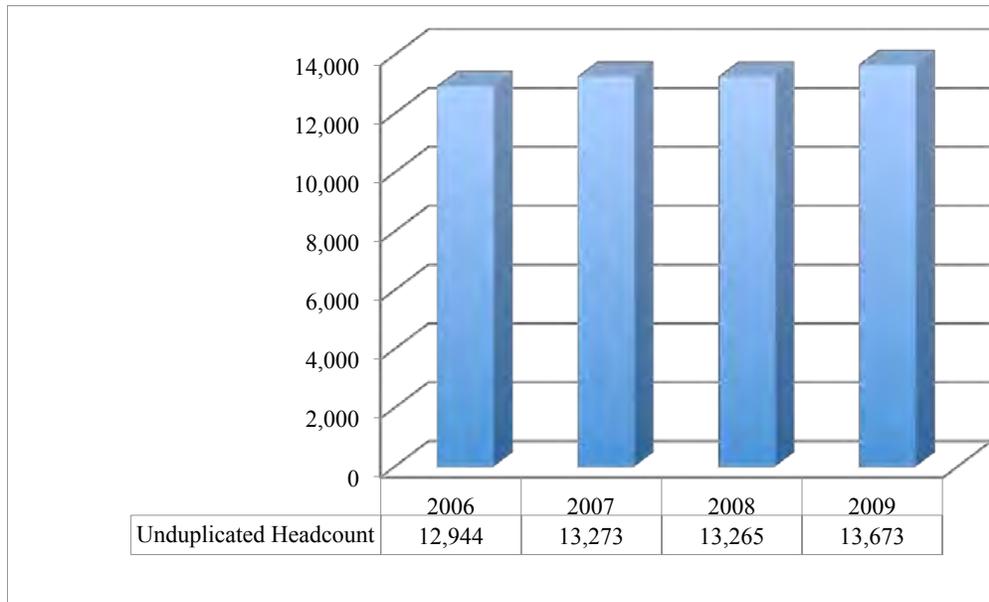
Source: Golden West College Office of Institutional Research; analysis by Cambridge West Partnership



The Institution from Within

From Fall 2006 to Fall 2009, the College has increased the unduplicated student headcount by 6%. Within the overall headcount, the balance between those students attending full-time vs. those attending part-time has changed. Between Fall 2006 and 2009 there was a 13% growth in part-time students and a corresponding decline of -4% in full-time students.

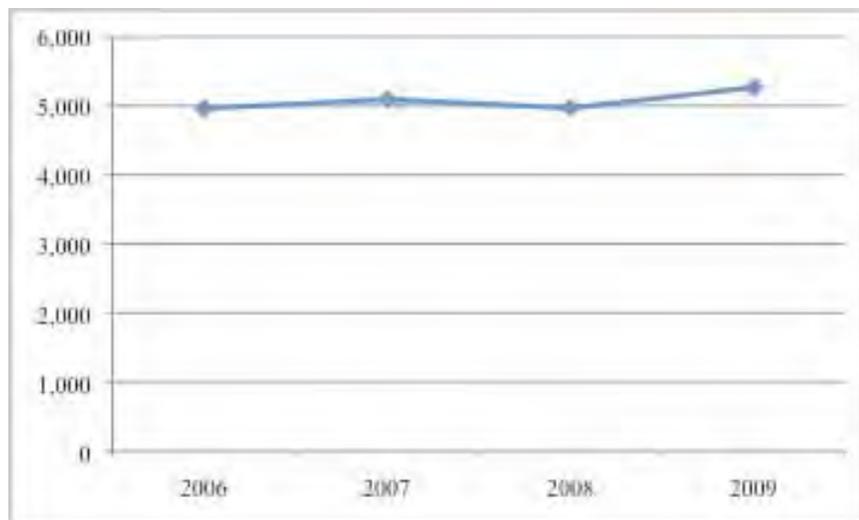
Fall Term Unduplicated Student Headcount



Source: Golden West College Office of Institutional Research; analysis by Cambridge West Partnership, LLC

Over the same period, the Weekly Student Contact Hours (WSCH) increased by roughly 10,000 or 6% and the Full-time Equivalent Student (FTES) volume also increased by 6% or 300 units of FTES.

Fall Term FTES Trends



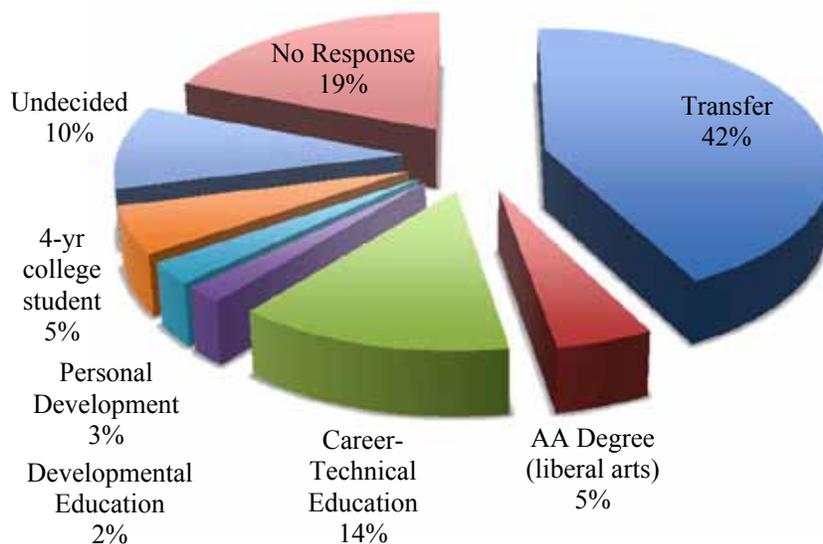
Source: Golden West College Office of Institutional Research; analysis by Cambridge West Partnership, LLC

However, it should be noted that during non-stabilization years, the College has hit its fiscal year apportionment targets by utilizing FTES generated during the winter intercession summer terms. Unfortunately, the availability of funding for offering classes during these non-primary terms for the purpose of meeting the enrollment target has been and will continue to be unreliable. In addition, the cost per FTES for offering non-primary term classes is much higher than offering classes during the primary (fall and spring terms).

Within the FTES generated by the College, the portion created by distance education offerings has increased nearly 50% from 2005-06 to 2008-09. Golden West College has a higher percentage of enrollments in distance education than the state as a whole and the Orange County schools on average. In 2008-09 FTES from distance education was 14% of all FTES generated at the College. Within Orange County, only Coastline College and Saddleback College have a higher percentage of enrollments in distance education than does Golden West.

In the process of seeking admission to the College new students are asked to select from a list of 16 goals to indicate their primary purpose in attending the institution. Among the first-time students in the Fall 2010 term, the majority (42%) intended to transfer to a four-year institution. Although 19% of these students did not respond to the goals question, the next largest group (14%) indicated some form of career and technical education goal that did not involve transfer. As the College is an open admission institution it is not entirely surprising to find that 10% of these students reported that they were undecided as to their goal or purpose for attending.

Fall 2010 First-time Student Goals Declared on the Application for Admission



Source: Golden West College Office of Institutional Research; analysis by Cambridge West Partnership, LLC

Current Program of Instruction

The current program of instruction provides a starting point for assessing the current needs for space. These needs are determined by the capacity to produce weekly student contract hours (WSCH). It will also be used as the base-line from which future needs for space will be determined. An analysis conducted relative to the current program of instruction is extremely important. For this reason, it was particularly detailed. It involved a section-by-section review at the discipline/program level. A comprehensive breakdown of this review can be found in the Appendix section of this Plan.

As of academic year 2010-11, the College has been authorized by the Chancellor's Office to offer 102 awards (66 degrees and 36 certificates). Within that array, there are 25 degrees and two certificates that are from traditional liberal arts disciplines. There are 75 career and technical education disciplines represented in the authorizations. Within the career and technical awards there are 41 degrees and 34 certificates, but many of these disciplines are authorized to offer both a degree and a certificate.

The Fall 2009 program of instruction consisted of 1,019 sections, which generated 172,834 WSCH. Enrollments (seats) per section averaged 43.7 and a WSCH per section of 169.6. In terms of instructional modality, lecture hours outpaced laboratory hours by a ratio of 1.6 to 1. Key elements that characterize the program of instruction are captured in the following table.

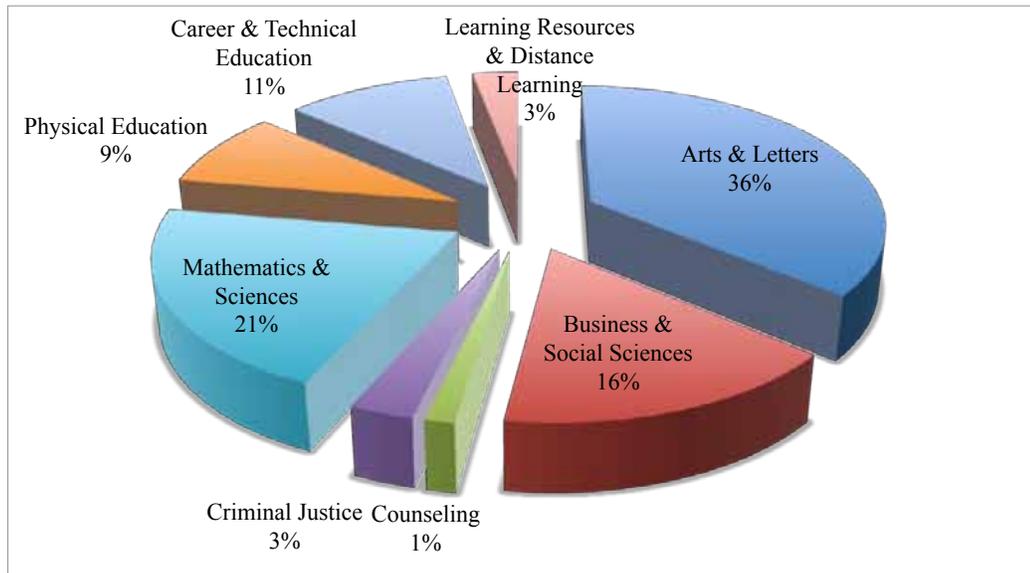
Fall 2009 Key Measures for the Program of Instruction

Programs of Instruction	Net Sections	Seats	Seats/Sec	WSCH	WSCH/Sec	FTES	Lec Hrs %	Lab Hrs %
Arts & Letters	369	12,412	33.64	48,752.3	132.12	1,485.79	41.8%	21.6%
Business & Social Sciences	164	11,123	67.82	38,931.8	237.39	1,186.40	21.2%	0.4%
Counseling	14	511	36.50	1,437.2	102.66	43.80	1.4%	0.0%
Criminal Justice	30	1,068	35.60	5,834.0	194.47	117.80	6.5%	1.1%
Mathematics & Sciences	214	11,466	53.58	47,396.4	221.48	1,444.46	14.4%	31.3%
Physical Education	90	3,006	33.40	10,755.9	119.51	327.80	2.0%	15.5%
Career & Technical Education	108	2,635	24.40	16,875.5	156.25	514.30	10.2%	24.6%
Learning Resources & Distance Learning	30	2,262	75.40	2,851.2	95.04	86.92	2.5%	5.5%
<i>Grand Total</i>	<i>1,019</i>	<i>44,483</i>	<i>43.65</i>	<i>172,834.3</i>	<i>169.61</i>	<i>5,207.27</i>	<i>100.0%</i>	<i>100.0%</i>

Source: Golden West College Office of Institutional Research; analysis Cambridge West Partnership, LLC

The divisions of the college were used to determine percentage shares of the sections offered. In this analysis the Arts and Letters division had the greatest share of the curriculum offerings at 36.2%. The next largest division was Mathematics and Sciences at 21% followed by the Business and Social Sciences at 16%. Collectively these three divisions account for 73% of all sections offered.

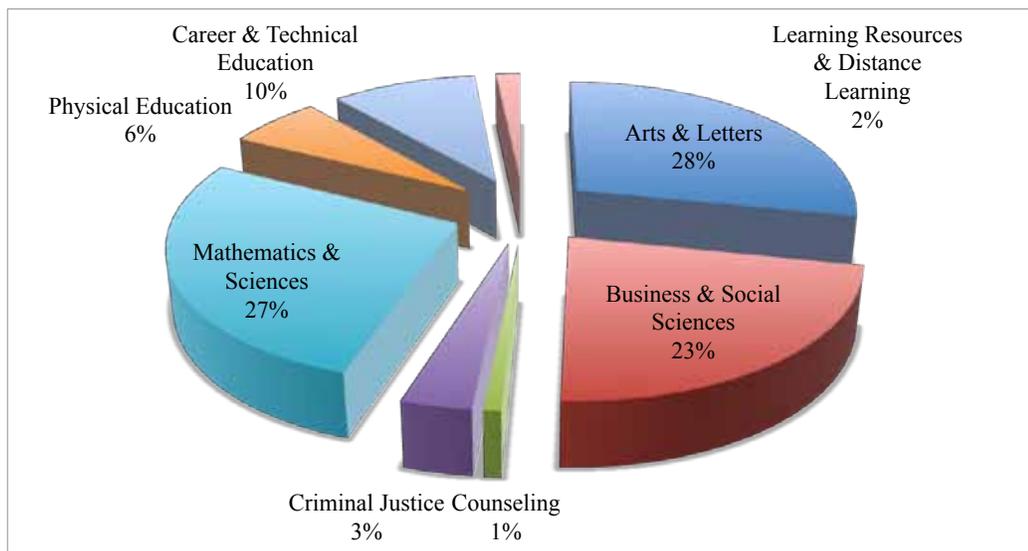
Fall 2009 Distribution of the Curriculum Offerings



Source: Golden West College Office of Institutional Research; analysis Cambridge West Partnership, LLC

Using the same divisions from the previous analysis, the distribution of WSCH was analyzed. The Arts and Letters (28.2%) and the Mathematics and Sciences (27.4%) divisions generated the greatest amount of WSCH. Following them was the Business and Social Science division (22.5%). Collectively these three divisions accounted for 78% of the College WSCH.

Fall 2009 Distribution of WSCH



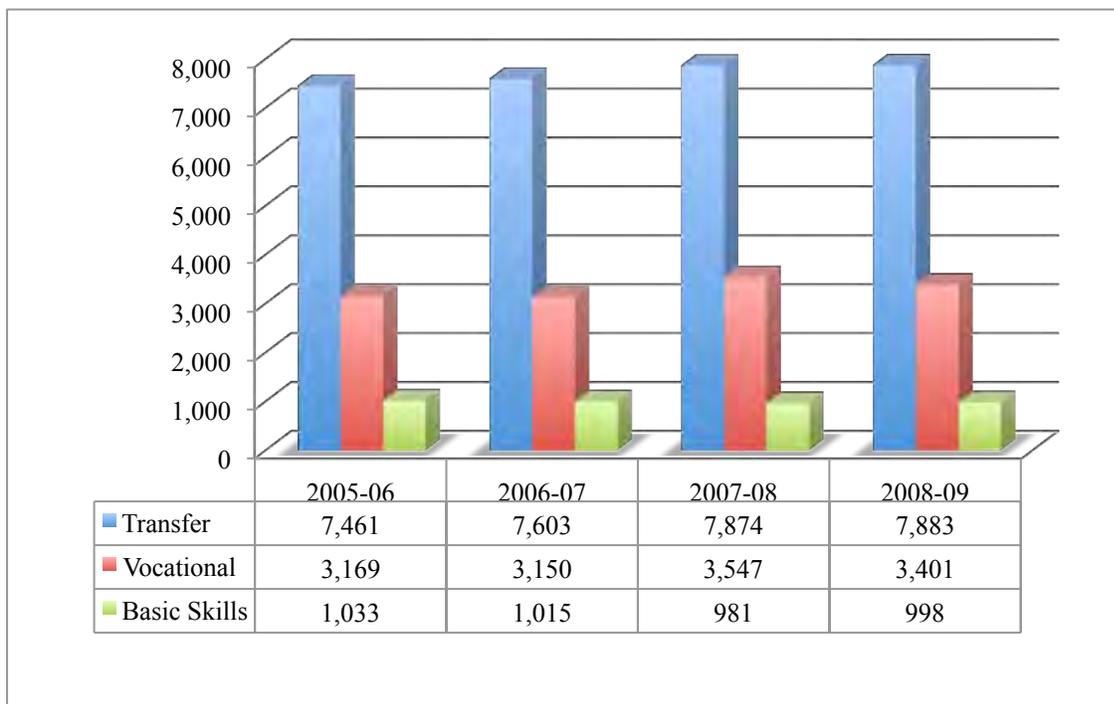
Source: Golden West College Office of Institutional Research; analysis Cambridge West Partnership, LLC



The distribution of curriculum and WSCH graphics both reflect the dominant position of the general education courses at the College. As is the case at institutions where a large number of students are intending to transfer to a four-year school, the courses in greatest demand are those from the disciplines represented in the required general education patterns. Those courses commonly come from the Arts and Letters, Social Science, and Mathematics and Sciences areas of the institution.

The relative portion of total FTES among the transfer, vocational and basic skills curriculum offerings has remained stable during the last four academic years. On average the transfer offerings represent 64%, vocational about 28% and basic skills roughly 8% of the total FTES.

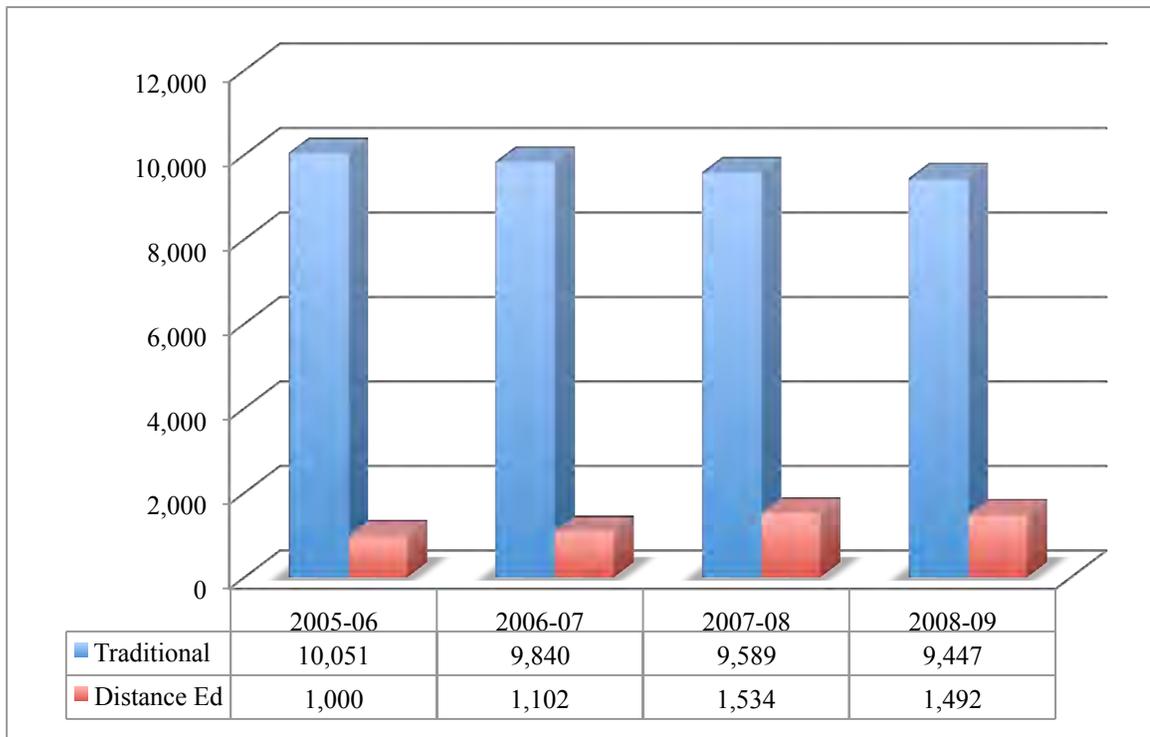
Annual FTES by Curriculum Type



Source: Golden West College Office of Institutional Research; analysis by Cambridge West Partnership, LLC

Most FTES produced by the College comes from traditional offerings (88%) as compared to distance education FTES (12%). However, the FTES generated by distance education offerings has been growing (49% increase). Over the past four academic years, 6% of the FTES has shifted from traditional instruction to distance education.

FTES by Mode of Instruction



Source: Golden West College Office of Institutional Research



Non-Instructional College Resources to Support the Educational Mission

SUPPORT SERVICE OFFICES

The College provides a diverse set of programs to support student learning which do not necessarily generate FTES. These programs make an important contribution to the college experience. They focus support on students who are at greatest risk of failure in higher education including students who are the first generation in the family to attend college, have of minority racial backgrounds, low-income families and physical, mental, or emotional disabilities.

In the *administrative* services area, these support services include:

- Bookstore
- Maintenance and Operations (classroom preparation and maintenance)
- Public Safety (fostering a safe environment for students and staff)
- Technology Support Services (campus network and computer equipment maintenance)
- Child Care Center
- College Support Services (Copy Center, mailroom, Facilities Keys Administration)
- Community Services (Not-for-Credit Instructional Programs)
- Facilities Construction

In the *executive* area, these support services include:

- College Promotions and Outreach (college preparation and opportunity information)
- Staff Development
- Foundation and Community Relations
- Institutional Research

In the *instructional support* area, these support services include:

- Athletics
- Course offerings in English as a Second Language
- Library (books, AV materials, electronic databases, reference resources)
- Math Computer Lab
- Puente Program
- Reading and Writing Center
- Student Computer Center
- Tutorial and Learning Center

In the *student services* area, these support services include:

- Admissions and Records
- Assessment Center (placement testing and orientation)
- CalWORKs/Re-entry
- Career and Employment Services Center
- Counseling and Guidance
- Disabled Students, Accessibility Center for Education (ACE) and High Tech Center
- Extended Opportunity Programs and Services (EOP&S)/CARE
- Financial Aid
- International Students Center and Program
- Student Health Center
- Student Activities/ Intercultural Center
- Transfer Center
- Veteran's Resource Center

Services in all of these areas have been reduced by the current shortfall of revenue. The areas are being supported by a combination of categorical funding, general funds and funds from the Associated Student Body and other ancillary funds.



It is important to the College that students succeed, persistently enroll in one term after the next, and achieve their educational goals. These kinds of services represent a commitment to support student efforts, but recent budgetary challenges threaten the capacity to continue the services at the same level and to meet larger future demands for assistance. **The College will need to be creative in finding ways to sustain or more efficiently provide some of these services, or GWC may need to make some difficult choices regarding the extent of support to selected ones, if policymakers at the state level do not pre-empt the campus leadership in that regard. The College program review process may provide some assistance in this decision making process.**

LIBRARY AND LEARNING RESOURCES

A new Library/Learning Resources Center is now scheduled to open during Summer 2011. The three-story facility will be located at the main western entrance to the campus. The new building will provide less space, 37,900 assignable square feet (ASF), than the current building at 46,233 ASF, for library space alone. However, the new building will be a modern, technologically-enhanced structure that takes advantage of changes in the information environment to support student learning. The new building will allow the library staff to develop strategies that adapt to twenty-first century student demands and needs. Academic support functions such as the tutoring services, writing assistance, the Student Computer Center and the High Tech Lab for the physically-challenged will be collocated in the new building.

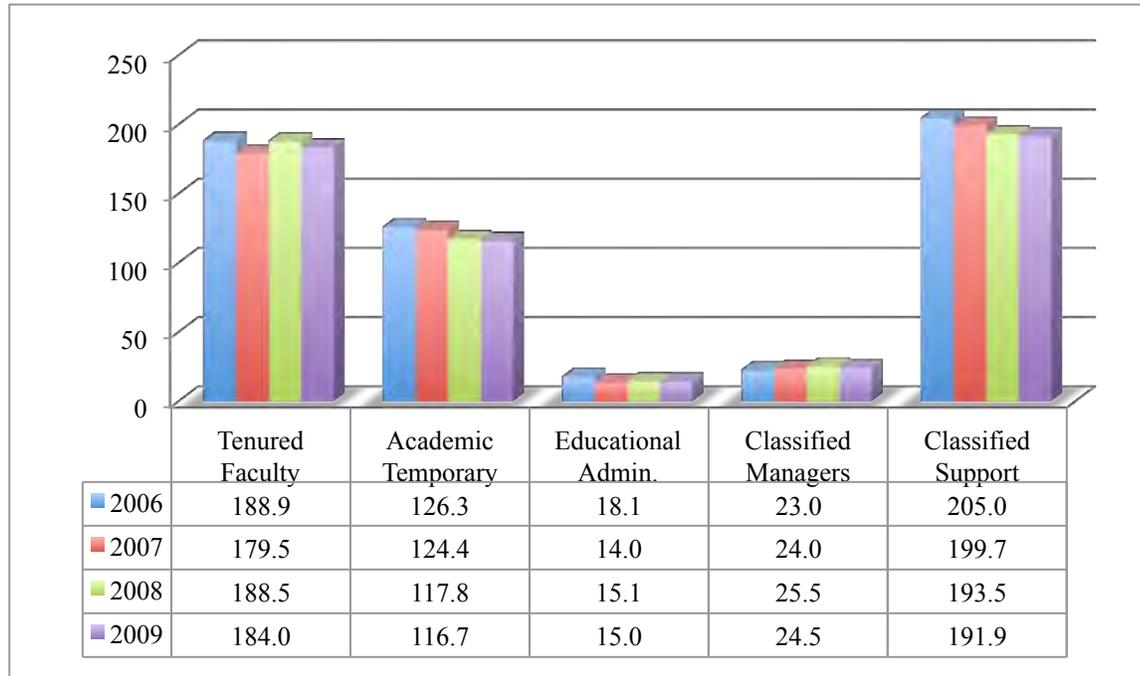
The library faculty collaborates with classroom faculty. The library is a vital resource for students who need to complete the information literacy graduation requirement. Faculty can help students meet this requirement by increasing the number of assignments that require library and information systems use. However, some of the state resource reductions pose a significant challenge to the library staff to maintain their electronic equipment and resources. The library staff has set goals to improve both faculty and student satisfaction with library services, and to improve the student ratings regarding the adequacy of the library equipment, materials and facilities.

The Learning Resources/Student Support staff anticipates using the new spaces to promote better interaction and collaboration with other support programs. The staff also expects to increase the use of online tutoring and incentives to enhance the access to and availability of the computing center for all students.

COLLEGE-WIDE STAFFING PATTERNS

Since 2006, the overall workforce at the College has declined by 4.6%. The number of educational administrators declined the most (-17.1%) over this period of four years. In addition to these changes, a number of positions have remained vacant as part of a strategy to conserve resources.

Employee Groups by Full-time Equivalency



Source: Golden West College Office of Institutional Research

A second view of the employees, grouped by age ranges, reveals that 33% of the educational administrators have reached the typical retirement age. Approximately 29% of the tenured faculty are also at that point in their lives, and an additional 12% are working beyond the typical retirement age of 65. Over the next six years, an additional 13% of the administration and 34% of the full-time faculty (tenure track and tenured) will reach the typical retirement age. There is no requirement that an employee retire at a particular age but this information is based on present averages.

Employee Groups by Age Ranges

Employee Group Classification	Total in Classification	% of Each Classification Row							Row Totals
		40 or Less	41 - 44	45 - 49	50 - 54	55 - 59	60 - 65	66+	
Administration	15	0%	13%	7%	33%	13%	33%	0%	100%
Faculty Tenure Track	28	64%	4%	11%	7%	14%	0%	0%	100%
Faculty Tenured	128	13%	2%	12%	13%	20%	29%	12%	100%
Faculty, Adjunct	283	28%	9%	14%	13%	12%	16%	7%	100%
Classified	222	32%	9%	16%	18%	13%	9%	4%	100%
<i>Total of All Employees</i>	<i>676</i>								

Source: Chancellor's Office Management Information System Annual Employee Basic Referential File for 2009; analysis by Cambridge West Partnership, LLC

Given that a significant percentage of employees in key classifications are of retirement age, this is the time to consider priorities to guide the decisions about replacement personnel. In the current and near-term environment the financial resources available to the College are insufficient to sustain all areas of the institution at optimal staffing levels.



BUDGET

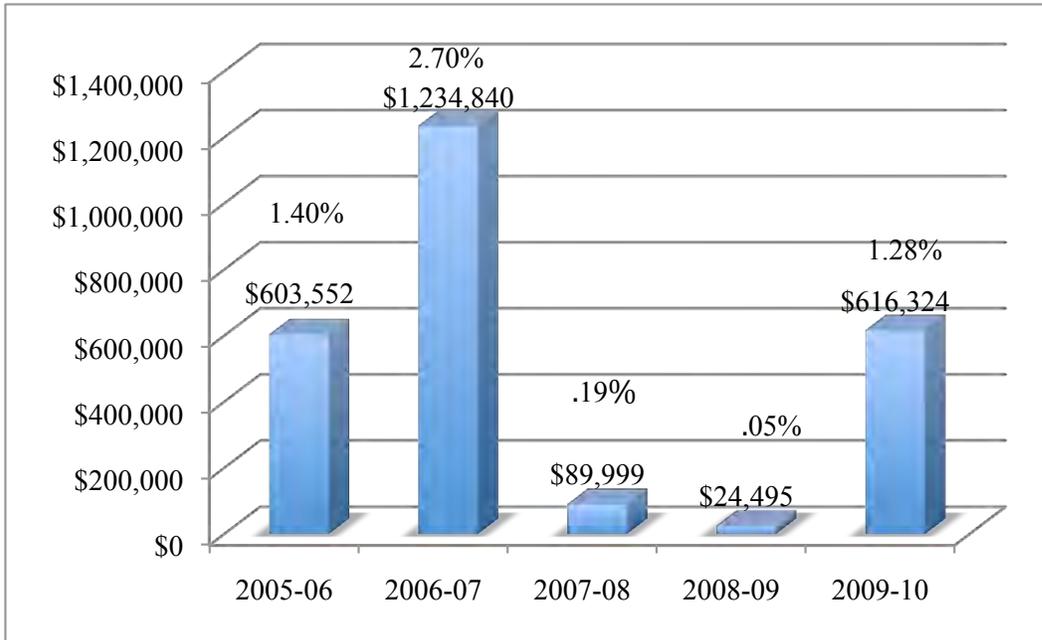
The development process at Golden West College historically has been completed as a “rollover” process. The managers of departments were provided with budget development sheets that displayed their discretionary accounts, and they were allowed to move their budget from one category to another to better serve their needs. In 2010-11, with the State budget information we received, Golden West decided that it needed to create some contingency plans in case there were midyear reductions. Every discretionary account on campus was reduced by 50%. That 50% was placed in holding accounts and remained unspent through the first half of the year. As departments faced difficulties with their operations, requests were made to senior administration for permission to spend up to an additional 25% of their budgets for emergencies. The college departments have operated extremely efficiently for the 2010-11 fiscal year, which will hopefully allow the campus to have a healthy ending balance.

Budget development for 2011-12 will be extremely difficult. With so many unknowns at the State level, Golden West and the Coast Community College District have created various scenarios taking into consideration the different options being considered. For 2011-12, 50% of all discretionary accounts will actually be reduced from campus operations and taken as permanent reductions to the campus budget. In addition, vacancies created through attrition and early retirement incentives are being reviewed on a case-by-case basis with many of the positions being eliminated to help the campus meet its revenue reduction targets.

The Planning and Budgeting Committee plays a vital role in the budgeting process. On an annual basis, the committee is presented with a summary of expenditures from the previous year and a breakdown of those expenditures by major category (salaries, utilities, supplies, etc.). In that same report, a breakdown of the current fiscal year budget is broken down in the same way. This allows the constituents that serve on the committee to understand where the expenditures were made in the previous year, as well as where the expenditures are anticipated to be in the coming year. With the budget challenges that the College is facing, the committee gets regular updates as new information is made available from the District and the State to ensure that everybody has an overall understanding of the financial state of the College.

Golden West College will be facing some very serious budget challenges in the next 2-3 years, possibly longer, given the state of the State. The College is doing its very best to prepare for these future unknowns, but it will be extremely challenging given the reductions that have already been taken, both in financial resources and human resources.

Five-Year Ending Balance History

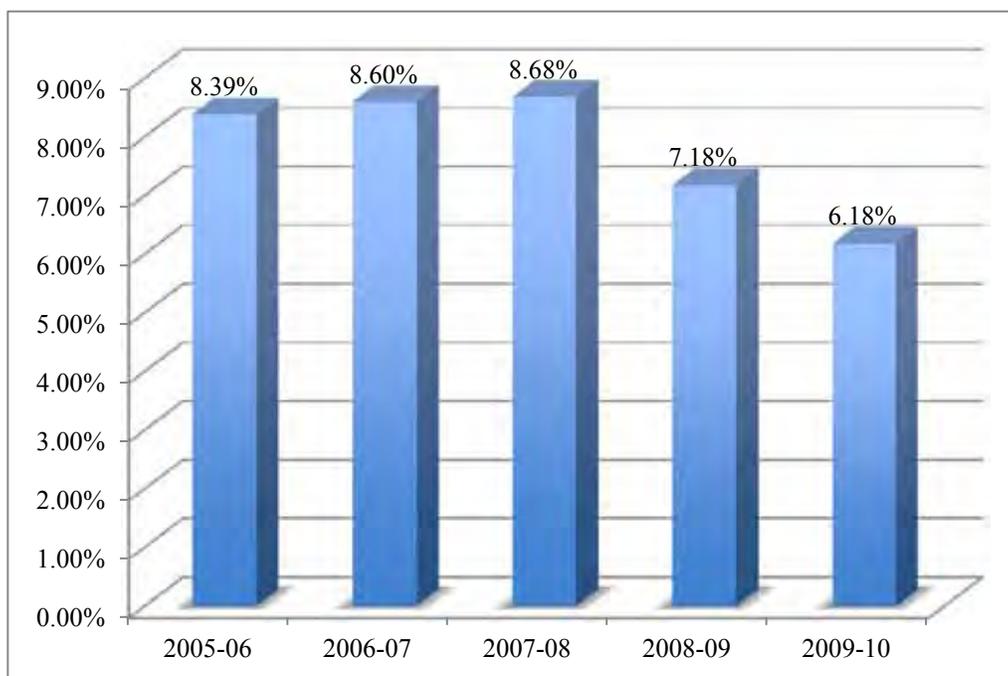


Source: Golden West College, Administrative Services

The College strives to maintain an annual 1% reserve for contingencies in the general fund ending balance as an adequate indicator of the College’s overall fiscal health. However, the College has been able to achieve that goal in only three of the past five years. Fixed costs of salary and benefits continue to claim the majority of the revenues. The College experienced two years where the ending balance was extremely small in comparison to its adopted budget. In 2009-2010, the College had a healthy ending balance and is projecting one for the 2010-2011 fiscal year as well. In addition to the College general fund ending balance, Golden West maintains a fund as well for capital expenditures and emergencies.



Percentage of Discretionary Budget Five-Year History of Expenditures



Source: Golden West College Administrative Services

With the majority of the College budget being spent on salaries and benefits, there are very few discretionary funds available. Over the course of the last several years, the College has been working towards a goal of increasing the discretionary budgets to 15% to ensure that operational budgets are adequate. However, as budgets become challenging this has become very difficult. The college has made strides toward this goal by not replacing personnel who have left their positions; however, with the College facing significant reductions in discretionary budgets, that goal becomes more and more difficult to reach.

Most revenues come to the college through the apportionment process, which is tied to enrollments and instructional contact hours. The college has achieved its FTES cap by offering courses in the winter intersession and summer school. Unfortunately, resources to continue those non-primary terms are dwindling. Pending increases in student enrollment fees, combined with changes in the demographics of the population served may make it hard to sustain the desired enrollments through the primary terms alone. Effective strategies for enrollment management, outreach, scheduling and facilities utilization will be needed.

In the past year, the College has introduced a number of new instructional budget models and scheduling tools to improve the quality and accuracy of the College's course scheduling practices. As such, the College has been able to project enrollment to within .01% of the actual census enrollment. Additionally, to respond to the significant budget cuts imposed by the state, the College has been able to introduce scheduling models that reduce the instructional budget by 10% while reducing the impact on enrollment to 7%. The College plans to further improve and augment these models by introducing and evaluating course scheduling priorities and integrated scheduling models across all instructional divisions. These efforts will ensure that students are offered the most efficient scheduling patterns that decrease the time required to complete certificates, graduate and transfer.

TECHNOLOGY

The 2004 Technology Plan articulates a vision for implementing the use of sophisticated technology. These resources would be accessible to students and staff alike. The plan calls for preparations to build the infrastructure, applications and services to achieve the vision. Goals were divided into three different timelines. One timeline would be for goals that would be achieved in two years, one for those to be accomplished over two to five years, and finally, one timeline for goals that required resources that were not currently available. The Technology Plan anticipates that technology will be used for improve College operations, provide new methods for delivering instruction, and create new opportunities for fields of study.

A number of new administrative technology initiatives have been launched since the 2004/05 College Master Plan was written. A new District integrated information system (Banner) was implemented. The new integrated information system attempts to “work smarter” by implementing advancements in technology. On the campus, a new College “green” data center has been opened since the College Master Plan of 2004/05 was authored.

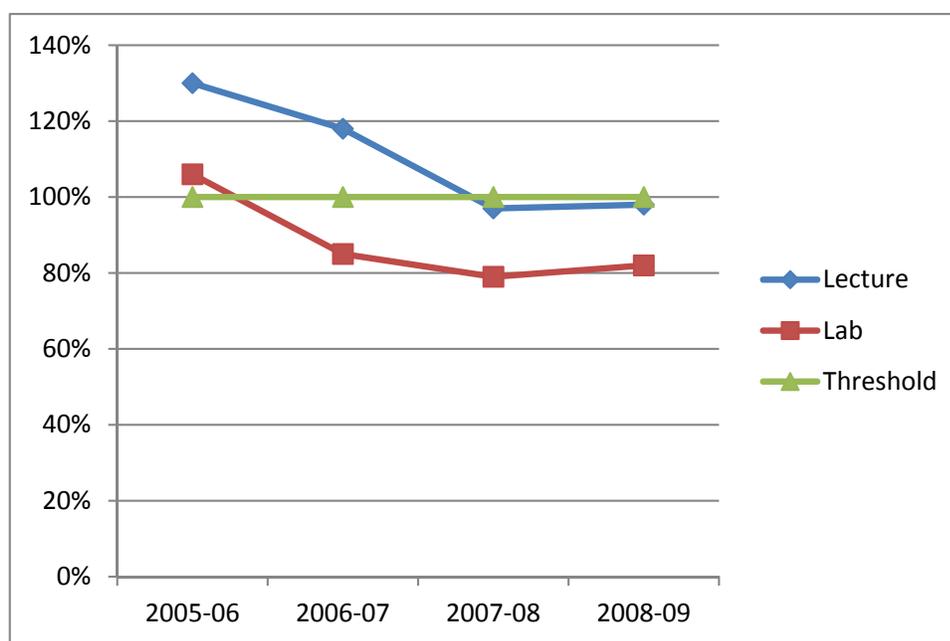
A number of instructional technologies have been introduced in recent years. On the campus many classrooms have become multimedia-teaching environments with white boards, a computer, a projector and a built-in screen. The online “course shell” that has been created in the Blackboard learning management system for every class at the College allows instructors to post an electronic grade book, encourage class blogs and student chats, post assignments, host online quizzes, use class specific student e-mail, and link to other resources. A new nursing and health science building has been opened with a nursing and health computer center, and at least two programs operate with sophisticated instructional simulators (Nursing and Criminal Justice). The nursing program, with 13 general-purpose patient simulators and one birthing mother simulator, now making it one of the most technologically advanced programs in the nation. A new state-of-the-art Learning Resources Center is scheduled to open in Summer 2011, which will add more computers and printers on the campus network. Additionally, distance education offerings have expanded over the past six years. In recent years the College has increased the number of online and hybrid courses that rely on instructional technology. **Measure C resources have partially funded these technological acquisitions but a new revenue source will be required to provide ongoing support to hire technical personnel, to replace worn equipment, and to provide training to the general staff in the use of the equipment and software.**





SPACE

Space Utilization, Capacity to Load Ratios



Source: Coast Community College District 2003-2008 Report 17 ASF/OGSR Summary and Capacities Summary; analysis by Cambridge West Partnership, LLC

Since 2005-06, the College has worked diligently to use facilities more efficiently. This goal is illustrated in the graphic of capacity to load ratio. There are four key academic buildings that are in the queue for state funding: (1) Science/Math; (2) Criminal Justice; (3) Language Arts; and (4) Student Services. This long-term planning anticipates that the college will continue to demonstrate full use of its facilities on a 56-hour-a-week basis and continue to show productivity with a high average number of students per section, WSCH per section, and WSCH per full-time equivalent faculty (FTEF) ratios. Because there is a limited amount of state funding available, this money will be awarded to those colleges in need of facilities but with the greatest productivity or efficiency values.

One of the College’s goals is to provide facilities for non-state funded programs. The top priorities include providing new space for the Cosmetology program and consolidating Administrative Services into a single building. Additional projects that the College would like to complete include the reuse of the KOCE studio in the Music building when the lease expires, possibly for use by Digital Arts and Digital Media programs, redistributing the CTE program space, redefining the current Admissions and Records space, constructing faculty or student housing; and identifying alternative uses for College land.

VI. INSTITUTIONAL EFFECTIVENESS

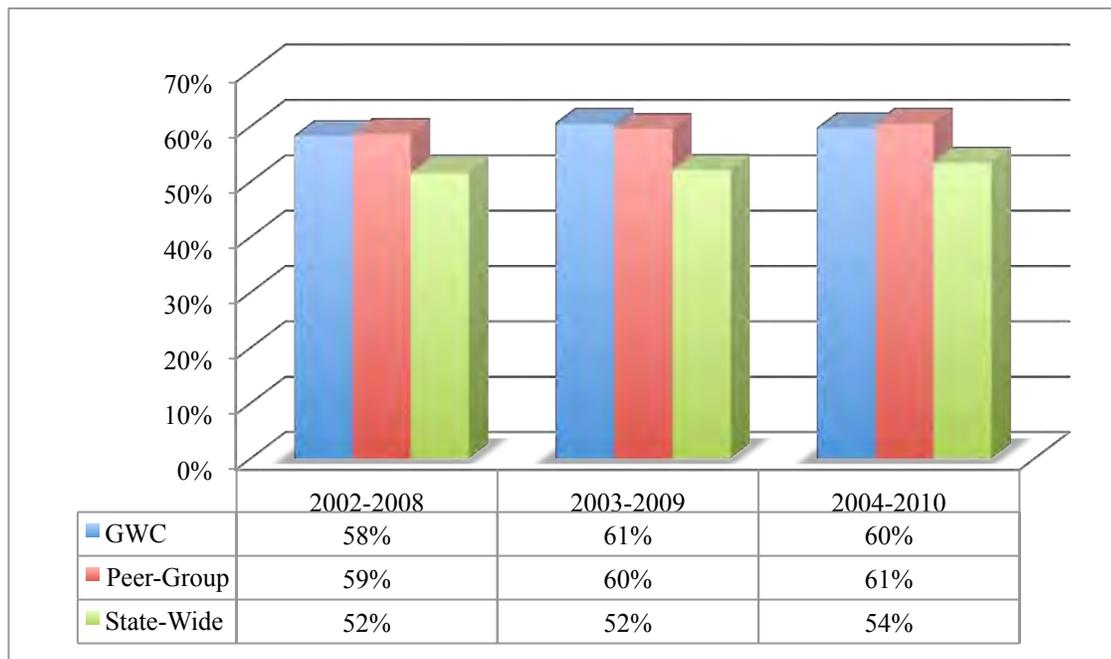
A. Assessment of Institutional Performance Against Goals

Institutional Mission and Effectiveness Goal

The College has evaluated data about its own performance with respect to the goals it has established. Key performance indicators are used to determine the extent to which the College has reached those goals. These activities illustrate the culture of evidence at the College.

The Accountability Reporting for Community Colleges (ARCC) reports¹⁷ show that in recent years Golden West College had a significantly higher rate of Student Progress and Achievement (SPAR outcome) (over 5% greater) than the statewide rate and is on par with the performance rate reported for a peer-group of California community colleges. These results are based on the SPAR outcome indicator.

Student Progress and Achievement Rate



Source: Golden West College Office of Institutional Research

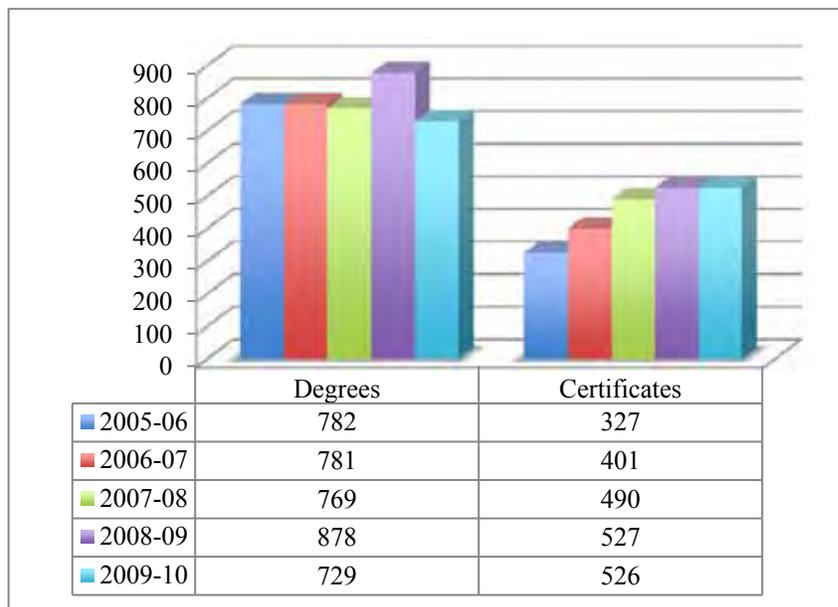
In this analysis the denominator of the ratio consists of first-time students in the California community college system in 2002-03, 2003-04, and 2004-05. They were followed respectively to 2007-08, 2008-09 and 2009-10 and placed into the denominator count if they earned 12 units and attempted a transfer math or English course and a high-level vocational course. These students are also included in the numerator of the ratio if they were awarded a degree or certificate, or if they became transfer directed or prepared, or actually transferred.

¹⁷ A copy of the current and past reports, which contain a detailed methodology section, can be extracted from <http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC>



The number of degrees and certificates of achievement can be identified on an annual basis. These are key performance indicators that are monitored by the College. The numbers of awards increased in both categories from 2005-06 to 2008-09. For some reason there was a decrease in the number of degrees awarded in 2009-10 compared to 2008-09, although the number of certificates awarded in that year remained the same. Over this five-year period, (2005-2010) the College has awarded an average of 788 degrees and 454 certificates annually.

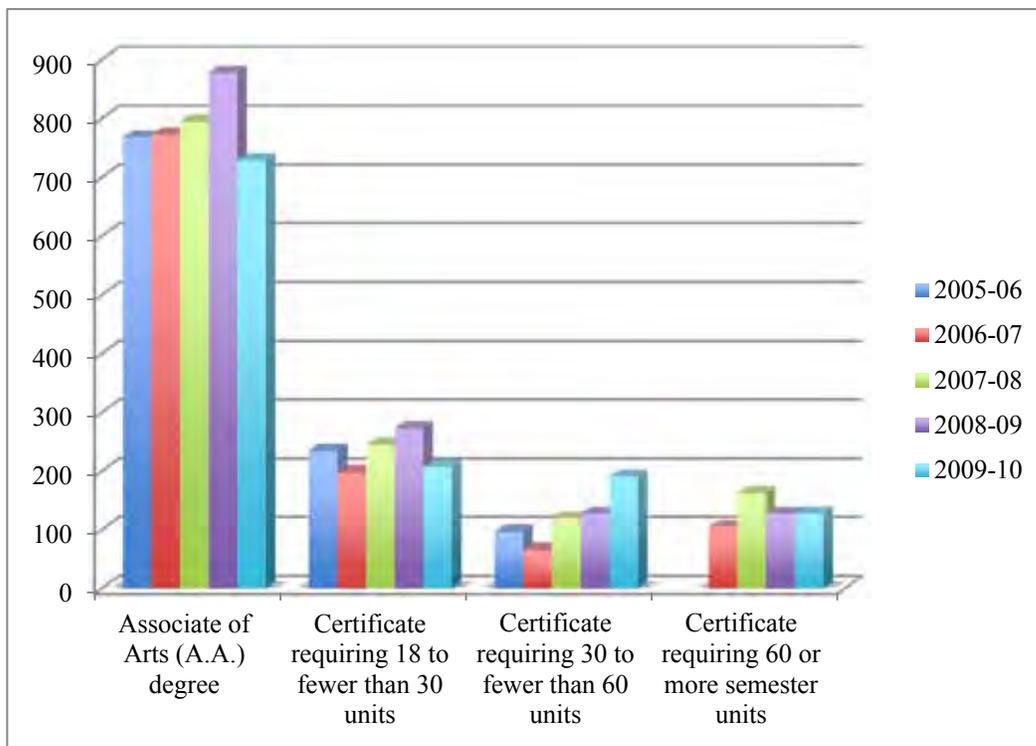
Degrees and Certificates of Achievement Awarded



Source: Golden West College Office of Institutional Research

The College has set a goal to increase the number of degrees awarded by 22 over the next three years and to increase these awards by 72 over the next six years. Likewise, the College aspires to increase the number of certificates of achievement it awards to 580 (10% increase) over the next three years and to increase to 632 (20% increase) over the next six years. A more detailed view of the past awards is provided below.

Details of Degrees and Certificates Awarded



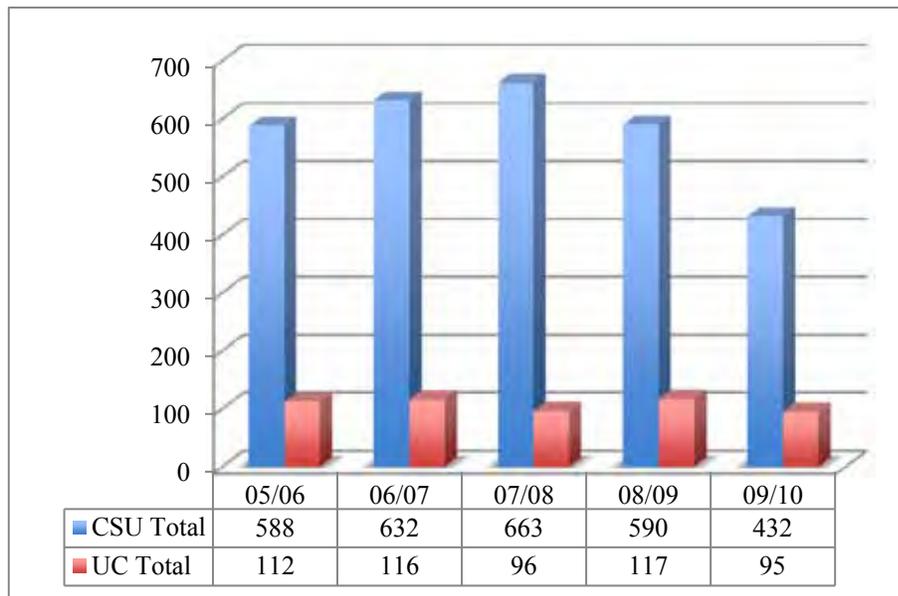
Source: Golden West College Office of Institutional Research; analysis by Cambridge West Partnership, LLC

After 2005-06, the College began to award Associate Degrees in specific discipline areas; therefore, a comparison from that year through 2009-10 is a little misleading. Nevertheless, the two discipline areas with the most degrees awarded are Interdisciplinary Studies (84.6%) and Health (8.0%). Until 2009-10, the term Interdisciplinary Studies was used to denote the transfer preparation Associate Degree program offered by the college. From 2009-10 forward, Associate Degrees were available under more curriculum-specific areas. Among the certificate awards, the three most popular areas of all certificates granted are Public and Protective Services (24.8%), Health (24.3%) and Commercial Services (23.5%).

It is useful to consider the transfer experience of students who attended the College and are now enrolled at one of the two public university systems in California. This information is incorporated into the SPAR outcome measure in the ARCC framework. Over the last six years, the College has averaged an annual transfer count of 580 students to CSU and 107 to UC. A lack of revenue being provided to the public universities has required them to restrict the number of community college transfer students they can accept. CSU Long Beach, in particular, is a very impacted institution but is the primary campus to which Golden West College students transfer. CSULB sharply curtailed the numbers of accepted transfer students in recent years and this is shown in the graph below. As an alternative, transfer-bound students from the College have been seeking entrance to in-state private institutions and out-of-state schools. The College's success in sending students to the two in-State public university systems is illustrated in the graphic below. The overall count of students who transferred in the most recent year for which data is available (2008-09) was 1,072. Transfer preparation is a major function of the community college system but acceptance of those students within the public university systems depends on the resources available to those systems.



Annual, Full-Year Transfers to CSU and UC

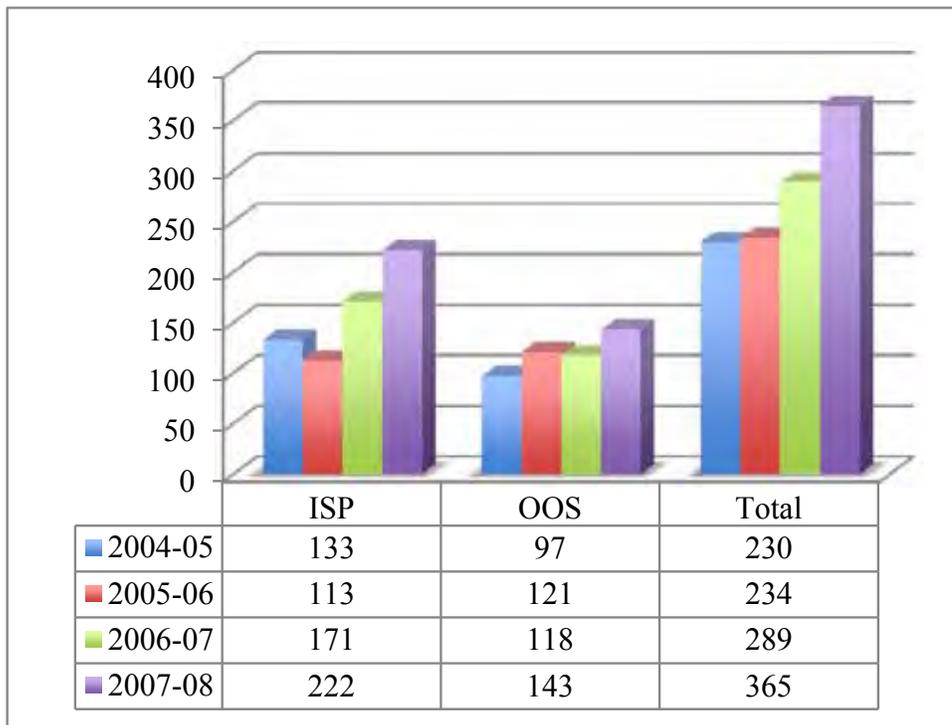


Source: California Postsecondary Education Commission; analysis by Cambridge West Partnership, LLC



The number of students from the College who have successfully transferred to in-state private or out-of-state institutions has been steadily climbing over the academic years for which data is available (2007-08 is the most recent year). On average, the College has sent 160 students to private institutions in the state and 120 students to out-of-state schools. From 2004-05 to 2007-08, there has been a 67% change in the numbers of students accepted at in-state private schools and a 47% change in the numbers accepted at out-of-state institutions. Over this period of time, the leading out-of-state institutions are University of Nevada at Las Vegas and Ashford University (large provider of distance education, although based in Iowa). Among the in-state private schools, the most popular are: (1) University of Phoenix (annual average of 73 students); (2) Chapman University (annual average of 17 students); (3) Vanguard University (annual average of 15 students); (4) University of Southern California (annual average of 13 students); and (5) National University (annual average of 12 students).

Full-Year Transfers to Out-of-State (OOS) and In-State Private (ISP) Schools

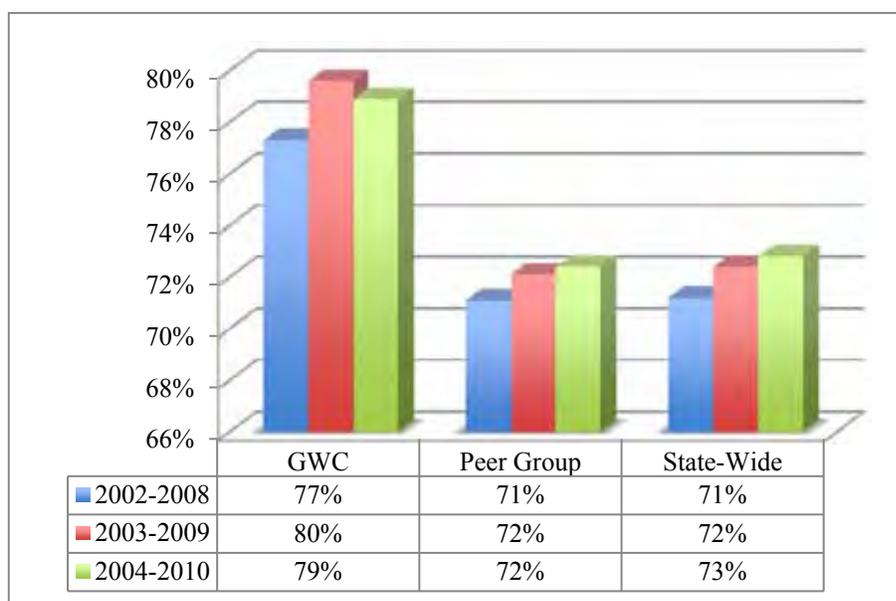


Source: California Community College Chancellor's Office, Research, Analysis and Accountability Unit Reports; analysis by Cambridge West Partnership, LLC

The College has set a new goal to increase the annual, full-year overall number of students who successfully transfer to a total of 1,092 within the next three years (an increase of 20 students) and to 1,122 (or 50 additional students) within the next six years.

The College is also substantially above the statewide performance level on the ARCC indicator of the “Percent of Students Earning 30 units”. For career and technical education students who neither transfer to a four-year institution nor receive an award from the community college, the completion of 30 units translates to substantial gains in wages upon leaving college.¹⁸ Two years after leaving the community college, these students have been shown to earn about as much as the vocational student who completes an occupational degree or certificate. For those students intending to transfer, completing 30 credit hours is an important momentum milestone because it indicates that they are halfway to the transfer point.

Percent of Students Who Earned at Least 30 Units



Source: Golden West College Office of Institutional Research; analysis by Cambridge West Partnership, LLC

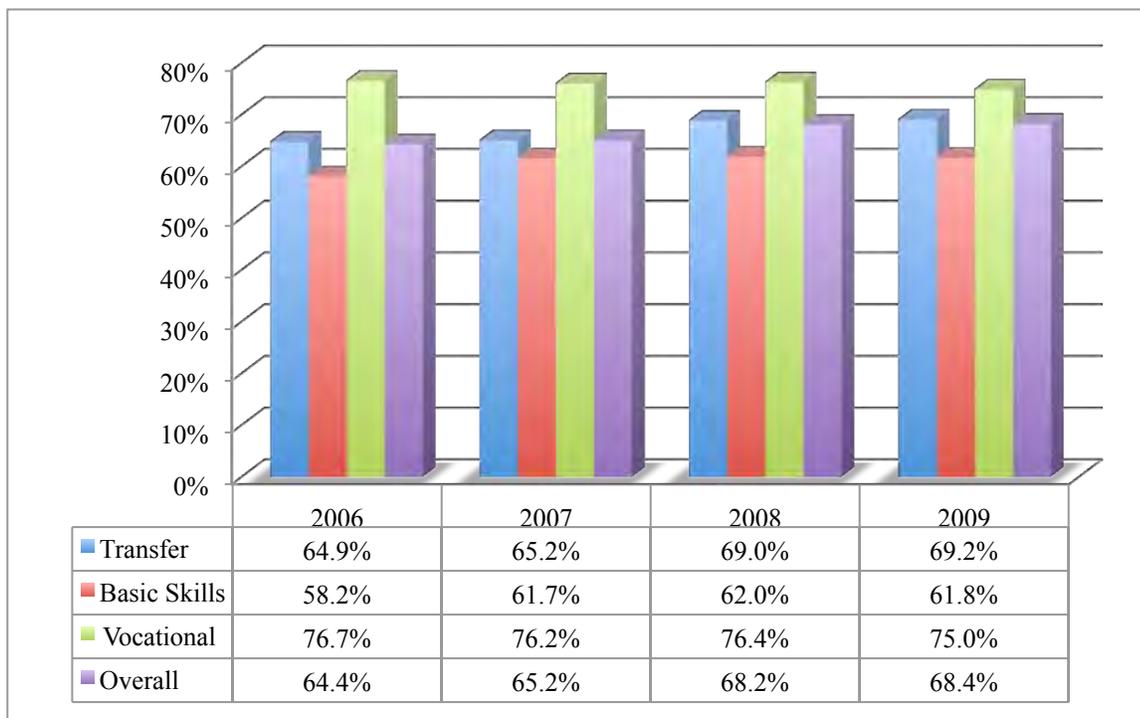
In this analysis, the denominator of the ratio is the same as the student progress and achievement indicator. The students who successfully complete 30 credit hours are in the denominator and are also included in the numerator.

¹⁸ Brian Bosworth *Certificates Count: An Analysis of Sub-baccalaureate Certificates*. (Washington, DC: Complete College America, 2010); Louis Jacobsen and Christine Mokher *Pathways to Boosting the Earnings of Low-income Students by Increasing their Educational Attainment* (Washington, DC: Hudson Institute Center for Employment Policy and CNA Analysis and Solutions, 2009); Tom Bailey et. al. *The Return to a Sub-baccalaureate Education: The Effects of Schooling, Credentials and Program of Study on Economic Outcomes* (Washington, DC: U.S. Department of Education, 2004); Dana Furchtgott-Roth et. al. *Strengthening Community Colleges' Influence on Economic Mobility* (Washington, DC: The Pew Charitable Trusts, 2009); and Davis Jenkins *A Short Guide to "Tipping Point" Analyses of Community College Student Labor Market Outcomes* (New York, NY: Columbia University, Teachers College, Community College Research Center Research Brief #3, April 2008)



A common measure of organizational performance is the success rate of students enrolled in the credit instructional program. The rate is calculated by comparing the number of students who earned a grade of C or better to the number of all students who were still enrolled after the normal add and drop period ended. Students attending the college have had steady increases in the amount of success they have experienced in their courses with a minor exception of vocational curriculum in Fall 2009.

Fall Term Student Success Rates Overall and by Type of Course

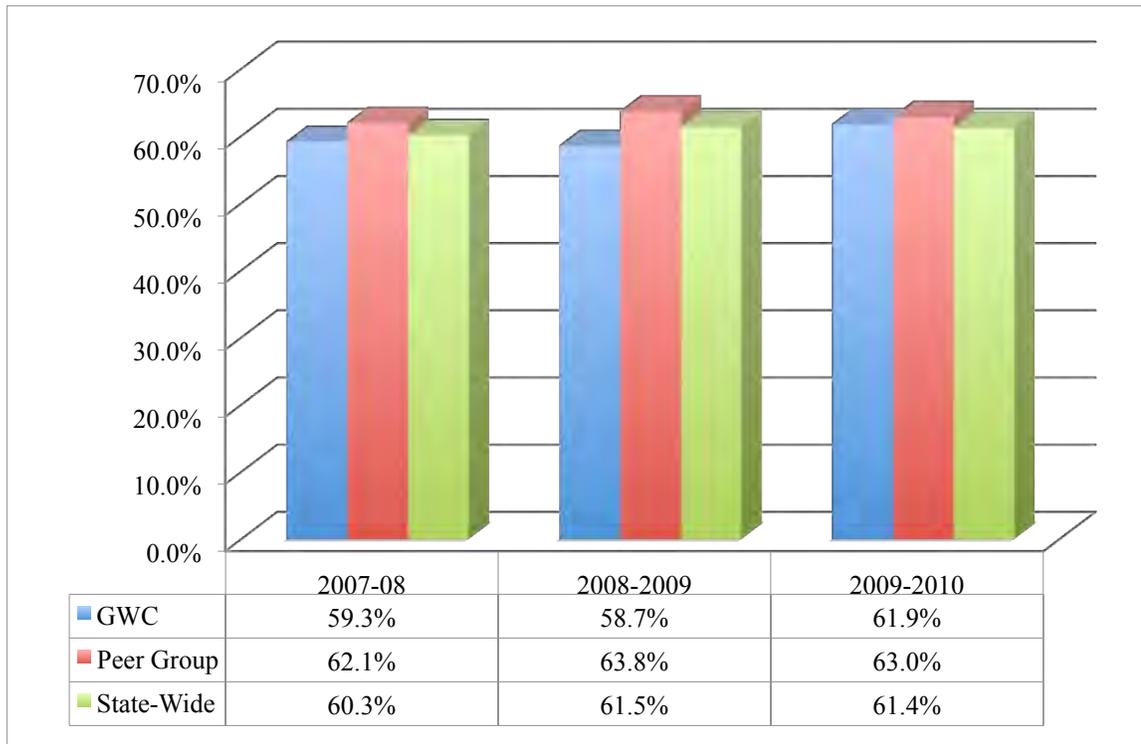


Source: Golden West College Office of Institutional Research; analysis by Cambridge West Partnership, LLC

When student academic performance is analyzed, it becomes apparent that certain student groups perform much better than others in both English and math. To address this disproportionate success rate, the College has set a goal of not having any student group achieve course success rates in math and English below 80% of the reference group performance (male in the case of gender success and White in the case of racial success) in a disproportionate impact analysis. Over a five-year period, all groups averaged at or above the disproportionate impact threshold. However, the success rate for Black students was the lowest of all groups and was exactly at the cutting point of the disproportionate impact threshold.

As expressed in the ARCC framework, in recent years Golden West College was slightly behind its peer group but roughly on par with statewide performance on the “Basic Skills Credit Course Success Rate” indicator. In this analysis the denominator of the ratio consists of students enrolled in one or more credit non-degree applicable basic skills courses during 2007-08, 2008-09, or 2009-10. Successful students, defined as those who earned a final course grade of A, B, C or pass, are also placed into the numerator count. This performance indicator is important because two-thirds of the incoming students are placed into basic skills level English and/or math courses.

Annual Credit Basic Skills Successful Course Completion Rate

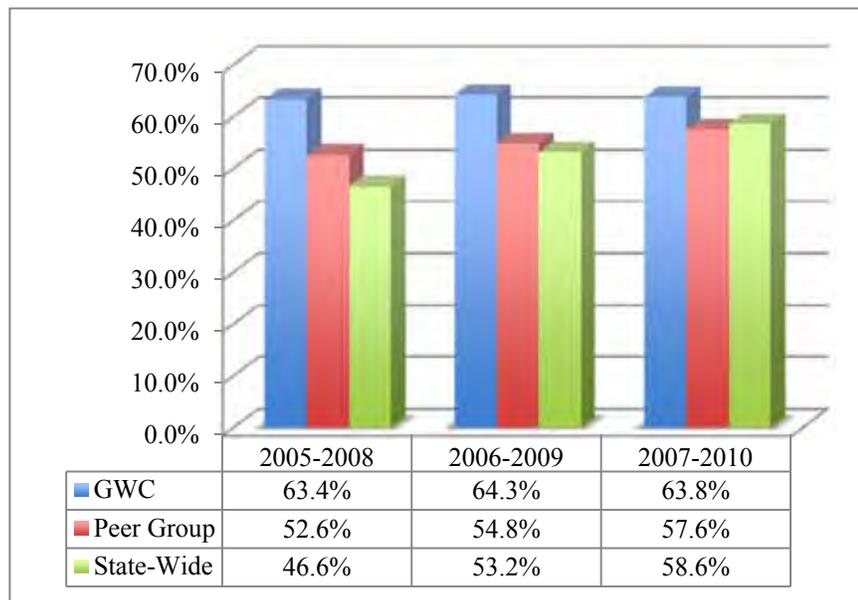


Source: Golden West College Office of Institutional Research; analysis by Cambridge West Partnership, LLC



The College has not yet set a key performance indicator goal for basic skills successful course completion rate. As expressed in the ARCC framework, in recent years Golden West College had significantly higher than state-wide performance levels on the “Basic Skills Improvement Rate” (61.9%) indicator. In this analysis the denominator of the ratio consists of students enrolled in one or more credit basic skills math, English composition, or reading courses below the transfer level during 2005-06 to 2007-08, 2006-07 to 2008-09, and 2007-08 to 2009-10. Successful students were defined as those who earned a final course grade of A, B, C or pass. They were followed respectively for three academic years, including the term of qualifying enrollment, and placed into the numerator count if they successfully completed a higher-level course in the same discipline.

Basic Skills Credit Course Improvement Rate



Source: Golden West College Office of Institutional Research; analysis by Cambridge West Partnership, LLC

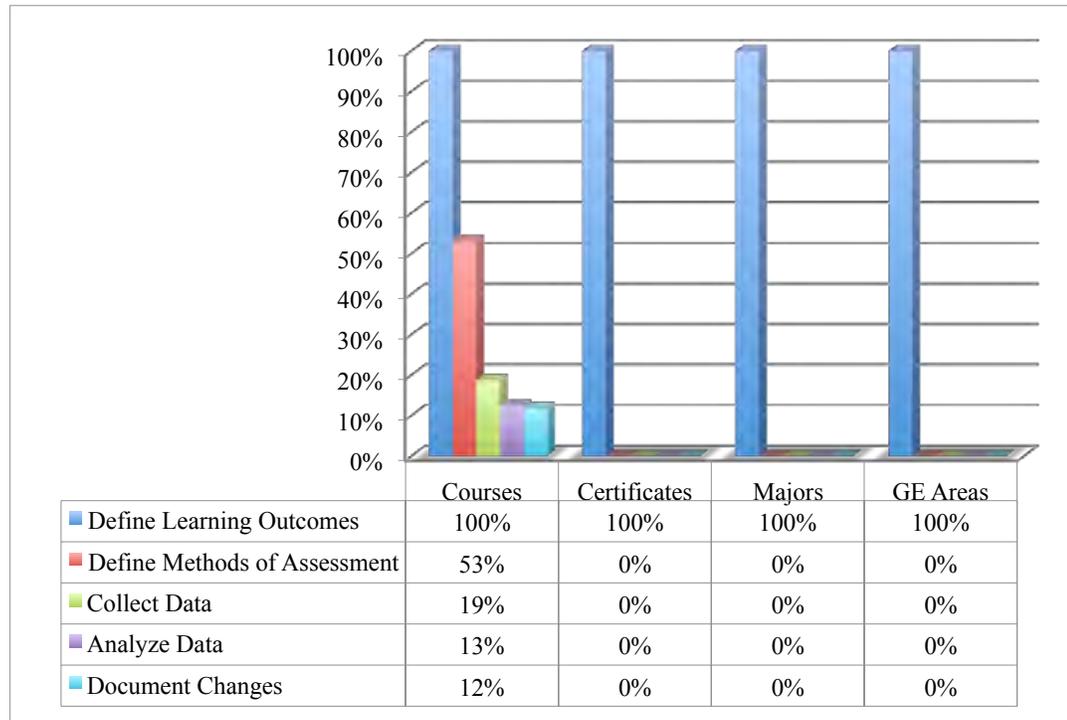
The College has not set a key performance indicator goal in the area of basic skills success or credit course improvement.

Asian students are disproportionately impacted with respect to entering transfer-level English composition courses, while Hispanic, American Indian and disabled students are adversely impacted with respect to accessing transfer-level math instruction. Within the basic skills course offerings, 40% of all students do not complete the English series successfully while less than 52% of all enrolled students successfully complete math developmental courses. When transfer-ready cohorts were inspected, the College found that American Indian, African-American and disabled students were consistently not represented at the same rate as other students after six years of enrollment.

Student Learning Programs and Services Goal

The College presently views its learning outcomes and the assessment of learning activities as being in the developmental stage of a rubric prepared by the Accrediting Commission for Community and Junior Colleges (ACCJC). One of the College's value statements declares, "We aspire to high academic standards and support the personal growth of all our students. We are committed to student learning that culminates in identified student outcomes." At the conclusion of academic year 2008-09 the progress self-appraisal (Student Learning Outcomes Assessments) was developed. It is illustrated in the graphic below.

Percent of SLO Assessments in Evidence

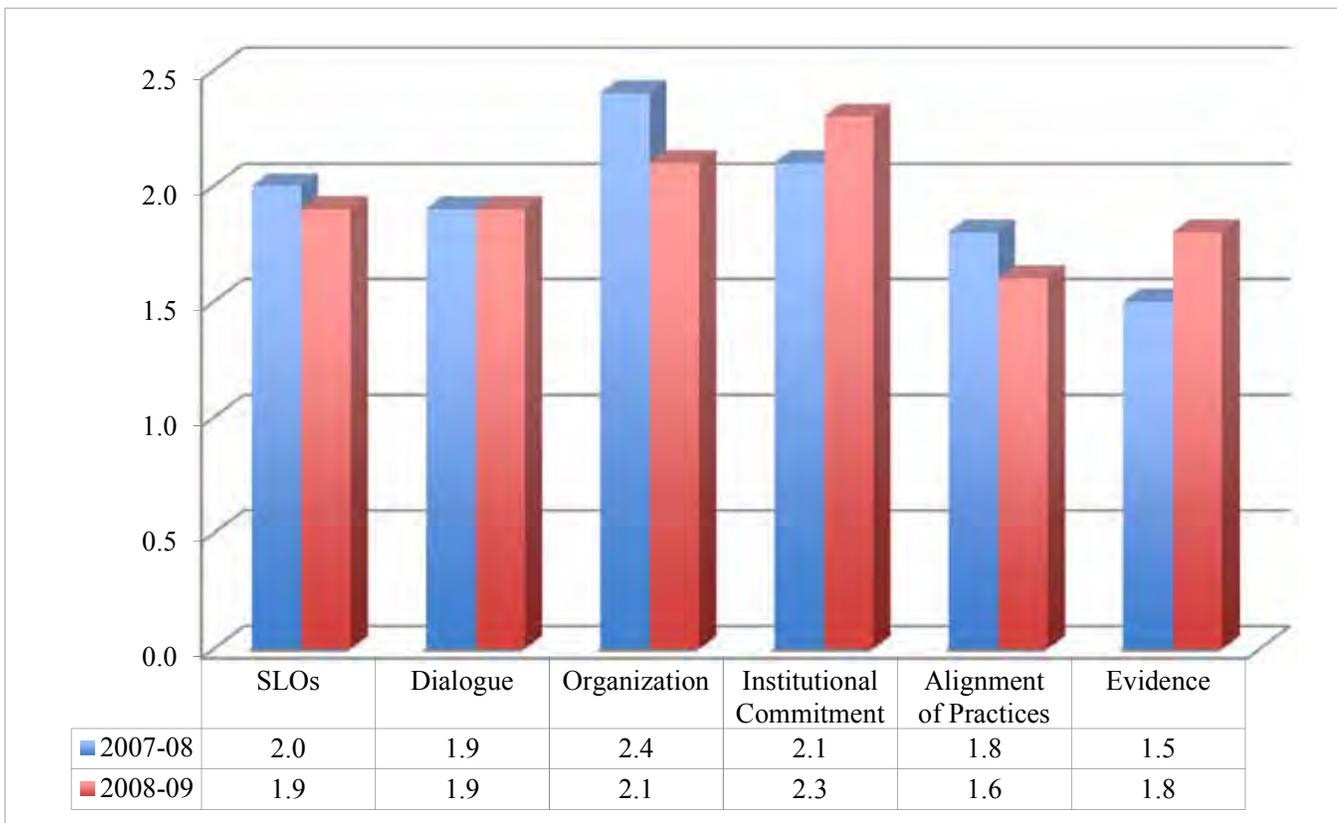


Source: Golden West College Office of Institutional Research; analysis by Cambridge West Partnership, LLC

Members of College Instructional Planning and the Institutional Effectiveness committees completed the California Assessment Initiative (CAI) Rubric on Student Learning Outcomes during Fall 2007 and Spring 2009. The scale ranges from Stage 1 – Awareness to Stage 4 – Sustainable Continuous Quality Improvement. Results of the self-assessment indicate the College is between 1.5 and 2.4 on all components of student learning outcomes (SLO) and assessment implementation, which is Stage 2 - Development. The ACCJC expects the College to be at Stage 3 (greater than 3.5) by the end of the 2011-12 academic year.

The College has set a goal to be at the proficiency (stage 3) in all six categories within that level of the rubric and to be at the sustainable continuous quality improvement (stage 4) level in six years. Campus leaders have acknowledged that to achieve this goal all of the instructional courses, programs and the general education area offerings will have learning outcomes, assessments and documented improvements within three years. The student support service programs will have completed the third and fourth cycles of their assessment work within three years. The details of what it means to be at the sustainable continuous quality improvement level will be determined based on the outcomes of the assessment work.

The Extent of SLO Framework Implementation



Source: Golden West College Office of Institutional Research; analysis by Cambridge West Partnership, LLC

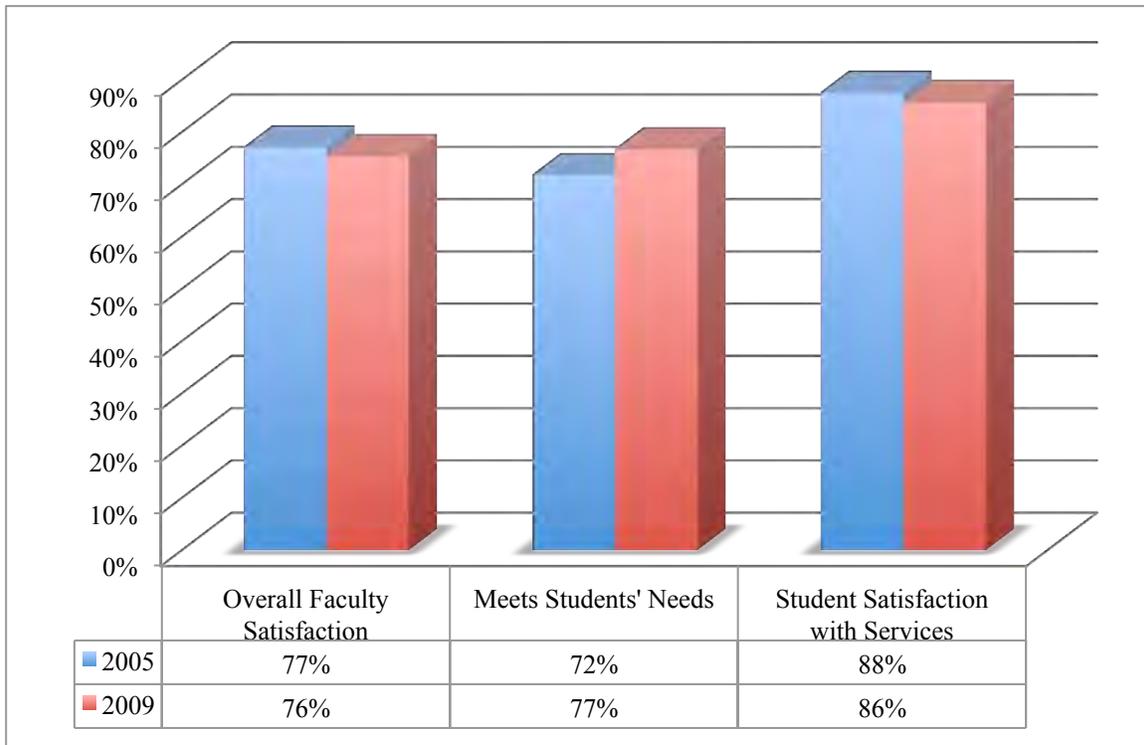
The assessment of student learning outcomes provides an opportunity for the College to assure the competence of those who graduate with a degree, certificate, or transfer to a four-year institution. Findings from recently published studies support the efforts of regional accreditors to require member institutions to take steps to assess learning and assure that the students are accomplishing the competencies envisioned by the faculty.^{19 20}

19 Charles Blaich and Kathleen Wise. *From Gathering to Using Assessment Results: Lessons from the Wabash National Study*. (University of Illinois at Urbana-Champaign: IL, National Institute for Learning Outcomes Assessment (NILOA) January 2011)

20 Richard Arum and Josipa Roksa. *Academically Adrift: Limited Learning on College Campuses*. (Chicago, IL: University of Chicago Press, 2010)

The College also evaluates its performance in some areas by the level of satisfaction colleagues and students express about the services provided. The Library and Learning Support Services in particular have earned high satisfaction marks, but are striving to become even better.

Faculty and Student Satisfaction with Library and Learning Support Services



Source: Golden West College Office of Institutional Research; analysis by Cambridge West Partnership, LLC

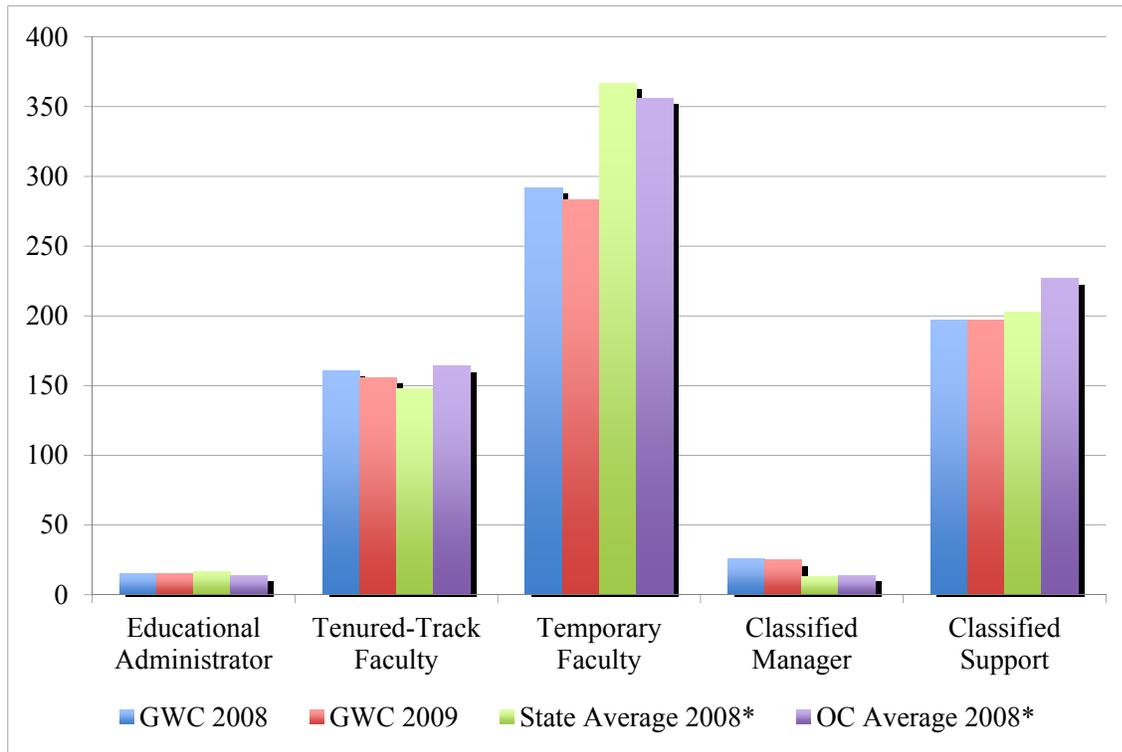
While these peer reviews are very positive, the professionals in the Library and Learning Support Services have set a goal to increase the level of satisfaction over the next six years. Their move to a new facility may likely assist them in achieving that goal.



Resources Goal

Until the year 2009, the staffing levels for most employment categories at the College compare favorably to the numbers of personnel found throughout the State and Orange County for similarly sized community colleges. The one exception is the category of classified managers. The College has more of this type of personnel than is commonly the case.

Golden West College Staffing Numbers Compared to State and Orange County College Averages



*adjusted for school size

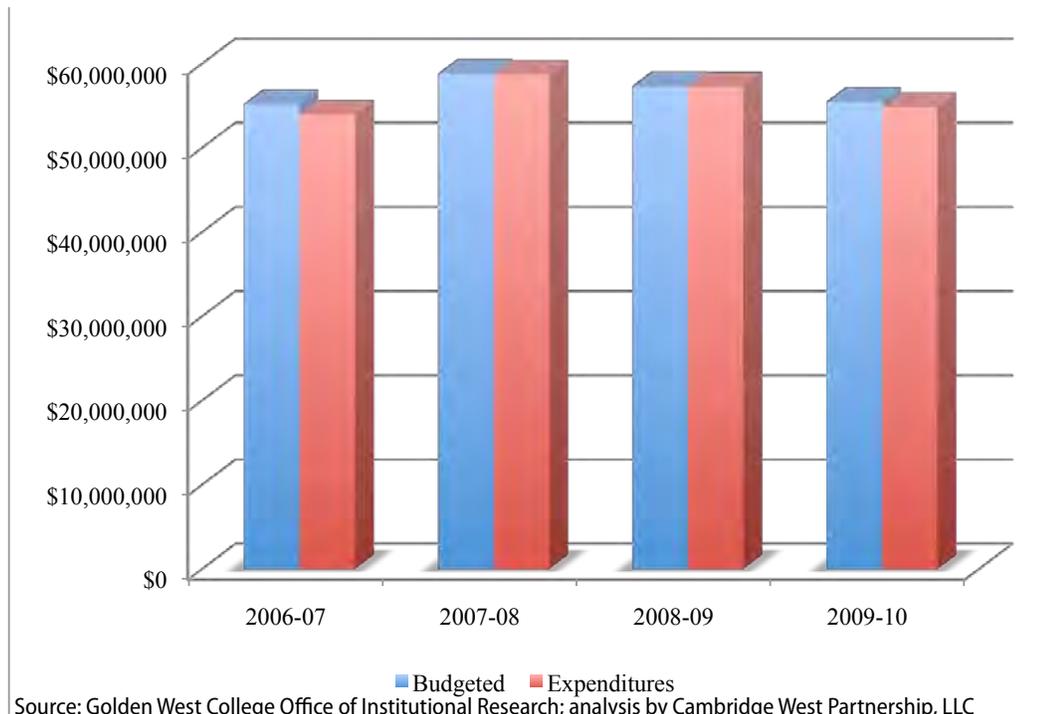
Source: Golden West College Office of Institutional Research; analysis by Cambridge West Partnership, LLC

The total general fund budget for the operation of the College has declined since 2006-2007.





Golden West College Budget vs. Expenditures



A central indicator of College health is the ability to maintain and provide adequate facilities, which projects a “spirit of place” that welcomes students and employees. The resources available for facilities management have declined since 2006-07 as the College endeavored to preserve existing structures and complete several capital construction projects funded with Measure C bond money. An overall utilities upgrade along with new Health Science and Learning Resource Center (LRC) buildings have claimed the largest portions of these funds. With the completion of the LRC in 2011 Measure C resources will be depleted.

Based on a Spring 2006 survey of employees, technology infrastructure and training in the use of technology are meeting people’s needs. However, the technology support unit has set a goal to improve over the next six years.

Participatory Governance and Leadership Goal

The College seeks to embrace a culture of assessment and continual improvement by supporting active participation in planning and decision-making processes based on trust, openness, consistency and respect. In both 2007-08 and 2008-09, the College committees used the ACCJC institutional effectiveness rubrics to rate their progress on planning and program review processes. On a four-point scale, the program review process was judged to be nearly proficient, stage three of four while the planning processes were thought to be closer to stage two (development) of four.

Community Engagement Goal

Since 2007 the College has developed some noteworthy new partnerships.

- The Boys and Girls Club of Huntington Valley helped improve the Child Development Center by building the first Boys and Girls Club Childcare Center on a college campus.
- The Huntington Beach Chamber of Commerce held its annual planning conference with business, industry and City leaders at the College in 2010.
- The College has increased grant efforts and acquired new scholarships for students.
- The first partnership with the Orange County Workforce Investment Board (WIB) has been completed.
- The first successful land development project, which will bring an annual income of \$250,000, was completed when the CVS store opened in January 2010 on the northwest corner of college property.

These partnerships yield opportunities and revenue for the College.





B. Program Review High Points

Program review is the primary mechanism by which Golden West College identifies the objectives and resources needed to fulfill its educational mission. All programs (instructional and non-instructional) are now expected to complete a review on the same two-year cycle using the template of prompt questions. These questions were revised in Fall 2008. Programs that do not complete their report are not eligible to receive additional funding for one-time requests, classified positions, faculty positions, or facilities requests.

The program review report follows a basic Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis format. However, it also contains sections for departments to report:

- budget expenditures and revenues,
- curriculum and course student learning outcomes activity,
- program student learning outcomes
- progress on prior cycle objectives
- new objectives for the next cycle
- requests for resources

The program review process has been a particular strength of the College and was recognized for a commendation by the campus visiting team in the comprehensive reaccreditation team report. Based on Title 5 Regulations, the State of California Chancellor's Office calculates all projected facility needs based on Weekly Student Contact Hours (WSCH). The following inserted tables identify by discipline/department the actual WSCH for the Fall 2009 semester plus projected WSCH for those years 2015, 2020 and 2025. This WSCH is then distributed into the proportion of lecture and laboratory hours and this percentage becomes the calculation for lecture and laboratory space needs (referred to as ASF, assignable square feet). The projected space needs for the program shown in the table is colored green for easy identification.

The column on the right (shown in yellow) represents the current space (ASF) on campus and/or it represents the planned space in those projects already in the facilities planning cycle, specifically the new Criminal Justice Training Center, the new Science/Math Building and the proposed Languages Arts project. Actual space projections for future projects such as the conversion of the old library to student services, or remodel of the Technology building have not been integrated into these tables.

The details of each unit's data set, completed program review report and resource request can be found on the College intranet through links provided by the Office of Institutional Research. From those reports, a short overview of each area and a brief description of their planning intentions for the next two years has been extracted and summarized below. The discussion below is organized by wing of the College, starting with the instructional wing.

INSTRUCTIONAL WING

Criminal Justice Training Center

Overview

The Criminal Justice Training Center's (CJTC) priority is to provide educational, vocational, and technical training that lead to transfer to a university, specialized employment, or career enhancement in the Criminal Justice profession. The Center trains police officers and support personnel in the underlying philosophy of Community Oriented Policing, emphasizing principles of leadership, ethics, professional values, partnership development, problem-solving skills, tactical proficiency, and communication. Currently, the Training Center offers Certificates of Achievement and four Criminal Justice Associate in Arts (AA) degrees: the Police Academy, Administration of Justice semester courses, Forensics, Evidence and Investigation, and Corrections.

Due to the current economic situation, the program is experiencing a decline in sponsored police recruits entering the police academy. In addition, there has been a decline in employment offers upon completion of training. However, in 2009/10 the program represented 3.4% of all WSCH produced, ranking this program in the top 10 of all the disciplines in that period.

Planning

In cooperation with POST, CJTC plans to develop statewide online and video training resources for law enforcement officers as part of a "blended learning" project. Both faculty and students undergo specialized training. The faculty is involved with Instructor Development Training and the recruits have a program that includes a pre-academy Physical Fitness Course and an Academy Orientation course. These two courses are supplemented with individual mentoring and coaching. Both programs have a high graduation rate. The Criminal Justice Training Center will be relocated to a newly constructed facility, which is planned to open in Fall 2015 or Spring 2016, if funding becomes available.

Growth Forecast/Space Analysis

CRIMINAL JUSTICE		Projected	Projected	Projected	Current Proj
	Fall 2009	2015	2020	2025	Facilities
FTES	177.8	197	213.7	231	
WSCH Lecture	5,309.00	5,881.40	6,381.30	6,896.40	
WSCH Laboratory	525	581.7	631.1	682.1	
WSCH Total	5,834.00	6,463.10	7,012.40	7,578.50	
ASF Lecture	3,029	3,356	3,641	3,935	1,600
ASF Laboratory	1,124	1,245	1,351	1,460	15,350
ASF Other					3,850
ASF Total	4,153	4,601	4,992	5,395	20,800
Number of Sections	30	33	36	38	
Average Seats per Section	36	35	35	36	

Mathematics, Sciences, and Health Professions

Mathematics

Overview

Mathematics offers basic skills courses in arithmetic, pre-algebra, elementary and intermediate algebra, and higher courses required for transfer. These courses are required for students who intended to major in business, social sciences, education, physical and life sciences and other STEM related disciplines. The impact of large numbers of remedial students has placed pressure on the department to provide additional basic skills courses, tutoring and support services. In response to this demand, the program is now enhanced through the addition of a Mathematics Computer Lab. The Mathematics Computer Lab supports students enrolled in developmental/basic skills, 100 level math courses, and online courses.

Planning

Demand for all level of Mathematics enrollment is expected to remain high and may grow at a faster rate than the other disciplines offered by the College. With the heavy demand for developmental and 100 level courses, the department will continue its online course management system, MyMath Lab which allows students access to resources that facilitate learning and promote mastering course content. In addition, the Mathematics Department will continue its grant-funded pilot project with the Automotive Technology program to assist students with contextualized education of mathematics in automotive applications. Due to an aging faculty, recent retirements and increased demand for mathematics courses, the Mathematics Department will continue to need administrative support to aid the department's efforts to hire additional full-time faculty.

A new facility planned for Science and Mathematics programs has been approved for funding by the State of California Chancellor's Office. Occupation of this facility is slated to begin in January 2015. This academic year, the Council on Curriculum and Instruction approved a new set of requirements for a transfer degree in this field based on the SB1440 transfer model curriculum.

Growth Forecast/Space Analysis

MATHEMATICS & SCIENCES	Mathematics	Fall 2009	Projected	Projected	Projected	Current
			2015	2020	2025	Proj Facilities
FTES		482.9	535	580.5	627.3	
WSCH Lecture		13,214.00	14,638.60	15,883.50	17,165.10	
WSCH Laboratory		2,631.00	2,914.70	3,162.50	3,417.70	
WSCH Total		15,845.00	17,553.30	19,046.00	20,582.80	
ASF Lecture		7,539	8,353	9,062	9,794	8,199
ASF Laboratory		3,947	4,372	4,744	5,126	4,958
ASF Other						2,542
ASF Total		11,486	12,725	13,806	14,920	15,699
Number of Sections		72	87	100	108	
Average Seats per Section		67	61	57	58	

Nursing

Overview

The Associate Degree Nursing Program provides: 1) a four semester collegiate-level core program, 2) a bridge course for Licensed Vocational Nurses to enter into the program at a level commensurate with their knowledge and experience and 3) elective Nursing courses that augment the core Nursing Program. The average graduate success rate on the Licensing Exam for Registered Nursing (NCLEX-RN), since the 2008 Program Review Report, has been 93.25%. This high success rate has been partially made possible through supplemental grant dollars and other support. This funding allowed the program to acquire a state-of-the-art Simulation Center, increased technology directed at learning, and a faculty position to support student success. There is college-wide support for the Nursing program from administration, faculty and staff. Two full-time counselors are assigned to the School of Nursing. Nursing has become more demanding, challenged with changes in Health Care, advances in technology, and a lack of available jobs. There also has been a decrease in outside temporary funding and a reduction of available clinical sites, which have created challenges for the program.

Planning

The curriculum committee recently revised the graduation options to permit a major in Nursing, which will lead to an Associate Degree. This provides students with the option of a Certificate in Nursing and/or a degree in Nursing. The department is exploring opportunities for on-line/hybrid courses, job placement of graduates through the Preceptor rotation process, and curriculum adjustments to assist graduates to BSN programs.

The School of Nursing occupied a new Nursing/Health Services building in 2008.

Growth Forecast/Space Analysis

MATHEMATICS & SCIENCES Nursing	Fall 2009	Projected	Projected	Projected	Current
		2015	2020	2025	Proj Facilities
FTES	200.6	222.2	241.1	260.6	
WSCH Lecture	1,711.40	1,895.80	2,057.10	2,223.10	
WSCH Laboratory	4,870.80	5,395.90	5,854.70	6,327.20	
WSCH Total	6,582.20	7,291.70	7,911.80	8,550.30	
ASF Lecture	976	1,082	1,174	1,268	2,859
ASF Laboratory	10,424	11,547	12,529	13,540	3,178
ASF Other					3,900
ASF Total	11,400	12,629	13,703	14,808	9,937
Number of Sections	8	9	10	11	
Average Seats per Section	53	47	45	50	

Physical Sciences

Overview

Physical Science covers the disciplines of Astronomy, Chemistry, Geology, Physical Sciences and Physics. All courses within these disciplines transfer to four-year institutions and satisfy requirements for an Associate of Arts degree. Supporting these science programs are laboratory stockrooms and an audio-tutorial computer laboratory facility. Recently the department revised its scheduling patterns, resulting in increased enrollments.

The Chemistry 110 audio-tutorial laboratory facility contains 44 computer workstations that provide for self-paced computer instruction with on-site instructor support. This lab implements newer science education through methods such as Process Oriented Guided Inquiry Learning (POGIL-an NSF funded project). The department also sponsors the Regional Science Olympiad, a yearly science competition between Orange County middle and high schools, and participates in the ACS National Chemistry Week at the Santa Ana Zoo.

Planning

The department has a shortage of full-time faculty for both Geology and Chemistry. The current offerings are limited by load factors that affect the availability of part-time faculty to provide instruction in the department. Currently, the number of lab sections is constrained by the amount of available laboratory space. The department plans to expand on-line course support. In addition, the department needs to add a general-education course for non-science majors.

The Physical Sciences are planned to relocate to a new building opening in Spring 2015.

Growth Forecast/Space Analysis

MATHEMATICS & SCIENCES	Physical Sciences	Fall 2009	Projected	Projected	Projected	Current
			2015	2020	2025	Proj Facilities
FTES		47.5	316.4	343.3	371	
WSCH Lecture		3,057.50	3,387.10	3,675.20	3,971.50	
WSCH Laboratory		6,314.00	6,994.60	7,589.30	8,201.70	
WSCH Total		9,371.50	10,381.70	11,264.50	12,173.20	
ASF Lecture		1,745	1,933	2,097	2,266	2,218
ASF Laboratory		16,227	17,976	19,505	21,078	16,225
ASF Other						5,219
ASF Total		17,972	19,909	21,602	23,344	23,662
Number of Sections		60	75	84	91	
Average Seats per Section		37	33	31	31	



Life Sciences

Overview

The Life Sciences program offers a complete transfer curriculum in Biology, Anatomy and Physiology, Botany, Ecology, Marine Life, Microbiology, and Zoology. The program provides opportunities for both majors and non-majors to complete certificates and/or transfer to the CSU or UC systems. While largely lecture-laboratory format, a significant number of courses are lecture only and some are available for students as on-line/hybrid courses. The Life Science programs highlight transfer options and meet general education requirements. A number of courses support the occupational programs - specifically pre-nursing curricula. Program and enrollment demand remain high with sections filled at 100% or higher.

Planning

The department plans to increase options for biology-majors transferring to four-year institutions. In addition, the department produced a Life Science Department Policies and Practices document as an orientation for both current and new faculty. This document is currently being revised. The Life Science Department is currently in need of at least two full-time Biology faculty members.

Growth Forecast/Space Analysis

MATHEMATICS & SCIENCES	Life Sciences	Fall 2009	Projected	Projected	Projected	Current
			2015	2020	2025	Proj Facilities
FTES		475.4	526.6	571.4	617.5	
WSCH Lecture		4,159.90	4,608.20	5,000.40	5,403.80	
WSCH Laboratory		11,438.20	12,670.70	13,748.60	14,858.20	
WSCH Total		15,598.10	17,278.90	18,749.00	20,262.00	
ASF Lecture		2,373	2,629	2,853	3,084	5,439
ASF Laboratory		26,880	29,776	32,309	34,917	23,534
ASF Other						
ASF Total		29,253	32,405	35,162	38,001	28,973
Number of Sections		74	88	102	113	
Average Seats per Section		54	50	45	45	

Health, Physical Education, and Athletics

Athletics

Overview

The athletic department currently offers 15 intercollegiate athletic teams serving over 350 full-time student-athletes. To qualify for athletic competition, each student-athlete is required to take a minimum of 12 units per semester with at least 9 of the units being transferable, vocational, or remedial. The primary goal of each of the student-athletes involved with the program is to transfer to a four-year institution within two to three years.

Planning

During the 2006 program review cycle four programs were eliminated or suspended in order to increase efficiency. As a result of the 2006 program vitality process, the athletic program has now developed a method for program effectiveness and efficiency through the use of key performance indicators. The program vitality process proved to be a valuable instrument for evaluation, and has provided impetus for modernization and revitalization of the department. The current offerings match the number of sports offered when the college opened in 1966. This is down from a high of 23 teams in the 1990's. The reduction of athletic offerings has had a minimal negative impact on the number of students served. The remaining programs now have more adequate resources required to be competitive in community college intercollegiate athletics.





Physical Education

Overview

This department encompasses all of the courses in the division not associated with intercollegiate athletics. These courses include health education courses, several professional physical education theory courses, and a variety of physical education activity courses. The largest course in the area (based on sections and enrollments) is Health Education 100. This course has been traditionally taught in the large lecture format. Recently this course has been approved and taught online which has served a larger segment of the student population.

The department offers an array of courses covering traditional physical education activities including volleyball, basketball, swimming, tennis, and others. There are activities designed to improve strength, flexibility, and cardiovascular conditioning. Each course is transferable and fulfills the Associate of Arts degree requirements.

Planning

On the direction of the State Legislative Affairs Office and State Chancellor, the number of sections of physical education activity courses that have been deemed “recreational” has been reduced by 60% over the past two years. The minimum number of sections needed for major and transfer students is being offered. The program plans to change its title to Kinesiology.

Growth Forecast /Space Analysis

PHYSICAL EDUCATION DIVISION	Fall 2009	Projected 2015	Projected 2020	Projected 2025	Current
					Proj Facilities
FTES	327.8	363.1	394.1	425.4	
WSCH Lecture	2,383.60	2,600.30	2,865.00	3,096.10	
WSCH Laboratory	8,372.60	9,275.20	10,063.60	10,875.40	
WSCH Total	10,756.20	11,875.50	12,928.60	13,971.50	
ASF Lecture	1360	1507	1687	1767	790
ASF Laboratory	0	0	0	0	48925
ASF Other					
ASF Total	1360	1507	1687	1767	49715
Number of Sections	90	102	107	115	
Average Seats per Section	34	37	32	35	

Note: PE space not counted as laboratory

Arts & Letters

Visual Arts

Overview

Visual Arts covers the disciplines of Art, Design, and Photography. All disciplines meet transfer and Associate of Arts degree requirements. The scope of the Art discipline includes courses in Art History/Humanities and the studio arts of drawing, painting, ceramics, sculpture, printmaking and graphic design. The department maintains a museum/gallery, showcasing the work of students, faculty, community members and international artists.

Photography focuses on improving visual skills as well as aesthetic and technical means to improve camera use and application.

Planning

Support facilities for both Art and Photography are in need of repairs and upgrades (i.e. kiln room and Photography dark room).

Growth Forecast/Space Analysis

ARTS & LETTERS - Art	Fall 2009	Projected			Current
		2015	2020	2025	Proj Facilities
FTES	141.3	156.5	169.8	183.6	
WSCH Lecture	2,040.10	2,260.00	2,452.00	2,650.00	
WSCH Laboratory	2,596.40	2,876.30	3,120.80	3,372.80	
WSCH Total	4,636.50	5,136.30	5,572.80	6,022.80	
ASF Lecture	1,164	1,289	1,399	1,512	1,527
ASF Laboratory	6,673	7,392	8,020	8,668	10,094
ASF Other					
ASF Total	7,837	8,681	9,419	10,180	11,621
Number of Sections	22	28	34	38	
Average Seats per Section	43	37	32	32	

ARTS & LETTERS - Photography	Fall 2009	Projected			Current
		2015	2020	2025	Proj Facilities
FTES	44.2	49	53.1	57.4	
WSCH Lecture	478.6	530.2	575.3	621.7	
WSCH Laboratory	971.7	1,076.40	1,168.00	1,262.20	
WSCH Total	1,450.30	1,606.60	1,743.30	1,883.90	
ASF Lecture	273	303	328	355	914
ASF Laboratory	2,497	2,767	3,002	3,244	800
ASF Other					
ASF Total	2,770	3,070	3,330	3,599	1,714
Number of Sections	8	9	9	10	
Average Seats per Section	27	27	28	28	



Dance

Overview

The Dance program offers general education courses for the AA degree with a major in Dance and transfer to upper division programs at four-year colleges and universities. In addition to 25 classes, the department offers public performances, master classes and workshops, fundraising opportunities, concert tours, adjudication, and outreach to new students.

Planning

Due to the reduced operational funds for the Dance program, many pieces of equipment need to be refurbished or replaced and the facility is in need of repair. The department also needs an additional full time faculty member.

Growth Forecast/Space Analysis

ARTS & LETTERS - Dance	Fall 2009	Projected			Current
		2015	2020	2025	Proj Facilities
FTES	37.8	41.9	45.4	49.1	
WSCH Lecture	508.5	563.2	611.1	660.4	
WSCH Laboratory	731.7	810.5	879.4	950.4	
WSCH Total	1,240.20	1,373.70	1,490.50	1,610.80	
ASF Lecture	290	321	349	377	
ASF Laboratory	1,881	2,083	2,260	2,443	
ASF Other					3,371
ASF Total	2,171	2,404	2,609	2,820	3,371
Number of Sections	16	17	18	20	
Average Seats per Section	29	30	30	30	



Music

Overview

The Music Department offers a variety of courses for general education, transfer, and the Music Major. A primary component of the Music curriculum is musical performance, which provides opportunities for individual skill development in applied ensemble and live performance settings. Four core components are available to complete a lower division Music major: Applied Music, Music Theory, Large Performance Ensembles, and Class Piano. The department provides the primary source of musical performances on campus.

Planning

The department will focus on compacting its curriculum for efficiency. The department is attempting to do this by reducing the number of units required for the Major in Music. Also, the department is attempting to establish a Guaranteed Transfer Agreement with the Music programs at both CSULB and CSUF. This will enable students to transfer the maximum number of units for discipline-specific entrance assessments.

Growth Forecast/Space Analysis

ARTS & LETTERS - Music	Fall 2009	Projected	Projected	Projected	Current
		2015	2020	2025	Proj Facilities
FTES	131.5	145.7	158.1	170.8	
WSCH Lecture	3,063.70	3,393.70	3,682.40	3,979.70	
WSCH Laboratory	1,251.40	1,386.20	1,504.10	1,625.50	
WSCH Total	4,315.10	4,779.90	5,186.50	5,605.20	
ASF Lecture	1,748	1,936	2,101	2,271	
ASF Laboratory	3,216	3,562	3,866	4,178	7,550
ASF Other					
ASF Total	4,964	5,498	5,967	6,449	7,550
Number of Sections	42	48	57	63	
Average Seats per Section	35	33	30	30	



Theater Arts

Overview

The department provides training and performance opportunities for all levels of students. The courses offered by this department teach students acting, stage management, and backstage technical and design skills. The Theater Arts Department produces at least four productions per academic year on the Mainstage Theater as well as several student productions in the Stage West Theater. In addition to productions, the Theater Department presents recitals, concerts and public lectures. A primary concern for this department is the renovation and upgrade of the Mainstage Theater and its seats.

Planning

The department is continually refining and broadening its production process to improve the programs it presents. Performance selections are chosen based on the abilities and resources of staff and students. The department strives to present material that will challenge the students, yet be meaningful and interesting to the audience.

Growth Forecast/Space Analysis

ARTS & LETTERS - Theater	Fall 2009	Projected			Current
		2015	2020	2025	Proj Facilities
FTES	59.4	65.8	71.4	77.2	
WSCH Lecture	1,189.00	1,317.10	1,429.20	1,544.50	
WSCH Laboratory	760.1	842.1	913.7	987.5	
WSCH Total	1,949.10	2,159.20	2,342.90	2,532.00	
ASF Lecture	678	751	815	881	
ASF Laboratory	1,954	2,164	2,348	2,538	1,530
ASF Other					1,285
ASF Total	2,632	2,915	3,163	3,419	2,815
Number of Sections	15	16	18	19	
Average Seats per Section	33	34	32	33	

Communications Studies

Overview

Communication Studies serves the general education, elective, and transfer needs of students for communication and critical thinking. The course offerings focus on critical thinking, listening, and speaking skills. The department also offers Journalism. Journalism provides instruction in the writing, editing, design and photography for news media including newspapers, magazines, broadcast, WEB and public relations. Programs and courses in this department include Interpersonal Communication, Public Speaking and Small Group Dynamics. These courses support a number of vocational curricula and occupational programs. In addition, the department has a Basic Skills course sequence that serves the academic needs of non-native English speaking students. Courses in Pronunciation, speaking and listening supplement this curriculum.

Planning

Recently, there has been an increased interest in intercultural communication courses. This academic year, the Council on Curriculum and Instruction approved a new set of requirements for transfer degree in this field based on the SB1440 transfer model curriculum.

Growth Forecast /Space Analysis

ARTS & LETTERS - Communicative Studies	Fall 2009	Projected			Current
		2015	2020	2025	Proj Facilities
FTES	136.3	151	163.8	177	
WSCH Lecture	4,472.30	4,954.40	5,375.50	5,809.40	
WSCH Laboratory	0	0	0	0	
WSCH Total	4,472.30	4,954.40	5,375.50	5,809.40	
ASF Lecture	2,552	2,827	3,067	3,315	4,512
ASF Laboratory	0	0	0	0	400
ASF Other					
ASF Total	2,552	2,827	3,067	3,315	4,912
Number of Sections	40	45	52	57	
Average Seats per Section	33	32	30	30	

ARTS & LETTERS - Journalism	Fall 2009	Projected			Current
		2015	2020	2025	Proj Facilities
FTES	15	16.6	18	19.5	
WSCH Lecture	344.5	381.7	414.1	447.6	
WSCH Laboratory	147.7	163.6	177.5	191.8	
WSCH Total	492.2	545.3	591.6	639.4	
ASF Lecture	197	218	236	255	806
ASF Laboratory	316	350	380	411	1,032
ASF Other					
ASF Total	513	568	616	666	1,838
Number of Sections	6	6	7	7	
Average Seats per Section	24	26	24	26	

English

Overview

The English Department offers college-level composition courses to meet transfer and Associate Degree requirements. It provides courses in creative writing, literature and humanities. Basic skills preparation and innovative learning opportunities have become the central focus of the department. Courses for non-native speakers and advanced second-level composition provide opportunities to improve learning and assist students to succeed in college. All courses emphasize improving both reading and writing skills. The department offers basic skills instruction, innovative learning opportunities at several remedial levels, self-paced mini-courses for individual instruction, and on-line services in the Writing Center. The department maintains high academic standards to ensure transferability of its courses. Overall, the department is in compliance with regulations governing placement, establishing prerequisites, and administering Mastery Tests.

Planning

The English department has experienced significant enrollment growth and demand for courses, particularly since 2003. At the same time, the full-time faculty count in the department is 11, down from 16 in 2001. There must be an effort to add new full-time faculty to the English Department. The English Department will be housed in the new Languages Arts Complex, which is planned to open in 2016.

Growth Forecast/Space Analysis

ARTS & LETTERS - English	Fall 2009	Projected			Current
		2015	2020	2025	Proj Facilities
FTES	379.2	420.1	455.8	492.6	
WSCH Lecture	12,442.30	13,783.90	14,956.00	16,162.50	
WSCH Laboratory	0	0	0	0	
WSCH Total	12,442.30	13,783.90	14,956.00	16,162.50	
ASF Lecture	7,100	7,864	8,533	9,222	9,162
ASF Laboratory	0	0	0	0	1,804
ASF Other					
ASF Total	7,100	7,864	8,533	9,222	10,966
Number of Sections	92	108	117	127	
Average Seats per Section	32	30	29	30	





Writing and Reading Center

Overview

Programs offered in the Writing and Reading Center offer a wide range of opportunities for students to enhance their writing, reading and English language skills. Courses are accessible and have individualized open-entry/ open-exit formats. English 20 is the most popular course and students receive one-on-one writing instruction with an English or ESL faculty member or from a graduate student-tutor. In addition, the Center provides over twenty mini-courses that provide students with opportunities to improve language skills, composition, grammar, and reading skills.

Planning

Maintaining proximity to the English/ESL instructional departments appears to be the model for programs of this type. To that end, the Writing and Reading Center will occupy the new Language Arts building, planned to open in 2016. The Writing and Reading Center continues to fortify the services it provides and to meet the needs of all students.

Growth Forecast/Space Analysis

ARTS & LETTERS - Writing & Reading Ctr.	Fall 2009	Projected			Current
		2015	2020	2025	Proj Facilities
FTES	31.7	35.1	38	41.1	
WSCH Lecture	0	0	0	0	
WSCH Laboratory	1,038.50	1,150.60	1,248.30	1,349.00	
WSCH Total	1,038.50	1,150.60	1,248.30	1,349.00	
ASF Lecture	0	0	0	0	
ASF Laboratory	1,558	1,726	1,872	2,024	
ASF Other					4,100
ASF Total	1,558	1,726	1,872	2,024	4,100
Number of Sections	22	25	29	33	
Average Seats per Section	40	38	35	35	

English as a Second Language

Overview

The program currently offers seven levels of ESL. This includes four self-study classes, which are currently available in the Student Learning Center; and two self-study courses, which will be available in the future. The program has computerized placement tests in three distinct language sets. The department practices comprehensive norming of all ESL faculty teaching core classes to ensure program consistency.

Planning

Plato reading courses are now available to ESL students in the Student Learning Center.

Growth Forecast/Space Analysis

ARTS & LETTERS - ESL	Fall 2009	Projected			Current
		2015	2020	2025	Proj Facilities
FTES	139.1	154.1	167.2	180.7	
WSCH Lecture	3,970.80	4,399.00	4,773.00	5,158.00	
WSCH Laboratory	593.3	657.3	713.2	770.7	
WSCH Total	4,564.10	5,056.30	5,486.20	5,928.70	
ASF Lecture	2,266	2,510	2,723	2,943	4,608
ASF Laboratory	1,525	1,689	1,833	1,981	888
ASF Other					
ASF Total	3,791	4,199	4,556	4,924	5,496
Number of Sections	31	38	41	45	
Average Seats per Section	34	30	30	30	





World Language

Overview

The World Language Department offers Spanish, Chinese, French, Vietnamese, and Sign Language/Interpreting. With over 3,000 students enrolled, the department continues to have high demand for its curriculum. Spanish courses are now offered in an on-line format, expanding opportunities for students to receive services and instruction. The department has developed a World Languages immersion Program with opportunities for students to take Spanish courses in Mexico and Spain, and receive credit for these efforts at Golden West College.

Planning

According to statistics, 30% of the College's service area population is Asian with Vietnamese being the largest group. The result is an increased demand for Vietnamese courses.

Growth Forecast/Space Analysis

ARTS & LETTERS - World Language	Fall 2009	Projected			Current
		2015	2020	2025	Proj Facilities
FTES	155.5	172.3	186.9	201.9	
WSCH Lecture	4,341.50	4,809.60	5,218.60	5,639.70	
WSCH Laboratory	760.9	842.8	914.5	988.1	
WSCH Total	5,102.40	4,514.70	4,898.60	5,293.70	
ASF Lecture	2,476	2,744	2,978	3,218	3,884
ASF Laboratory	1,141	1,264	1,373	1,482	1,600
ASF Other					1,595
ASF Total	3,617	4,008	4,351	4,700	7,079
Number of Sections	24	26	29	32	
Average Seats per Section	35	35	34	34	

Sign Language

Overview

Sign Language is both an academic and a vocational program. The program offers a certificate of achievement designed to provide students with Sign and Interpreting skills sufficient for entry-level employment. All interpreting classes are now 100 level and transferable.

Planning

The department has established partnerships and relationships with other educational institutions, government organizations, the sign language industry and the deaf community. The Sign/Interpreting program is exploring the idea of developing an interpreting certificate for court personnel.

Growth Forecast/Space Analysis

ARTS & LETTERS - Interpreting	Fall 2009	Projected 2015	Projected 2020	Projected 2025	Current Proj Facilities
FTES	14.9	16.5	17.9	19.4	
WSCH Lecture	488.9	541.6	587.7	635.1	
WSCH Laboratory	0	0	0	0	
WSCH Total	488.9	541.6	587.7	635.1	
ASF Lecture	279	309	335	362	
ASF Laboratory	0	0	0	0	
ASF Other					
ASF Total	279	309	335	362	
Number of Sections	4	5	6	7	
Average Seats per Section	36	32	28	27	

ARTS & LETTERS - Sign Language	Fall 2009	Projected 2015	Projected 2020	Projected 2025	Current Proj Facilities
FTES	64.8	71.8	77.9	84.2	
WSCH Lecture	2,105.60	2,331.90	2,530.20	2,734.50	
WSCH Laboratory	21.3	23.6	25.6	27.6	
Total Other	2,126.90	2,355.50	2,555.80	2,762.10	
ASF Lecture	1,201	1,331	1,444	1,560	786
ASF Laboratory	68	76	82	89	1,595
ASF Other					
ASF Total	1,269	1,407	1,526	1,649	2,381
Number of Sections	12	15	17	18	
Average Seats per Section	41	36	34	35	

*space is shared with Sign Language

Business and Social Science

Business

Overview

The Business program offers a variety of majors and certificates that lead to an Associate of Arts degree and/or transfer to a four-year college or university. The department currently has eight majors, seven Certificates of Achievement, and four Certificates of Specialization. These represent five disciplines: Accounting, Business, Management, Marketing and Real Estate.

Planning

The Accounting department is currently developing two sequential intermediate accounting courses. The department has also incorporated an online homework system that supports the financial and managerial accounting classes. This online computerized system allows real-time grading for students, additional practice problems with solution guides, and auxiliary learning tools such as flashcards and video podcasts. The Business Division should improve the current entrepreneurship certificate and expand it with new course offerings to serve the small business community in Huntington Beach and surrounding neighborhoods. Due to the prolific global outsourcing that has occurred in the past decade (primarily to China and India), the Business Division should develop a course on this topic.

Growth Forecast/Space Analysis

BUSINESS & SOCIAL SCIENCES - Business	Fall 2009	Projected	Projected	Projected	Current
		2015	2020	2025	Proj Facilities
FTES	270	299	324	350.6	
WSCH Lecture	8,575	9,500	10,308	11,139.70	
WSCH Laboratory	281	311	337	364.4	
WSCH Total	8,856	9,811	10,645	11504.1	
ASF Lecture	4,892	5,420	5,881	6,357	8,673
ASF Laboratory	359	398	432	467	
ASF Other	0	0	0	0	
ASF Total	5,251	5,818	6,313	6824	8,673
Number of Sections	54	61	66	73	
Average Seats per Section	41	40	39	39	

Social Science

Overview

The revamped Social Sciences Department now covers the disciplines of Economics, Political Science, Psychology, Social Sciences and Sociology. All courses and disciplines meet the Associate of Arts degree requirements and transfer to the four-year colleges and universities. The department offers a mixture of traditional, Large Lecture Format, online and hybrid sections allowing for diverse instructional delivery methods. Due to the significant numbers of large class format (LCF) sections, this department is among the most efficient on campus.

Planning

The department has set a goal to assess all courses by the Fall 2012. This academic year the Council on Curriculum and Instruction approved a new set of requirements for transfer degrees in Psychology and Sociology based on the SB1440 transfer model curriculum.



Liberal Arts & Culture

Overview

A new department, established in 2010, covers the disciplines of Anthropology, Geography, History and Philosophy. All courses meet Associate of Arts degree requirements, and will transfer to four-year colleges and universities

Growth Forecast/Space Analysis

BUSINESS & SOCIAL SCIENCES - Social Sciences & Liberal Arts	Fall 2009	Projected			Current
		2015	2020	2025	Proj Facilities
FTES	916	1,015	1,102	1190.6	
WSCH Lecture	30,076	33,318	36,151	39,069	
WSCH Laboratory	0	0	0	0	
WSCH Total	30,076	33,318	36,151	39,069	
ASF Lecture	17,160	19,012	20,627	22,291	9,544
ASF Laboratory	0	0	0	0	
ASF Other	0	0	0	0	
ASF Total	17,160	19,012	20,627	22,291	9,544
Number of Sections	110	140	156	170	
Average Seats per Section	81	71	70	68	

Career and Technical Education

The Career & Technical Education (CTE) Division at Golden West College has undertaken a significant restructuring and revitalization effort during the past four years. A few programs have been retired (Auto Collision and Diesel Technology). A few programs were moved into this Division four years ago (Computer Science and Computer Business Applications). Programs were combined and added to the division two years ago (Digital Arts, Broadcast Video Production, and Recording Arts). They now form the new Digital Media program. Two programs (Environmental Studies and Engineering Technology) underwent a program vitality review process and were merged together to form the new Energy Efficiency & Renewable Energy (EERE) program. Additionally, a new program in Recycling and Resource Management has been developed with the use of a Department of Labor grant, and will be offered starting Fall 2011.

Nearly every CTE program has been reviewed and revitalized in terms of its certificates, curriculum, equipment, and alignment with industry certifications. For example: Automotive Technology is now certified by NATEF in order to prepare student for the ASE certification exams. The Digital Media program is now an Apple Authorized Training Center. The Computer Science program is an Apple Authorized iPhone Development site and is also aligned with the Microsoft software development certification track. The Floral Design program is a chapter of the American Institute of Floral Designers and plans to align its curriculum with this national organization in the Fall 2011. The Computer Business Applications program is working to align with the Microsoft Office Certification program.

Due to shortage of counselors at the College, GWCPATHWAYS.com has been created to provide CTE students with educational plan scenarios. These plans outline the most efficient way the students can receive specific CTE certificates, complete GE transfer patterns, complete requirements for AA degrees, transfer to public or selected private universities, or do any combination of these pathways.

The CTE division has also formed numerous partnerships with the local high schools and ROPs and has increased its articulated courses with these institutions from zero to nearly sixty. Additionally, through these partnerships, the CTE division has established regional advisory days to improve the quality of the input received from the industry for the College programs.

Going forward, CTE plans to increase its efforts in identifying its student population, providing early alerts for students who are getting close to graduation, increasing its certificate award rate, and increasing internships opportunities for its students.





Digital Arts and Media

Overview

Digital Arts offers one Certificate of Achievement and four Certificates of Specialization, all of which are in Graphic Design. Digital Media is a new department that was created by combining curriculum from a number of other highly related disciplines. Broadcast Video Production (BVP) and Recording Arts were merged with Digital Media and the old BVP and Recordings Arts programs were suspended.

Digital Media satisfies two media realms; prepress/printing and web design (Digital Arts), and motion video and sound systems.

Planning

The commercial demands for advertising via Digital Arts and Digital Media are increasing. Plans are underway to create a certificate for Digital Media in Digital Video and Digital Sound.

Growth Forecast/Space Analysis

ARTS & LETTERS - Digital Arts	Fall 2009	Projected			Current
		2015	2020	2025	Proj Facilities
FTES	78.4	86.9	94.2	101.8	
WSCH Lecture	1,312.00	1,453.50	1,577.00	1,704.30	
WSCH Laboratory	1,260.50	1,396.50	1,515.20	1,637.50	
WSCH Total	2,572.50	2,850.00	3,092.20	3,341.80	
Students Enrolled	588	651	695	763	
ASF Lecture	749	829	900	972	1,902
ASF Laboratory	2,698	2,988	3,243	3,504	2,330
ASF Other					
ASF Total	3,447	3,817	4,143	4,476	4,232
Number of Sections	21	23	25	27	
Average Seats per Section	28	28	27	28	

Drafting

Overview

Drafting is geared for both academic and vocational majors. Students who complete the certificate in Drafting can transfer to Cal State Long Beach. The Computer Aided Design (CAD) program serves not only the traditional drafting students, but also students in the former Architecture and Engineering programs. The Architecture program has been moved to Orange Coast College.

Planning

On the recommendation of the advisory committee the program has introduced SolidWORKS and Inventor software. The department hopes to teach Computer Aided Manufacturing (CAM) in the future.

Growth Forecast/Space Analysis

CAREER & TECHNICAL EDUCATION Drafting Technology	Fall 2009	Projected			Current
		2015	2020	2025	Proj Facilities
FTES	21.8	24.2	26.2	28.3	
WSCH Lecture	304.2	337	365.7	395.2	
WSCH Laboratory	411.1	455.5	494.2	534.1	
WSCH Total	715.3	792.5	859.9	929.3	
ASF Lecture	174	192	209	225	
ASF Laboratory	1,320	1,462	1,586	1,714	4,477
ASF Other	0	0	0	0	
ASF Total	1,494	1,654	1,795	1,939	4,477
Number of Sections	5	4	5	5	
Average Seats per Section	29	31	29	30	



Design

Overview

The Design course of study involves the application of principles in fundamental art, and digital and technical skills. Included are applications in 2D and 3D visualization, model making, CAD, rapid visualization and rapid prototyping.

Planning

The program intends to redesign the curriculum to facilitate transferring for students to at least three CSU locations

Growth Forecast/Space Analysis

CAREER & TECHNICAL EDUCATION Design	Fall 2009	Projected			Current
		2015	2020	2025	Proj Facilities
FTES	21.4	23.7	25.7	27.8	
WSCH Lecture	301.9	334.5	362.9	392.2	
WSCH Laboratory	400.3	443.4	481.1	519.9	
WSCH Total	702.2	777.9	844	912.1	
ASF Lecture	172	191	207	224	845
ASF Laboratory	1,285	1,423	1,544	1,669	2,055
ASF Other					
ASF Total	1,457	1,614	1,751	1,893	2,900
Number of Sections	5	5	5	6	
Average Seats per Section	26	29	30	28	





Energy Efficiency and Renewable Energy

Overview

The Engineering Technology program was merged with Environmental Studies to become the new Energy Efficiency & Renewable Energy (EERE) program. The new program is a comprehensive one that includes Environmental Science, Photovoltaic Systems, Solar Thermal Systems, Energy Efficiency and Renewable Energy systems.

Planning

In these tough economic times, all disciplines expressed concern over a lack of funding for equipment and supplies. There is hope that the Energy Efficiency & Renewable Energy program will experience significant future growth.

Growth Forecast/Space Analysis

CAREER & TECHNICAL EDUCATION Energy Efficiency & Renewable Energy	Fall 2009	Projected	Projected	Projected	Current
		2015	2020	2025	Proj Facilities
FTES	19.5	21.6	23.5	25.3	
WSCH Lecture	528.3	585.3	635	686.2	
WSCH Laboratory	111.6	123.6	134.1	144.9	
WSCH Total	639.9	708.9	769.1	686.2	
ASF Lecture	302	333	362	392	
ASF Laboratory	358	397	430	465	2,753
ASF Other	0	0	0	0	
ASF Total	660	730	792	857	2,753
Number of Sections	6	6	6	7	
Average Seats per Section	24	23	24.5	27	

Floral Design

Overview

The Floral Design and Shop Maintenance program trains students to develop industry skills, and prepares them to work in the industry. The American Institute of Floral Designers (AIFD) promotes floral design as a professional career. The curriculum is aligned with the California Certified Florist's certification (CCF). Completion of this program prepares students for the state examination.

Planning

The Floral Design program will continue to develop internship opportunities for students.

Growth Forecast/Space Analysis

CAREER & TECHNICAL EDUCATION	Fall 2009	Projected			Proj
		2015	2020	2025	Est
Floral Design					Facilities
FTES	22.2	24.6	26.7	28.8	
WSCH Lecture	335.1	371.2	402.8	435.3	
WSCH Laboratory	393.3	435.8	472.8	511	
WSCH Total	728.4	807	875.6	946.3	
ASF Lecture	191	212	230	248	
ASF Laboratory	1,935	2,144	2,326	2,514	990
ASF Other	0	0	0	0	
ASF Total	2,126	2,356	2,556	2,762	990
Number of Sections	7	7	7	8	
Average Seats per Section	25.1	27	29	28	





Automotive Technology

Overview

The Automotive Technology program prepares students for careers in the automotive industry. Certified by the National Automotive Technicians Education Foundation (NATEF), the courses align with NATEF requirements and standards. Advanced coursework is also available to employed technicians to meet state licensing requirements or to pursue promotional opportunities. The college has a contract with Honda that supplies the program with new cars and the latest diagnostic equipment. NATEF certification addresses the interests of the advisory committee. The Orange County Workforce Investment Board and Golden West College have partnered to develop a one-year automotive training program to help displaced workers gain new skills. All fees and books are available at no cost to the students in this full-time program. However, that generosity was made possible through a grant program that concludes this year.

Planning

With dealerships outsourcing their mechanics training, this becomes an opportunity to forge new partnerships with companies such as BMW, Porsche, Chrysler, Toyota, General Motors, and Honda. The department is committed to maintaining NATEF certification. The program will also explore new curriculum in hybrid/electric vehicles.

Growth Forecast/Space Analysis

CAREER & TECHNICAL EDUCATION	Fall 2009	Projected			Current
		2015	2020	2025	Proj Facilities
Automotive Technology					
FTES	89	98.6	107	115.6	
WSCH Lecture	1,752.20	1,941.10	2,106.10	2,276.00	
WSCH Laboratory	1,168.10	1,294.00	1,404.10	1,517.40	
WSCH Total	2,920.30	3,235.10	3,510.20	3,793.40	
ASF Lecture	1,000	1,107	1,202	1,299	
ASF Laboratory	9,999	11,077	12,019	12,989	25,812
ASF Other	0	0	0	0	
ASF Total	10,999	12,184	13,221	14,288	25,812
Number of Sections	18	17	18	20	
Average Seats per Section	24.4	28	28	28	



Cosmetology

Overview

Cosmetology is a one-year program that trains students for state certification/licensure in Cosmetology. In addition the students may specialize in the Esthetician component.

Planning

Currently the program is only offered during the day. The department would like to expand the program to offer classes in the evening. The department would like to offer a State Board review session. An expansion of the Esthetician program to more advanced skin (Spa) care has been proposed.

Growth Projection/Space Analysis

CAREER & TECHNICAL EDUCATION	Fall 2009	Projected			Current
		2015	2020	2025	Proj Facilities
Cosmetology					
FTES	200.7	222.3	241.2	260.7	
WSCH Lecture	1,646.30	1,823.90	1,979.00	2,138.70	
WSCH Laboratory	4,939.00	5,471.60	5,936.90	6,416.00	
WSCH Total	6,585.30	7,295.50	7,915.90	8,554.70	
ASF Lecture	939	1,041	1,129	1,220	1,596
ASF Laboratory	10,570	11,709	12,705	13,730	8,721
ASF Other	0	0	0	0	
ASF Total	11,509	12,750	13,834	14,950	10,317
Number of Sections	21	20	22	23	
Average Seats per Section	24.3	28	27	28	

Computer Business Applications

Overview

The Computer Business Application courses are designed to provide the technology proficiencies and skills necessary to succeed in the 21st Century. The department has three state approved majors that students can declare in obtaining the Associate of Arts degree (Administrative Assistant, Computer Business Applications, and Legal Secretary/Assistant). Emphasis is placed on learning state-of-the-art computer business applications. Business applications include Microsoft Windows operating systems: Microsoft Access, Excel, Outlook, PowerPoint, and Word; and financial applications such as QuickBooks Pro, Computer keyboarding, proofreading, business procedures, filing and records management. Issues have been raised about a lack of up-to-date equipment in the Mac computer lab.

Planning

The major challenge for the department is keeping up with current trends in business, software, and computer equipment. The department is currently aligning the MS Office suite with MOS certified-approved courseware/textbooks. Four exam-prep courses are taught to help students achieve international certification. A new entry-level Microsoft Technology Associate (MTA) certification is being unveiled. There is a need to offer computer based application courses using the Apple Mac computers to attract the Mac-only audience.

Growth Projection/Space Analysis

CAREER & TECHNICAL EDUCATION Computer Business Applications	Fall 2009	Projected 2015	Projected 2020	Projected 2025	Current Proj Facilities
FTES	52.4	58.1	63.0	68.1	
WSCH Lecture	601.7	667.0	723.4	781.7	
WSCH Laboratory	1,117.5	1,238.6	1,343.4	1,451.8	
WSCH Total	1,719.2	1,905.6	2,066.8	2,233.5	
ASF Lecture	343	380	412	445	
ASF Laboratory	1,430	1,588	1,720	1,858	
ASF Other	0	0	0	0	
ASF Total	1,773	1,968	2,132	2,303	*
Number of Sections	25	24	26	28	
Average Seats per Section	24	28	28	28	

*Relocation to Technology building still in planning phase.





Computer Science

Overview

The faculty expressed concern that a decreasing number of students are completing certification. It is apparent that the primary reason for this is that the students are finding job opportunities prior to completing the program. The department has gone from six full-time faculty members to one in the past 9 years. The attrition in full-time faculty (mostly due to retirements) has put pressure on the remaining faculty to provide the program courses. Due to this lack of full-time faculty, the department has been unable to offer adequate levels of instruction in non-Microsoft development environments (Linux, Java, Oracle, my SQL, PHP, etc.).

Planning

The department needs to replace its 32-bit machines with 64-bit machines in order to utilize the state-of-the-art software that is available. An initiative has been developed linking Golden West College's instructional program to those offered by the neighboring universities. The program has partnered with Apple for iPhone programming curriculum and with Microsoft for software development certification preparation. It is anticipated that this action will increase program completion rates.

Growth Forecast/Space Analysis

CAREER & TECHNICAL EDUCATION	Current	Projected			Proj Facilities
		Fall 2009	2015	2020	
Computer Science					
FTES		82.9	91.8	99.7	107.7
WSCH Lecture		1,360.10	1,506.70	1,634.90	1,766.70
WSCH Laboratory		1,360.10	1,506.70	1,634.90	1,766.70
WSCH Total		2,720.20	3,013.40	3,269.80	3,533.40
ASF Lecture		583	859	932	1008
ASF Laboratory		2,326	2,577	2,796	3,021
ASF Other		0	0	0	0
ASF Total		2,909	3,436	3,728	4,029
Number of Sections		15	17	18	19
Average Seats per Section					

*Relocation to Technology building still in planning phase.

Learning Resources

College Success

Overview

The College Success Department provides classes to assist students in achieving their educational goals. The department does this by helping students improve their study skills, and develop behavioral objectives that promote college success. This department communicates the availability of its college support services to students.

Planning

Nationally, student success courses have proved to improve student retention, grades, and increase the number of units taken and completed. The department is interested in doing similar research at Golden West College to assess where it needs improvement. The program will continue to recruit faculty to teach College Success Courses.

Growth Forecasts/Space Analysis

LEARNING RESOURCES & DISTANCE EDU.	Fall 2009	Projected	Projected	Projected	Current
		2015	2020	2025	Proj Facilities
College Success	Fall 2009	2015	2020	2025	Facilities
FTES	59.2	65.8	71.2	76.9	
WSCH Lecture	1,942.60	2,151.90	2,334.80	2,523.40	
WSCH Laboratory	0	0	0	0	
WSCH Total	1,942.60	2,151.90	2,334.80	2,523.40	
ASF Lecture	1,108	1,228	1,332	1,440	
ASF Laboratory	0	0	0	0	
ASF Other					
ASF Total	1,108	1,228	1,332	1,440	
Number of Sections	16	18	20	21	
Average Seats per Section	36	35	34	35	

*Facilities typically not coded lecture or laboratory



Library

Overview

Library information system provides students with the skills to locate, evaluate and use information for educational and/or research purposes. The Library instructional program is integrated into every academic department. During academic year, July 1, 2010 to April 30, 2011, some 225,600 students and faculty came to the Library. While there, they conducted over 302,000 electronic database inquiries, checked out 13,000 items on reserve, borrowed 4,600 books or media items, and asked over 22,300 questions of the reference librarians. Over 4,100 students attended the Library lectures.

Growth Forecasts/Space Analysis

LEARNING RESOURCES & DISTANCE EDU. Library	Fall 2009	Projected	Projected	Projected	Current
		2015	2020	2025	Proj Facilities
FTES	10.9	12.1	13.1	14.2	
WSCH Lecture	0	0	0	0	
WSCH Laboratory	358.5	397.1	430.9	465.7	
WSCH Total	358.5	397.1	430.9	465.7	
ASF Lecture	0	0	0	0	
ASF Laboratory	921	1,021	1,108	1,197	
ASF Other					
ASF Total	921	1,021	1,108	1,197	
Number of Sections	7	8	9	9	

*Facilities typically not coded lecture or laboratory





Tutoring/Learning Centers

Overview

The Tutorial & Learning Center is the college's primary instructional support service. It is responsible for assisting students to develop skills, strategies, and behaviors to perform as confident, independent, and active learners. The Center provides peer assistance for all courses taught at Golden West College. During the academic year 2009-10, the Tutoring and Learning Center responded to just under 2,300 requests for tutoring and the Student Computing Center provided services to 1,100 students.

Growth Forecasts/Space Analysis

LEARNING RESOURCES & DISTANCE EDU.	Learning	Fall 2009	Projected	Projected	Projected	Current
			2015	2020	2025	Proj Facilities
FTES		7	7.8	8.4	9.1	
WSCH Lecture		229.7	254.5	276.1	298.4	
WSCH Laboratory		0	0	0	0	
WSCH Total		229.7	254.5	276.1	298.4	
ASF Lecture		131	145	157	170	
ASF Laboratory		0	0	0	0	
ASF Other						
ASF Total		131	145	157	170	
Number of Sections		3	3	3	3	
Average Seats per Section		33	36	39	42	

*Facilities typically not coded lecture or laboratory



Growth Forecasts/Space Analysis

LEARNING RESOURCES & DISTANCE EDU.	Fall 2009	Projected			Current
		2015	2020	2025	Proj Facilities
Tutoring Skills					
FTES	7.9	8.7	9.5	10.2	
WSCH Lecture	258.2	286.1	310.4	335.4	
WSCH Laboratory	0	0	0	0	
WSCH Total	258.2	286.1	310.4	335.4	
ASF Lecture	147	163	177	191	
ASF Laboratory	0	0	0	0	
ASF Other					
ASF Total	147	163	177	191	
Number of Sections	2	2	3	3	
Average Seats per Section	39	42	30	33	

*Facilities typically not coded lecture or laboratory

Growth Forecasts/Space Analysis

LEARNING RESOURCES & DISTANCE EDU.	Fall 2009	Projected			Current
		2015	2020	2025	Proj Facilities
Special Topics					
FTES	1.9	2.1	2.3	2.5	
WSCH Lecture	62.3	69	74.9	80.9	
WSCH Laboratory	0	0	0	0	
WSCH Total	62.3	69	74.9	80.9	
ASF Lecture	36	39	43	46	
ASF Laboratory	0	0	0	0	
ASF Other					
ASF Total	36	39	43	46	
Number of Sections	2	2	2	3	
Average Seats per Section	27	29	31	23	

*Facilities typically not coded lecture or laboratory

Counseling Classes

Overview

The Counseling Division offers personal development courses, which assist students with academic planning, career development, and personal enrichment. These courses are designed to help with the personal challenges and tasks facing college students. Some of the relevant student-centered topics are college study skills, self and career discovery, life planning, and decision making, which focus particularly on selecting a college major and a career in order to make the transition from college to their chosen career fields. Courses help students identify their values, assess their personality, and make progress with their personal goals for life. Research shows that students become more positive, focused, and committed to their educational goals with career and academic planning.

Planning

The department intends to collaborate with other instructional divisions/departments for basic skills and transfer based learning communities. The department would also like to develop an online orientation program.

Growth Forecast/Space Analysis

COUNSELING	Fall 2009	Projected			Current
		2015	2020	2025	Proj Facilities
FTES	43.8	48.5	52.6	56.9	
WSCH Lecture	1,437.20	1,592.20	1,727.50	1,866.90	
WSCH Laboratory	0	0	0	0	
WSCH Total	1,437.20	1,592.20	1,727.50	1,866.90	
ASF Lecture	0	0	0	0	
ASF Laboratory	0	0	0	0	
ASF Other Instr. Supp.		0	0	0	
ASF Total	0	0	0	0	
Number of Sections	14	16	17	19	
Average Seats per Section	37	34	32	31	



STUDENT SERVICES WING

Admissions and Records

Overview

The Office of Admissions, Records, and Enrollment Services provides assistance to persons seeking information about the college. Assistance begins with the student's initial contact with the college, and continues throughout his/her attendance, completion of education programs, and finally transfer and/or graduation from Golden West College.

Planning

Over the next two years, the Admissions and Records Department will collaborate with its counterparts at OCC and CCC and the District Information Technology Department to make the Banner software more efficient and friendly for staff, faculty and students to use.

Accessibility Center for Education (ACE)

Overview

ACE is the Disabilities Services and Programs (DSPP) unit for students with Disabilities mandated by State and federal legislation. ACE supports the College mission by eliminating any barriers that exist for students with a disabilities that might limit their opportunities for success at Golden West College.

Planning

The ACE Department will develop cross training with student support services to provide a one-stop center to answer many common questions. The Department will also teach students to recognize the current resource limits and find ways to creatively use those assets.

CalWORKs and Re-Entry

Overview

The Department engages in intensive community outreach to attract special population students to the College. CalWORKs and Re-Entry personnel provide a variety of services to these students such as individual career, academic and personal counseling; advocacy program planning and special topic workshops; child care; job development and placement; clothing allowances and school supplies; and transportation assistance.

Planning

The Department will streamline its intake process and facilitate more group program planning sessions. The CalWORKs and Re-Entry staffs intend to work with the Chancellor's Office to transfer child-care funding to provide more services to students.

EOPS

Overview

Historically in California certain socio-economic groups have not had equal opportunities to pursue a college degree or certificate, or to fulfill transfer requirements for a four-year university. The EOPS & CARE Programs along with the emancipated foster youth Services are supported by the State, the District and private donations to assist these targeted student populations to succeed in higher education. Our office mission statement is “Support, Educate & Promote”.

Planning

The department will engage in an effort to measure the quality of the learning it is stimulating and to develop measurement tools to ensure students can recognize their options for achieving academic success. In view of the current fiscal situation EOPS & CARE intends to adjust services it provides and collaborate with other units on campus to maximize efficiency.

Student Health Services

Overview

The mission of the Student Health Services (SHS) is to protect, support and promote student health in the belief that healthy students learn better and stay in school. Our team of doctors, nurses, counselors and support staff use a holistic approach that covers student’s physical, mental, social, health education and health referral/networking needs. Student Health Services provides episodic medical care and limited short-term mental and social health services to GWC students who are currently registered and attending classes.

Planning

The Department intends to increase access by implementing a patient appointment system and cross training with other student support staff to increase awareness and referral to the Center’s services. Over the next two years the SHS will balance its budget and create a reserve of 5% or more to reinvest in one-time health initiatives and project needs.

International Services

Overview

The International Student Program (ISP) at Golden West College is a full-service center, which supports new and continuing international students from 40 countries. Specialized support services include admissions and registration processing, orientation programming, dedicated academic counseling, regulatory advisement, home stay placement services, cultural adjustment programming, community and cultural events, and tailored student success workshops to help international students assimilate to the campus and community environment.

Planning

The ISP will streamline and increase the number and frequency of contacts with local English as a Second Language feeder schools and overseas advising centers to maximize affordable marketing opportunities. The Department also intends to enhance and measure the impact of its programs and identify mutually beneficial academic and cultural opportunities with other units of the college in order to support both international and domestic student success.

Transfer Center

Overview

The Transfer Center is the hub of transfer activity on and off campus. It is located in an area heavily trafficked by students, with high visibility to the administration building. It is also near other student services such as Counseling, EOPS, Career Center, Employment Center and Admissions & Records. Due to the advances of technology, the transfer center's services have been greatly expanded through the World Wide Web and consequently have a much larger reach. There are strong partnerships with Internet services, which help students transfer, such as ASSIST (UC funded). Students can access this database for the latest transfer information, including major prep and transfer criteria. Other important websites include the CSU Mentor and UC application.

Planning

The Transfer Center will provide counseling in languages other than English, e.g., Spanish, and increase the number of College students eligible for admission to a four-year university.

ADMINISTRATIVE SERVICES WING

Community Services

Overview

Community Services strives to identify and meet the needs of the community, which are not met by the college credit programs. These services, which are self-supporting and fee-based, include educational, holistic health, recreational, professional, personal enrichment, vocational and certificate programs. Community Services programs are available with a variety of options to meet various learning styles including lectures, hands-on workshops, and online programs. To meet the needs of participants with busy schedules and limited time, programs are offered during evening hours, on the weekends, during weekdays, and online. An extensive variety of programs are available for people of all ages from children to seniors. Several programs are offered in two or three levels of instruction to accommodate more advanced learners as well as beginners.

Among the accomplishments of community services is the success of the Golden West College Swap Meet, which began in spring 1979, with 100 vendors. Steady growth has led to the present weekly Saturday and Sunday Swap Meets featuring as many as 685 vendor spaces per day. It provides community members the opportunity to shop and sell in a safe family environment. The swap meet is held approximately 100 days per year and currently grosses over \$2.7 million per year.

Planning

The Community Services Department will increase the numbers of participants completing the popular holistic massage instruction program and it will strengthen that program by pursuing endorsements from one of two prominent professional organizations such as California Massage Therapy Council (CAMTC) or the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB).

Fiscal Services

Overview

The role and responsibility of the Fiscal Services office is to ensure that the fiscal operations of the campus are planned, controlled, and accurately accounted for in the financial records. This applies to all funds, including appropriated, generated, awarded, donated, or otherwise received or spent by the Campus from any source or for any purpose. The Fiscal Services operation is responsible for the fiscal accountability of grants, the campus district budget, and auxiliary funds.

Planning

The Fiscal Affairs Department will implement a one-card system using the latest card transaction and access technology for a vast number of daily campus operations. The Department will work with the Office of Institutional Research to revise the current Banner budget structure and organizational codes with the intention of providing easier access to fiscal information and achieving further accountability as a result. Training will be provided to representatives from all campus departments to enable them to monitor their budget expenditures and stay within the amounts allocated.

Grounds

Overview

The Grounds Department is located in the Maintenance and Operations Yard on the northwest corner of campus. It maintains all campus landscaping, irrigation systems, parking lots, landscape (and roof) drainage systems, and provides pest control for most campus situations. It has also been responsible for the design and installation of all campus landscaping and anything else horticultural that has been installed in the past 40 years. The Grounds Department ensures that all athletic fields are properly maintained for the appropriate sport and at the proper time of year. The department is also responsible for refurbishing old landscape and turf areas, and it maintains its own equipment as well as that of the swap meet and various other departments. The department seeks to serve all facets of the campus population; students, faculty, and staff, as well as the surrounding community members, by providing and maintaining a campus landscape that is functional, safe, interesting, and beautiful.

Planning

The Grounds Department will ensure that current resources are used to make the maintenance of areas that have the greatest impact on students a priority, while implementing a plan to allow other departments the opportunity to “adopt” an area of campus, which they can help maintain. The Department intends to also develop partnerships with off campus entities that will contribute to campus fundraising.

Maintenance and Operations

Overview

Maintenance provides the campus with onsite personnel to maintain furniture fixtures & equipment, buildings and building systems such as plumbing, HVAC, and electrical. Maintenance also performs all set ups for events and functions held on the campus as well as handling all shipping/receiving.

Planning

In an effort to offset silo thinking the Maintenance and Operations Department intends to ensure they are included in major decisions about facilities that affect them, and to work with departments that have access to grants or private funding sources to make those resources cover as many projects as possible.

Public Safety

Overview

Golden West College Public Safety Department provides the campus community with public safety services performed by onsite personnel 24 hours a day seven days a week. Golden West College employs public safety officers with training specific to public safety, emergency preparedness, and parking enforcement.

The department serves Golden West students, faculty, and staff by providing escorts, patrolling the campus, responding to medical incidents, investigating crimes, and documenting all incidents. The department is also tasked with preparing the campus for man-made and natural disasters through careful planning, ongoing training and exercises.

Planning

The Public Safety Department will promote an atmosphere of “community involvement” to improve awareness and safety on campus by enhancing customer service, accessibility of information, and communication with the campus. The Department intends to prepare the campus community for manmade and natural disasters over the next two years.

Technical Support Services (TSS)

Overview

Technology Support Services provides innovative and accessible technology to students, faculty and staff. The unit provides the computing and media infrastructure, which is necessary to deliver a variety of educational programs. The department prides itself in providing first-class customer service and is driven by its commitment to students, faculty and staff. Over the past few years and into the foreseeable future, technology will continue to permeate every area of the campus.

Planning

Over the next two years the Technical Support Services Department will complete the set up for audio visual and security networks in the new Learning Resources Center and “virtualize” 30% of all administrative computers and 50% of all instructional laboratories.

College Support Services

Overview

The College Support Services Department provides a variety of campus supports to all units of the College. These include the mailroom, copy center, PBX/switchboard and key distribution activities.

Planning

The Department will coordinate the relocation of the mailroom to provide better service to the campus and to free up space for another use. The College Support Services Department will collaborate with their counterparts at OCC and CCC to complete more jobs within the District rather than sending the work off campus.

College Promotions and Outreach

Overview

The College Promotions and Outreach Department produces and delivers promotional materials and electronic media in an effort to recruit students and communicate college information to the community. Outreach continues to build and expand relationships with middle and high schools.

College Promotions maintains the college's visual identity/branding by producing professional quality publications in print and electronic media. The department is responsible for establishing a unified college image by providing graphic design services to the campus community for all external publications including the college catalog, class schedules, brochures, advertisements, forms, and event collateral. The department has already created an attractive set of new web pages that project a set of informative and welcoming messages for prospective students.

Planning

The College Promotions and Outreach department will lead a district-wide effort to create a strong three-college presence at college nights and career fairs. It will also support all colleagues engaged in outreach by creating advanced presentations that can be customized for various audiences, while continuing to produce promotional materials for all outreach events. By expanding the campus bulletin page to include news and idea sharing, the College Promotions and Outreach unit intends to improve campus communications.

Foundation and Community Relations

Overview

The Foundation promotes and assists Golden West College by generating support for scholarships, capital needs, and special projects to ensure quality education for the community via life-long learning, and earning opportunities for the people and businesses in our service area. The function of Community Relations is to enhance the visibility of Golden West College in the community and to build partnerships with individuals and businesses.

Planning

The Foundation and Community Relations department will launch a Learning Resource Center naming campaign to raise revenue, and it will explore possible, appropriate paid advertisements on the "Ed" marquees and college home page. The department will also create a student-friendly and efficient scholarship program, including an easily accessible scholarship office.

Research and Planning

Overview

The mission of the Office of Institutional Research and Planning is to support student learning by providing services that help campus leaders make more informed college-related decisions. The office conducts institutional research, supports enrollment management, and coordinates institutional planning.

Planning

The Research and Planning Office intends to facilitate the development and adoption of new college goals, then it will coordinate a review and update the College's assessment plan. To further the implementation of the Banner software, the Research and Planning Office will facilitate the restructuring of the Banner organization codes.

VII. Key Planning Assumptions and Strategic Priorities for the Future

During academic year 2009-10 the College crafted a set of planning assumptions. This work was completed after several committees reviewed a number of articles about trends influencing higher education (see appendices for the reading list). The committees considered the past performance of the college and goals that had been achieved, and took into account the mission, educational philosophy and values of the institution. For the purposes of this Plan, some editing of the initial planning assumptions has been done to prepare the list below.

Key Planning Assumptions

1. National and state goals and policy for postsecondary education will increasingly emphasize degree and certificate completion, transfer to four-year universities, and reduction of achievement gaps among various subgroups of students.
2. State initiatives for the community college system will also continue to emphasize basic skills and general student success to improve the performance of the system while pursuing accountability and transparency.
3. The current planning environment is very fluid (e.g., resources, mission definition, and legislative mandates).
4. The base financial resources from public revenues will decrease while student demand for educational services is likely to increase. The college must prioritize and make strategic choices about what it can and cannot do then develop a strategy for allocating these resources.
5. Changing demographics are the future of Orange County, and within the effective service area this will affect college enrollment rates. More of the older residents will be White, while an increasing number of young residents will be Asian and Hispanic. There are implications for college participation in these shifts.
6. The long-term trend in the numbers of college students entering the college directly from high school is on the decline. This is particularly important to the college as the 24 years and younger age segment has averaged 63.2% of the student body over the past four years.
7. Employers and transfer institutions want colleges to place more emphasis on essential learning outcomes such as:
 - Demonstrated knowledge of science, technology, broad-based civics, culture, and global events
 - Demonstrated skills in written and oral communication, problem solving, customer service, critical thinking, and interaction with diverse groups.
 - Demonstrated ability ethically to shape the world around them.
 - Demonstrated ability to apply acquired knowledge in a real-world context.
8. Two thirds of the incoming students who are assessed are recommended to take English and math basic skills courses.
9. Needs for funding capital projects are greater than the available state and local funds. Therefore, the college must more effectively and efficiently use existing facilities.
10. The College has become a primary center for retraining the work force.

The College discussions in the 2009-10 academic year resulted in two groups of strategic priorities. One group consisted of the priorities to be addressed and discussed within the program review work done in the 2010 cycle (items 2, 3, 5, and 7 below). The second group consisted of the priorities to be addressed outside of program review work in all the other venues and processes of the College (items 1, 4, and 6 below). The timeframe of 2010-2012 provides an opportunity for the college to recast the priorities for the balance of the life of this strategic planning cycle, out to 2016, and beyond to 2025 for facilities considerations or to introduce new priorities after 2012.

Strategic Priorities

1. We will support active participation based on trust, openness, consistency, and respect in the college's decision-making process. (college-wide priority for 2010-12)
2. We will embrace the role of being a facilitator of student learning by making a conscious effort to produce and support learning, measure that learning, assess how well learning is progressing, and make changes to improve student learning. (priority for discussions in program review cycle 2010-12)
3. We will realign our programs and processes to meet student educational needs in sustainable ways that use available resources. (priority for discussions in program review cycle 2010-12)
4. We will develop and implement a balanced, timely, and effective budget that allows for accountability. (college-wide priority for 2010-12)
5. We will work together to minimize silo-based thinking and structures in order to promote collaborations that better facilitate the learning process for students. (priority for discussions in program review cycle 2010-12)
6. We will leverage technology to facilitate instruction and student learning, improve communication, and enhance the quality of our programs and services. (college-wide priority for 2010-12)
7. We will explore and develop new alternative revenue sources that are in support of and consistent with our educational mission. (priority for discussions in program review cycle 2010-12)



VIII. Opportunities for the Future- College Planning Agenda

Future Labor Markets

The U.S. Chamber of Commerce has estimated that 90% of future jobs will require some form of postsecondary education. By way of extension the Orange County Business Council believes that through the year 2025, an average of 18,000 new jobs per year will be created in the County that will require a postsecondary education. If 43% of the current 12th graders in the County continue to earn college degrees, there will be roughly 15,000 new graduates each year to claim these positions. That leaves a potential annual shortage of 3,000 skilled workers. The U.S. Department of Labor has estimated that one-third of future jobs will demand skills in the science, technology, engineering and mathematics (STEM) disciplines. Currently, about 20% of undergraduate and graduate degrees given by Orange County universities are in these disciplines²¹ These estimates portend an opportunity for the College to contribute to the economic vitality of the County, and to secure future employment for its graduates.

Through the year 2018, the California EDD expects the fastest growing industry sectors in Orange County to be education services, health care and social assistance with an annual growth rate of about 2.2%. Several other sectors will exceed the average annual growth rate of .8%. These include professional and business services (1.3% annual growth), leisure and hospitality (1.1% annual growth), transportation/warehousing/utilities (1% annual growth) and construction (.9% annual growth). While employment in Orange County is expected to increase into the future, it is projected to be at a slower rate than in the prior projection of 2004-2014. Between 2008 and 2018, approximately 150,700 new jobs are expected from industry growth while 371,300 job openings are anticipated from net replacements.²²

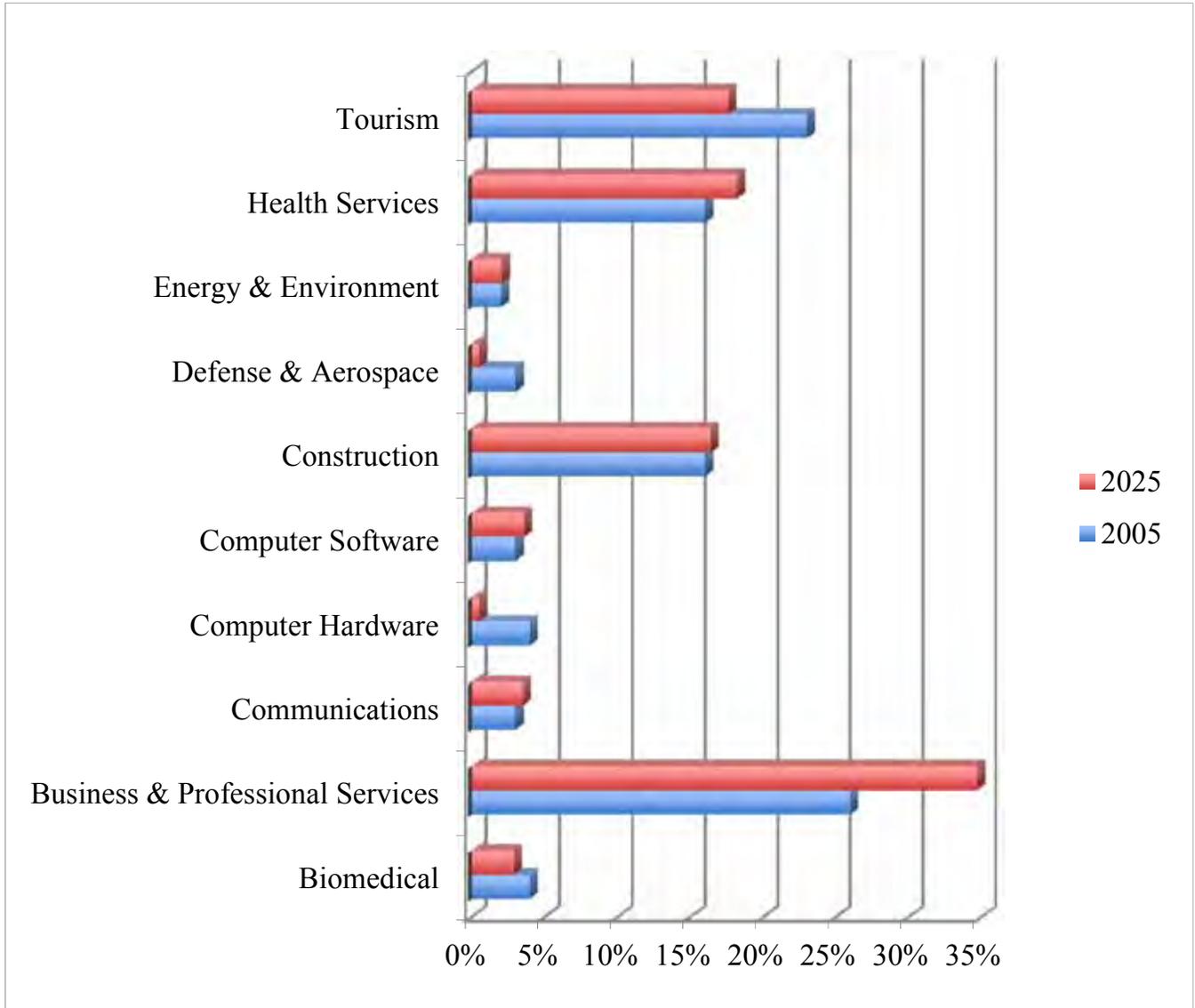
As noted in the following chart, the business and professional services employment cluster will continue to add jobs, and is expected to double by 2025 as it takes advantage of the centralized location of Orange County. Health services is positioned to be the second largest cluster, supported by both the aging population remaining in the County and the biomedical cluster, which needs a proactive economic development effort. Robust projected growth through the year 2025 for the high-tech clusters of computer software, communications technology, and energy/environmental activities will help create new jobs and increased wages in Orange County. Jobs related to the tourism and construction clusters are expected to continue to increase well in the future, based on the County's location and significant number of tourist attractions along with the natural growth of density in Orange County.²³

21 *Orange County Workforce Indicators 2009-2010* (Irvine, CA: Orange County Business Council, 2010).

22 State of California, Employment Development Department "2008-2018 Orange County Projection Highlights," *Labor Market Information* Retrieved March 11, 2011 from <http://www.labormarketinfo.edu.ca.gov>

23 *Workforce 2025* (Irvine, CA: Orange County Business Council, 2010).

Percent of the Orange County Economy Represented by Each Cluster



Source: Orange County Business Council. Workforce 2025

The extent of projected wage growth varies among the economic clusters as illustrated below.

Economic Cluster	2005 Av Ann Wage	2025 Av Ann Wage	% Change
Biomedical	\$61,300	\$108,850	78%
Business & Professional Services	\$44,533	\$72,233	62%
Communications	\$61,800	\$126,442	105%
Computer Hardware*	\$63,873	\$121,742	91%
Computer Software	\$78,887	\$177,968	126%
Construction	\$47,425	\$84,986	79%
Defense & Aerospace*	\$81,781	\$187,443	129%
Energy & Environment	\$50,742	\$83,115	64%
Health Services	\$43,740	\$71,646	64%
Tourism	\$18,377	\$32,931	79%

*cluster employment projected to be significantly reduced in OC

Source: Orange County Business Council. Workforce 2025

Over the next ten years, the EDD expects the fastest growing industry sectors in Los Angeles County to be the same as those in Orange County (educational services, health care and social assistance) but Orange County industries would have a significantly larger annual growth rate of about 2.6% whereas the overall annual growth rate for all industries in Los Angeles County is projected to be .9%. Two other industries will have significant growth rates above the average. These are professional and business services (1.2% annual growth) and wholesale trade (1.2% annual growth).²⁴

In Orange County, the 50 occupations with the most job openings are expected to make up 52% of all job openings. The occupations with the highest growth numbers are predicted to be retail salespersons, restaurant servers, cashiers and customer service representatives. None of these are particularly high paying occupations and all usually require only short-term on-the-job training. Occupations requiring little to moderate amounts of on-the-job training (up to 12 months) make up 34 of the 50 occupations with the most openings. Therefore, there are opportunities for the College to contribute to the economic development of the County by providing education and skill development experiences that will lead to higher-wage jobs. Occupations with growth expectations and which require an associate degree or higher include registered nurses, general and operations managers, elementary and secondary school teachers and accountants and auditors.²⁵ A detailed list of the 50 Orange County occupations with the most anticipated openings is located in the appendices.

Of the 50 fastest-growing occupations in Orange County that anticipate an annual growth rate of 2% or more, half are health related. Occupations with the highest percentage of expected growth are biomedical engineers (52%), home health aides (47%), and medical scientists (46%). The top ten fastest-growing occupations in Orange County are listed below while the complete list of the top 50 occupations is found in the appendices.²⁶ A detailed list of the Orange County 50 fastest-growing occupations is also located in the appendices.

24 State of California, Employment Development Department "2008-2018 Los Angeles County Projection Highlights," *Labor Market Information* Retrieved March 11, 2011 from <http://www.labormarketinfo.edu.ca.gov>

25 State of California, Employment Development Department "Occupational Projections for Orange County 2008-2018" *Labor Market Information* Retrieved March 11, 2011 from <http://www.labormarketinfo.edu.ca.gov>

26 Ibid.

Orange County Top 10 Fastest Growing Occupations by Absolute Growth, 2008-2018

Occupational Title	Change
Biomedical Engineers	52%
Home Health Aides	48%
Medical Scientists*	46%
Personal and Home Care Aides	43%
Network Syst. Data Analysts	41%
Veterinary Technicians	37%
Veterinarians	35%
Physical Therapist Aides	34%
Physical Therapist Assistants	33%
Physician Assistants	33%

*Except Epidemiologists

Source: Employment Development Department, Labor Market Information

Selected medical occupation jobs (shaded below) are anticipated to grow the most in Orange County through the year 2025, but not all of them pay a salary that is above the average County wage.

Occupation	Growth Through 2025	Pays Above OC Av Wage
Registered Nurses	14,694	Yes
Waiters and Waitresses	12,923	
Certified Nursing Aides	10,025	
Combined Food Prep & Service	9,652	
Guards and Watch Guards	9,514	
Dental Assistants	7,809	
Financial Managers	7,548	Yes
Gen. Managers, Top Executives	6,747	Yes
Physicians and Surgeons	5,896	Yes
Medial Assistants	5,705	

Medical occupations are highlighted

Source: Orange County Business Council. Workforce 2025

The EDD has projected that just over 51,000 job openings will be available in Orange County each year between 2008 and 2018. Only 8% of these jobs are normally available to those candidates who have completed an Associate Degree or some form of postsecondary vocational education. Preparation at the Bachelor's Degree level, which could begin at the community college, is the most common entry path for another 19% of these occupations.²⁷

²⁷ State of California Employment Development Department, "Occupational Projections for Orange County 2008-2018" *Labor Market Information* Retrieved March 11, 2011 from <http://www.labormarketinfo.edu.ca.gov>

Orange County Occupational Projections 2008-2018

2008-2018

Training Levels Bureau of Labor Statistics	Annual Average Total Job Openings	%
BA + work experience	2,516	5%
Bachelor's Degree	7,224	14%
Associate Degree	2,257	4%
Postsecondary Voc. Education	2,163	4%
Total	14,160	
Graduate education	1,864	4%
On-the-Job-Training	35,289	69%
	37,153	
Grand Total	51,313	100%

Source: California Employment Development Department, Labor Market Information; analysis by Cambridge West Partnership, LLC

Several occupational groups are growing, in terms of a percentage of growth. This growth is faster than other occupational groups when projections are made through the year 2025. The fastest growing Orange County occupational groups are listed below with the medical occupations highlighted.²⁸

Orange County, Fastest Growing Occupational Groups

Occupation	% Growth Through 2025
Food Service & Lodging Managers	457.2%
Plasters & Stucco Masons	334.5%
Physicians & Surgeons	284.2%
First-line Sup/Mgrs Service Workers	278.8%
Health Care Profs, Paraprofessionals	270.1%
Painters, Paperhangers- Construction	263.7%
Medicine, Health Services Mgrs	262.0%
Dental Hygienists	258.9%
Cooks- Restaurant	252.7%
Heating, AC, Refrigerator Mechanics	249.8%

Medical occupations are highlighted

Source: Orange County Business Council. Workforce 2025

²⁸ State of California Employment Development Department, "Occupational Projections for Orange County 2008-2018" *Labor Market Information* Retrieved March 11, 2011 from <http://www.labormarketinfo.edu.ca.gov>

Turning to individual occupations in Los Angeles County, the 50 occupations with the most job openings are expected to make up 53% of all job openings. The occupations with the highest growth numbers are predicted to be personal and home care aides, cashiers and retail salespersons. None of these are particularly high paying occupations and all usually require only short-term on-the-job training (approximately one month). Therefore, there are opportunities for the College to contribute to the economic development of Los Angeles County by providing education and skill development that will lead to movement up the career ladder to higher-wage jobs. Occupations with growth expectations that require an associate degree or higher include lawyers, registered nurses, general and operations managers, elementary and secondary school teachers and accountants and auditors.²⁹ A detailed list of the 50 Los Angeles County occupations with the most anticipated openings is located in the appendices.

Of the 50 fastest-growing occupations in Los Angeles County that anticipate an annual growth rate of 2.3% or more, half are in the health or community and social service related fields. Occupations with the highest percentage of growth into the future are medical scientists (46%), biochemists and biophysicists (48%) and network systems data analysts (47%). The top ten fastest-growing occupations in Los Angeles County are listed below while the complete, detailed list of the top 50 occupations is found in the appendices.³⁰

Los Angeles County Top 10 Fastest Growing Occupations by Absolute Growth, 2008-2018

Occupational Title	% change
Medical Scientists*	48%
Biochemists & Biophysicists	48%
Network Systems & Analysts	47%
Physical Therapist Aides	45%
Home Health Aides	44%
Personal & Home Care Aides	41%
Medical Equipment Repairers	41%
Farmers and Ranchers	39%
Physician Assistants	38%
Occupational Therapist Assist.	38%

*Except Epidemiologists

Source: Employment Development Department, Labor Market Information

²⁹ State of California Employment Development Department, "Occupational Projections for Los Angeles County 2008-2018" *Labor Market Information* Retrieved March 11, 2011 from <http://www.labormarketinfo.edu.ca.gov>

³⁰ Ibid.

Although it may not be apparent from a review of the occupational titles in these appendices listings, one out of six jobs in Southern California is directly or indirectly in the creative industries that include digital design, product/industrial design, entertainment and communication arts. The creative economy is the second largest in Los Angeles County. The sales and receipts alone represent roughly \$113 billion in Los Angeles and \$14 billion in Orange County.³¹

Similar leading occupations emerge if the entire state economy is considered with a focus on the high demand/high wage STEM occupations. The occupational family with the greatest projected demand that commonly requires an associate degree for entry is healthcare. The healthcare support job family is the second largest group, followed by computer and math science, and engineers and technicians. Students educated in these fields have the most opportunities for relocating to other locations throughout the state.

Where the California Jobs Will be in 2018 (in thousands of jobs)

Occupation Group	Occupation	Some College	%	Assoc. Degree	%	Bachelor's Degree	%	Total
STEM	Computer & Math Science	89	16%	45	8%	242	44%	545
STEM	Architects & technicians	13	20%	9	14%	25	38%	65
STEM	Engineers & technicians	34	11%	28	9%	141	44%	317
STEM	Life & Physical Scientists	9	6%	6	4%	45	32%	140
STEM	Social Scientists	5	6%	3	4%	27	33%	82
Healthcare	Healthcare Practitioners	109	13%	160	19%	239	29%	836
Healthcare	Healthcare Support	148	33%	51	11%	49	11%	448

Source: Carnival, Anthony; Smith, Nicole; and Strohl, Jeff (2010). Help Wanted: Projections of Jobs and Educational Requirements Through 2018. Center on Education and the Workforce, Georgetown University.

Planning Considerations for Potential New Programs

There are approximately two-dozen public and private providers of post-secondary education in the 9-mile radius used as a framework for this Plan. The bulk of enrollment at these schools is found in the eleven public community colleges located within Orange County and the southeast portion of Los Angeles County. Collectively, the eleven community colleges, including Golden West College, offer degrees and/or certificates in 245 fields of study described by the California Community College Chancellor's Office Taxonomy of Programs manual.³² Before new instructional programs are implemented, care should be taken to analyze the existing programs offered by those institutions. For example there are 30 certificates and another 30 degrees offered by the eleven colleges in the field of Office Technology/Office Computer Applications.

31 Nancy Sidhu, et. al. 2010 *Otis Report the Creative Economy of the Los Angeles Region* (Los Angeles, CA: Los Angeles County Economic Development Corporation, November 2010)

32 California Community College Chancellor's Office, *Program Inventory* Retrieved February 12, 2011 from http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/inventory_of_programs

Public Community Colleges Within the 9-mile Effective Service Area



The enactment of the Student Transfer Achievement Reform (STAR) Act aka SB 1440 provided the College with an opportunity to “retool” some of its current transfer-oriented programs and to introduce new ones. The legislation requires a community college district to grant an associate degree for transfer to a student in his/her field of study once the student has met degree and transfer requirements for a particular major. Upon completion of the transfer associate degree, the student is eligible to transfer with junior standing into a local California State University (CSU) campus. Students will be given priority when applying to a particular program that is similar to his/her community college field of study. The bill prohibits a community college district or campus from adding local course requirements in addition to requirements of the STAR Act, and prohibits the CSU from requiring a transferring student to repeat courses similar to those taken at the community college that counted toward their associate degree for transfer.

The statewide strategy to implement the STAR Act is to develop transfer model curriculums (TMC) through inter-segmental faculty dialogue using the structure of the course identification numbering system (C-ID) as much as possible so that common course descriptions will be used as building blocks. The initial focus of the project is on the top 20 transfer majors within the CSU. The goal is to reach agreements on a model curriculum that all community colleges could adopt for each particular major. Four TMCs have been completed in the 2010-11 academic year: (1) Psychology; (2) Sociology; (4) Math; and (3) Communications Studies. The College Council on Curriculum and Instruction (CCI) has recommended changes for three existing degrees, Psychology, Mathematics and Communications Studies, so that they conform to the approved TMCs. A fourth TMC, Sociology, was used to introduce a new transfer major at the College as of Spring 2011 (pending Board and Chancellor's Office approval). Another group of model curriculums is almost finalized to include Criminal Justice/Administration of Justice, Early Childhood Education, Geology, History, Physics, and Theater. An additional model curriculum for Kinesiology/PE will be being revised in the Spring 2011. Still other disciplines for which TMC discussions have begun include business, Liberal Studies for teacher preparation, Accountancy, Art History, Biology, and Chemistry. The College has the authority to offer 12 programs of study that align with the initial TMCs under discussion. The College also offers five additional programs that potentially align with one of the established CSU Lower Division Transfer Preparation (LDTP) patterns, but are not yet aligned to a prospective TMC.³³ A complete analysis of the extent to which current College programs of instruction align with the initial 18 TMCs and the 42 major fields of study included in the LDTP program can be found in the appendices.

The College has already made a number of changes in recent years with respect to career and technical education programs that would lead to immediate entry-level employment. The efforts have been guided by an interest in placing programs into related knowledge groups, ensuring programs are sustainable, e.g. economically viable and responsive to employers needs, anchored by industry-endorsed standards and third-party certification of learning outcome accomplishments, and are well articulated with both public school instruction and four-year institutions where appropriate.

In an effort to identify new program areas that would meet labor market needs in Orange County, an analysis was completed of the occupations expected to have 50 or more job openings annually through the year 2018. The list was filtered using the Bureau of Labor Statistics training level definitions with a focus on those occupations requiring a Bachelor's or Associate Degree, some post-secondary vocational education, or long-term on-the-job-training of more than twelve months (either of which might culminate in a certificate). Those occupations that qualified were mapped through the Standard Occupational Classification (SOC) codes to Associate Degree and Certificate of Achievement instructional programs offered by the 11 public community colleges in Orange County and the Los Angeles County area adjacent to Golden West College. Because the occupations map to one or more Taxonomy of Programs (TOP) code used by the community college system, there can be multiple programs, even within the same community college, offered for each occupation. For that reason some of the values in the "Total CC Programs" column show a count in excess of the 11 colleges in the study area.

The first table below identifies twenty-three Orange County occupations commonly requiring a Bachelor's degree that project 50 or more annual job openings through the year 2018. An initial course of study for these occupations might begin in a community college, and therefore, the transfer degree initiative may be a starting place for instructional programs that lead to these occupations.

³³ Academic Senate for the California Community Colleges, *SBI440 Update* Retrieved March 30, 2011 from <http://www.asccc.org> and California State University System Office, *Lower Division Transfer Preparation* Retrieved March 30, 2011 from <http://www.calstate.edu/acadaff/ldtp/agreements>

Orange County Occupations Commonly Requiring a Bachelor's Degree and the Extent of Neighboring Community College Programs Related to Those Occupations

Educational Preparation	Standard Occupational Classification Title	Annual Average Total Jobs	Hourly Average Wage	Annual Average Wage	Total CC Programs
Bachelor's	Accountants and Auditors	506	\$31.11	\$64,712	12
Bachelor's	Business Operations Specialists, All Other	433	\$30.35	\$63,125	1
Bachelor's	Computer Programmers	67	\$38.28	\$79,620	15
Bachelor's	Computer Software Engineers, Applications Computer Software Engineers, Systems	181	\$46.18	\$96,064	11
Bachelor's	Software	195	\$48.31	\$100,484	11
Bachelor's	Computer Systems Analysts	150	\$37.66	\$78,339	8
Bachelor's	Construction Managers	169	\$49.49	\$102,937	25
Bachelor's	Cost Estimators	125	\$31.77	\$66,081	25
Bachelor's	Elementary School Teachers, Except Special Education	451	N/A	\$67,897	7
Bachelor's	Engineers, All Other	96	\$47.33	\$98,451	7
Bachelor's	Environmental Scientists and Specialists, Including Health	53	\$32.34	\$67,251	3
Bachelor's	Graphic Designers	181	\$25.26	\$52,556	17
Bachelor's	Industrial Production Managers	87	\$40.06	\$83,321	25
Bachelor's	Middle School Teachers, Except Special and Vocational Education	186	N/A	\$71,350	2
Bachelor's	Network and Computer Systems Administrators	106	\$34.73	\$72,230	9
Bachelor's	Network Systems and Data Communications Analysts	187	\$36.65	\$76,245	12
Bachelor's	Property, Real Estate, and Community Association Managers	132	\$26.74	\$55,617	8
Bachelor's	Public Relations Specialists	109	\$27.55	\$57,306	1
Bachelor's	Purchasing Agents, Except Wholesale, Retail, and Farm Products	166	\$28.36	\$58,982	8
Bachelor's	Recreation Workers	87	\$10.99	\$22,860	3
Bachelor's	Sales Engineers	88	\$38.82	\$80,746	3
Bachelor's	Secondary School Teachers, Except Special and Vocational Education	308	N/A	\$76,447	2
Bachelor's	Teachers and Instructors, All Other	245	N/A	\$42,861	1

Source: California Employment Development Department, Labor Market Information; California Community College Chancellor's Office; analysis by Cambridge West Partnership, LLC

The table below identifies nine Orange County occupations with 50 or more annual openings through 2018 and that commonly require an associate degree. The occupations with the fewest number of established competitor programs (Computer Support Specialists, Dental Hygienists, Insurance Sales Agents, Medical Records and Health Information Technicians and Respiratory Therapists) are the most useful to consider for new instructional programs. Programs included in the count below reflect only the Associate degree level award. Several community colleges also offer certificates in fields of study that might facilitate entry into these occupations but those certificate programs were not counted.

Orange County Occupations Commonly Requiring an Associate Degree and the Extent of Neighboring Community College Programs Related to Those Occupations

Educational Preparation	Standard Occupational Classification Title	Annual Avg. Total Jobs	Hourly Avg. Wage	Annual Avg. Wage	Total CC Programs
Associate	Computer Specialists, All Other	86	\$35.17	\$73,155	7
Associate	Computer Support Specialists	253	\$23.97	\$49,864	1
Associate	Dental Hygienists	69	\$43.73	\$90,945	2
Associate	Insurance Sales Agents	159	\$27.83	\$57,890	1
Associate	Med. Records & Health Info. Techs.	55	\$16.38	\$34,057	1
Associate	Paralegals and Legal Assistants	132	\$27.87	\$57,966	4
Associate	Radiologic Technologists & Techs.	52	\$28.40	\$59,071	4
Associate	Registered Nurses	865	\$37.12	\$77,209	6
Associate	Respiratory Therapists	56	\$30.52	\$63,476	1

Source: California Employment Development Department, Labor Market Information; California Community College Chancellor's Office; analysis by Cambridge West Partnership, LLC



The table below identifies eleven Orange County occupations with 50 or more annual openings through 2018 that commonly require some post-secondary vocational education. The occupations with the fewest number of established competitor programs (Licensed Vocational Nurse, Medical Secretary) are the most useful to consider for new instructional programs. Programs included in the count below reflect only the certificate level award. Several community colleges also offer an Associate Degree in a field of study leading to entry into these occupations but those degree programs were not counted.

Orange County Occupations Commonly Requiring Some Post-secondary Vocational Education and the Extent of Neighboring Community College Programs Related to Those Occupations

Educational Preparation	Standard Occupational Classification Title	Annual Average Total Jobs	Hourly Average Wage	Annual Average Wage	Total CC Programs
Post Sec Voc Ed	Architectural and Civil Drafters	51	\$26.99	\$56,128	15
Post Sec Voc Ed	Automotive Service Technicians and Mechanics	168	\$17.73	\$36,888	9
Post Sec Voc Ed	Bus and Truck Mechanics and Diesel Engine Specialists	58	\$25.15	\$52,298	3
Post Sec Voc Ed	Fitness Trainers and Aerobics Instructors	116	\$18.27	\$37,988	7
Post Sec Voc Ed	Hairdressers, Hairstylists, and Cosmetologists	124	\$10.17	\$21,140	5
Post Sec Voc Ed	Legal Secretaries	111	\$20.04	\$41,681	4
Post Sec Voc Ed	Licensed Practical and Licensed Vocational Nurses	293	\$24.55	\$51,053	1
Post Sec Voc Ed	Manicurists and Pedicurists	87	\$9.17	\$19,075	5
Post Sec Voc Ed	Medical Secretaries	338	\$14.74	\$30,661	1
Post Sec Voc Ed	Real Estate Sales Agents	80	\$20.57	\$42,786	9
Post Sec Voc Ed	Welders, Cutters, Solderers, and Brazers	92	\$15.87	\$33,003	5

Source: California Employment Development Department, Labor Market Information; California Community College Chancellor's Office; analysis by Cambridge West Partnership, LLC

The table below identifies ten Orange County occupations, which expect to have 50 or more annual openings through 2018 that commonly require some post-secondary vocational education. The occupations with the fewest number of established competitor programs are the most useful to consider for new instructional programs. Many of these occupations are also entered through formal apprenticeship programs offered by various trade unions. Employment preference may go to the graduates of those programs. While information from the federal Bureau of Labor Statistics may show that police and sheriff's patrol officers enter the occupation through extensive on-the-job training, the tradition in California is to hire graduates from a formal Peace Office Standards and Training (POST)-certified academy program. A similar preference is found for California fire fighters.

Orange County Occupations Commonly Requiring Long-Term On-the-Job Training and Formal Education and Existing Programs

Educational Preparation	Standard Occupational Classification Title	Annual Average Total Jobs	Hourly Average Wage	Annual Average Wage	Total CC Programs
>12 mos OJT & Formal Trgn	Carpenters	251	\$24.60	\$51,180	2
>12 mos OJT & Formal Trgn	Claims Adjusters, Examiners, and Investigators	160	\$30.44	\$63,323	1
>12 mos OJT & Formal Trgn	Coaches and Scouts	110	N/A	\$30,355	7
>12 mos OJT & Formal Trgn	Cooks, Restaurant	398	\$12.03	\$25,023	6
>12 mos OJT & Formal Trgn	Electricians	215	\$24.02	\$49,959	1
>12 mos OJT & Formal Trgn	Fire Fighters	99	\$30.49	\$63,422	2
>12 mos OJT & Formal Trgn	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	77	\$24.62	\$51,211	3
>12 mos OJT & Formal Trgn	Machinists	83	\$16.99	\$35,345	5
>12 mos OJT & Formal Trgn	Police and Sheriff's Patrol Officers Telecommunications Equipment	149	\$41.27	\$85,839	1
>12 mos OJT & Formal Trgn	Installers and Repairers, Except Line Installers	59	\$28.86	\$60,024	2

Source: California Employment Development Department, Labor Market Information; California Community College Chancellor's Office; analysis by Cambridge West Partnership, LLC



When weighing new instructional programs, the public community colleges are not the only providers to consider. There is one private post-secondary institution awarding certificates or Associate Degrees in Orange County that is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), the same body that accredits Golden West College. The Fashion Institute for Design and Merchandising (FIDM) offers a focused range of programs at their site in Irvine, but a complete range of programs is offered at the main campus located in downtown Los Angeles.

Programs of Study at Orange County, Regionally Accredited Private Post-secondary Schools

Program	FIDM (Irvine)
Apparel Industry Management	X
Beauty Industry Merch. & Marketing	X
Fashion Design	X
Graphic Design	X
Interior Design	X
Merchandise Marketing	X
Merchandise Product Development	X
Visual Communications	X

Source: Fashion Institute of Design and Merchandising 2010-11 Catalog, p. 20

The Council for Higher Education Accreditation (CHEA) lists 54 post-secondary institutions in Orange County that have been accredited by some body which the CHEA organization recognizes.³⁴ That accreditation may be either regionally based for the entire institution or industry-based from a specialized national accrediting body.

There are at least six prominent private vocational institutions offering certificates and associate degrees in the immediate service area. A list of their program offerings is found in the table below.

Programs of Study at Orange County Private Post-secondary Schools

Program	American Career College	CNI Vocational College	Concorde Career College	DeVry University (AA programs)	Stanbridge College	WYO Tech	Total
Automotive Technology (Applied Service Mgt)						X	1
Dental Assistant	X		X				2
Electrical Technology						X	1
Electrician						X	1
Electronics & Computer Technology				X			1
Health Claims Examiner/Medical Biller	X	X					2
Health Information Technology	X						1
HVAC						X	1
Industrial Electrical Technology						X	1
Information Technology					X		1
Insurance Coding & Billing Specialist			X				1
Massage Therapy	X	X					2
Medical Assistant	X	X	X			X	4
MRI Technology		X					1
Network Systems Administration				X			1
Occupational Therapy Assistant					X		1
Optical Dispensing	X						1
Personal Fitness		X					1
Pharmacy Technician	X	X					2
Physical Therapist Assistant			X				1
Plumbing Technology						X	1
Respiratory Therapy	X		X				2
Surgical Technology	X						1
Surgical Technology		X					1
Vocational Nursing	X	X	X		X		4
Web Graphic Design				X			1

Source: Web pages of named schools

The California Bureau of Private Post-secondary Education lists 178 approved institutions in Orange County. Most of these are narrowly focused on a limited number of occupations where some training is desired before entry into the workforce.³⁵

The discussion of competing institutions above was limited to those with a physical presence near the College. However, the California Virtual Campus (CVC) lists 169 post-secondary institutions that are providing one or more online courses throughout the state. One source, Associate Degrees Online, identifies 78 different associate degrees that are available to California residents from the various institutions they represent throughout the country.³⁶ The College has grown through its use of distance education to the point where 14% of the WSCH generated in the Fall 2009 term came from online instruction. However, the College does not offer any associate degree programs online. In contrast, the CVC list contains eleven California community colleges that collectively offer an associate degree in 24 different fields of study.³⁷ A chart of those programs can be found in the appendices.

34 Council for Higher Education Accreditation *List of Accredited Institutions* Retrieved March 17, 2011 from <http://www.chea.org>

35 State of California, Department of Consumer Affairs, Bureau of Private Post-secondary Education *Directory of BPPE Approved Schools in Orange County* Retrieved March 17, 2011 from <http://www.bppe.ca.gov>

36 Associate Degrees Online *List of Participating Schools* Retrieved March 17, 2011 from <http://www.associatedegreeonline.com>

37 California Virtual Campus *Programs Offered by College* Retrieved March 17, 2011 from <http://www.cvc.org>

Curricular Opportunities for Improvement and Expansion

With these labor market considerations as a backdrop, the College has been discussing and considering the possibility of some new instructional programs. In that regard, the general philosophy of the College is to focus on a *limited number* of instructional programs and services that school can do well. In the long run, there will be a commitment to continue growing the College in ways that can be sustained. On the transfer side of instruction, as noted above, the emphasis is on continued work on articulation agreements so that students can successfully transfer with a minimal loss of units. With respect to the basic skills courses, there is interest in consolidating the curriculum where possible, and facilitating the students' rapid completion of those foundational courses.

On the CTE side of instruction, the focus is on continuing to offer programs that meet community needs to help people find and retain employment or start a business and have it function successfully. Several initiatives are under way including:

- **CTE is now launching a recycling and resource management program.** This program is grant funded and intends to use the campus as a demonstration laboratory. There is a vision to grow the effort into a regional center for green efforts and recycling.
- **CTE is now offering a hybrid electric vehicle course through noncredit community services.** If the course goes well, it might be moved to the regular credit instruction as part of the auto technology offerings.
- **CTE has merged and refocused three programs (Digital Arts, Broadcast Video and Audio Entertainment) into a Digital Media program.** However, the facilities are not adequate and the College currently lacks funds to help the faculty move the new program forward. Should KOCE complete their relocation plans some of the vacated studio space may become available to this program.
- **CTE has also revived the auto technology program and has dealership wanting to partner with the college.** However, there is only one full-time faculty member in the program.
- **The CTE Division had a new program idea: a computer support specialist, approved by the advisory committees.** As this is one of the occupations that is in high demand it should be a very viable offering if aligned with a Microsoft certification.

The new program ideas being discussed and considered include those listed below. The list is an unranked set of conversation notes gathered from multiple sources. In sales talks, these would be listed as leads or potential prospects for development. The College will need a great deal more exploration and dialog before pursuing any of these ideas. However, that is part of what a futures plan does, it represents stated dream ideas or stepping off points in an adventure. It is a value added discussion that takes for granted that much of what you already do is worthwhile and important, while asking what's next or what could be added, what flavor should be tried next, what's just over the next horizon?

- **The criminal justice leadership and ethics institute.** This idea has some private donation funds to support the development work over the next three years. Perhaps it could be funded in a traditional way after the three-year start-up period, as there will be some courses, workshops, a resource center and other services in the institute. The institute might be a revenue generator for the college as it has the potential to provide consulting services to not only law enforcement agencies but also local government entities. A steering committee has been formed and has met. There is interest from civic and law enforcement leaders.
- **Physical therapist assistant and an athletic trainer programs.** These two new instructional areas are being considered in the Athletics/PE/Health Division.

- **The Math/Science and Business/Social Sciences Divisions would like to see a geographic information system (GIS) course added.** GIS cuts across a number of discipline areas.
- **The Business/Social Science Division is pursuing a small business entrepreneurship program.** The economic base of Orange County is small to medium size companies. However, many people launch a business with limited business knowledge. The program is envisioned to collaborate with the floral design, cosmetology, and automotive programs already on campus. There is a possibility that the customer service course that would be part of the new program could also be offered as a fee-based contract education course. This program could align with existing CTE programs, for small shop management, in automotive, cosmetology, floral design, security services and Digital Media.
- **The Business/Social Science Division is thinking about a global studies certificate program.** The program would draw on curriculum from multiple disciplines such as business, political science, peace studies and sociology.
- **The Arts and Letters Division is thinking about a technical theater certificate program.** Most of the employment opportunities in the entertainment field are in technical support areas.

Although there are many good ideas emerging from these discussions, the College as a whole is not always able to move forward with new ideas or the development of current initiatives. Currently there is a critical shortfall of funds, full-time faculty and support personnel. The College, however, can ill afford to ignore future growth opportunities. It must continue to value the College mantra, “oceans of opportunity” and look forward with a “can do” attitude that will position the College for a brighter future which grows programs to prepare future workers for a vibrant California economy and Orange County with a technically competent workforce. It is within this framework that the College should continue to engage in these conversations.

Programs That Need Strengthening

In 2007 the College retained the services of a consulting firm to conduct a thorough review of the career and technical education programs offered at the college. The Ekstone Communications firm produced the *Golden West College Career and Technical Education Master Plan Study: Program Assessment and Recommendations* in April 2008. In reaching conclusions about programs, the report authors considered a number of performance measures such as:

- (1) The number of degrees and certificates awarded over a three-year period;
- (2) The number of enrollments over a three-year period;
- (3) FTES/FTEF efficiency;
- (4) State, national and industry certification;
- (5) Current job market strength;
- (6) Future employment projections;
- (7) Adequacy of facilities and equipment;
- (8) Industry connections;
- (9) Course alignment with current and future needs of industry;
- (10) The level of competition from existing programs at neighboring schools;
- (11) Current and planned redundancy within the Coast District; and
- (12) The frequency of need for resource and equipment refurbishment.

For purposes of the external review by Ekstone (2007-08), none of the traditional liberal arts instructional areas were considered. Almost all of the reviewed programs were directed in support of the Associate of Arts degree program in Interdisciplinary Studies, a common practice throughout the California community college system up to that point in history.

Program review data and the Ekstone Report identified three very strong career and technical programs offered by the College: (1) Nursing (Registered); (2) Criminal Justice; and (3) Cosmetology. Those three career and technical programs continue to stand out among all of the occupational programs offered by the college due to their enrollment volume and numbers of program awards conferred.

As a result of program review data, extended program vitality analysis and the findings in the Ekstone Report, the College characterized nine career and technical programs as having the potential to be stronger. The nine programs that could be stronger with some additional effort were: (1) Accounting; (2) Architectural Technology; (3) Interpreting; (4) Automotive Technology; (5) Business/Computer Business Applications; (6) Computer Science; (7) Management/Marketing; and (8) Drafting. The ninth program, Digital Arts, was addressed through consolidation, as it became a part of the new Digital Media Program. The Automotive Technology Program has become NATEF certified, secured a federal grant, and has arranged partnerships with several local auto dealerships. The result has been a substantial increase in enrollments and vitality for the program. The Architectural Technology program will be consolidated with the program at OCC. There is some effort on the part of the dean and faculty to create a business academy with a grant from the Department of Labor. The emphasis would be on small business and entrepreneurship. The effort would tie into the Goldman Sachs 10,000 small businesses initiative. The idea has drawn support from the Orange County Business Council/Workforce Investment Board, CSU and the local high schools. There are plans to bring the Accounting, Management and Marketing and Business Administration curriculums together in this mix. There may be room to also draw in some of the Computer Business Applications curriculum, as there has been extensive work to revitalize this curriculum so that it is effectively aligned with industry certifications. While graduates of the Interpreting program are able to secure good-paying positions, the college has continued to encourage the program to forge closer alliances with upper-division programs at local universities. Computer Science has worked toward aligning its curriculum with upper level Microsoft certification requirements and securing course-to-course articulations with UC Irvine. They have added popular courses in the iPhone and iPad technology. All of the programs have been encouraged to review their curriculum for relevance to the job market expectations, introduce new offerings that will attract students and consider alignments with industry-recognized, third-party competency certification processes.

This group of programs appears to be performing within expectations, based on the evidence considered in developing this Plan. They are solid but are not yet excelling. It is unreasonable to expect every instructional program to be “stellar” but the steps for improvement taken by the programs are an encouraging affirmation of the commitment by the College community to continually make improvements. However, the college must continue to practice its efforts to set program performance expectations, systematically collect evidence, reflect upon that evidence to reach conclusions regarding program improvement initiatives, and to make those changes supported by resource allocations where appropriate.

Programs That Might Be Reconsidered

Over a period of several program review cycles, the College has developed a process to evaluate the vitality of instructional and student services programs. The purpose of the program vitality review process is to determine the vitality and continued viability of a program in response to concerns identified during program review regarding significant changes in enrollment, labor market demand, faculty availability, or facility and equipment costs and availability. The vitality review provides an opportunity to gather more data and information in response to these concerns. The evaluation may lead to program improvement, possible suspension, or elimination of the program. In recent years, one program each from administrative services and student services has entered program vitality review. The student services program was merged with another program and the bookstore operations were contracted out to Follett. Three athletics teams were retired as a result of the program vitality process. The program vitality process was used with most of the nine career and technical programs that were identified as being “borderline” by the consulting firm and the College. These included: (1) Auto Collision; (2) Engineering Technology; (3) Environmental Studies; (4) Design; (5) Broadcast/Video; (6) Diesel Technology; (7) Floral Design; (8) Real Estate; and (9) Audio Entertainment.

To address program weaknesses, the College completed a number of steps before the start of the 2009-10 academic year. The College merged three programs (Audio Entertainment Technology or AET, Broadcast Video Production or BVP, and Digital Arts or DA) into one new program called Digital Media under the supervision of the CTE Dean. The combined program can now compete for career and technical support grants and the new program can also develop competitive proposals for the reuse of space now occupied by the KOCE studios when the lease for KOCE expires. While a merger of the Design and Art programs was seriously considered, it was not possible to achieve that merger. However, the College temporarily provided facilities for the Design program by reassigning space formerly used by the Automotive Collision Repair Program. The Design program also received existing equipment from other departments as part of the College’s effort to increase enrollment in Design courses. A new certificate curriculum proposal for the Design program is pending approval at the Chancellor’s Office. The Automotive Collision Repair and Diesel Technology Programs were suspended. Finally, the Engineering Technology program was suspended but parts of the curriculum were merged with the Environmental Studies Program offerings, and a new core certificate of achievement with two smaller certificates were established. The College expects that the reconfigured program will hit the enrollment target, which is necessary for it to be viable. The Floral Design Program developed some additional enrollments and has partnered with businesses to introduce a floral shop management emphasis in addition to the artistic design curriculum. The program has also concluded some course-level articulation agreements with four-year schools. The real estate offerings were never an official program and will be suspended at the conclusion of the Spring 2011 term.

From the evidence considered in the development of this Plan, these steps appear to be reasonable responses to long-standing underperformance issues. However, the College must continue to practice its efforts to set program performance expectations, systematically collect evidence, and reflect upon this evidence to reach conclusions regarding program improvement or program discontinuation initiatives.

Program Changes and Adjustments

Official Inventory of Instructional Programs

A comparison between the instructional programs listed in the 2010-2011 College catalog and the official inventory of instructional programs authorized to the College by the Chancellor's Office revealed a potential discrepancy. An accounting of degrees and certificates awarded by the College from 2005-06 to 2009-10 supported the same conclusion. The College catalog lists ten certificates of specialization requiring between 11.5 and 17.5 units of credit each. The College has the prerogative to approve locally such programs, but cannot memorialize a student's accomplishment of the curriculum requirements on a transcript. However, the College may report those program awards to the state and receive a certain amount of "credit" for those awards. Although the programs requiring between 12 and 17.5 units could be presented for approval, as a certificate of achievement, from the Chancellor's Office, none of them had been. Furthermore, no certificate awards to students had been reported to the State for any of these programs. Because certificate awards to students in these programs have not been reported to the State, the College is not getting "credit" in the CTE accountability model required by the Carl Perkins Act. Unless the required units are brought up to at least 18 semester credits, the awarded certificates, even if reported to the State, would not be credited to the College in the ARCC framework. The certificates in question include the following:

International Trade Marketing & Management	17.5 units required
Managerial & Organization Leadership	17.0 units required
Global Logistics & Supply Chain Management	17.5 units required
Microsoft Office	13.0 units required
Technical Drafting Option (another .5 units would need to be added to meet the minimum)	11.5 units required
Design (presently at the Chancellor's Office for approval)	17.0 units required
Graphic Design Advanced Production	17.0 units required
Graphic Design Foundation	17.0 units required
Graphic Web Site Design	17.0 units required

It may be advantageous for the college to discuss the desirability of preparing proposals to remedy these certificates in a manner that would enable students to receive the full-credit for their endeavors with a certificate of achievement. Additionally, the College would earn appropriate credit under both the provisions of the Carl Perkins Act and with the State Chancellor's Office for the number of certificates awarded. As part of the GWCPathways.com project, an effort is underway to identify students who have completed the requirements for certificates but have not applied or received them. This effort hopes to improve certificate awards going forward.

Planning Opportunities Related to College Goals and District Themes

Recommendations for New Initiatives

1. Institutional Mission & Effectiveness (College Goal Topic)

The College goal is to demonstrate a strong commitment to student learning by ensuring that program excellence will be promoted. This will be done by assessing student learning, achievement and service outcomes. The College intends to move its implementation of learning outcomes assessment to the proficiency stage within three years and to attain sustainable continuous quality improvement status within six years. To accomplish this goal the college plans to complete assessments of student learning for all courses and programs, including general education within the next three years. With respect to student achievement the College intends to increase the numbers of students who transfer to 1,092 (up from the present 1,072 level) within three years and then to increase the count to 1,122 within six years. The College also plans to increase the number of degrees awarded to 900 within three years (up from the present 878) and then increase these awards to 950 within six years. The College expects to award 580 certificates within three years (up from the present 527 certificates) and then to further increase these awards to 632 within six years.

A. Transfer Mission Strategies (District Student Success Theme)

Most students intending to transfer from the College to a four-year institution plan to attend a CSU. The transfer major initiative (SB1440) discussed earlier in this Plan holds the potential to smooth the transfer process to a CSU campus for many students at the College who are able to select a field of study and meet the academic requirements. The faculty will continue actively to engage in the intersegmental discipline peer review process being used to develop the TMCs. CCI will also continue to be vigilant in fast tracking those approved TMCs that fit with the established campus instructional programs. An analysis of that fit is found in the appendices. Presently, the college does not offer an Associate of Science degree. Four TMCs were approved by the College this academic year.

However, in 2008 the Academic Senate adopted a resolution expressing a preference that associate degrees in the STEM fields and those in CTE programs use the Associate of Science designation. Because the STEM occupations have such a prominent role in the Orange County economy, the College will also consider developing an Associate of Science degree for those programs.

The STAR Act also has the potential to reduce the workload for the articulation officer at the College. As noted earlier in this Plan, an increasing number of students from the College transfer to in-state private universities. Given the economic circumstances for all segments of public higher education in the State, the College will focus some efforts on creating additional program-level articulation agreements with the in-state private institutions to which students from the College most commonly transfer. A smaller number of students from the College transfer to the UC campus locations. Although the UC campuses cannot be directed by the Legislature to participate in the process created under the STAR Act, they have been encouraged to facilitate transfer. Therefore, the College will explore ways to use the adopted TMCs that were also approved by the College to engage the faculty at nearby UC locations (UCLA and UCI) in discussions about program-level articulation agreements.

B. Global Awareness/International Education Strategies (District Global Awareness/International Education Theme)

Presently the College offers 52 courses, as well as additional courses in four world languages, that touch on global awareness and/or international education. The College also promotes these topics through the international student organization, the study abroad program, and intercultural center activities. For example, the College hosts a diversity week, an international education week and a peace conference. Themed scholarship opportunities are offered to foster cross-cultural engagement and diversity training, which is co-produced by the Criminal Justice Training Academy. The College also participates in the international student dual admission district-wide program.

C. Career and Technical Education Mission Strategies (District CTE Theme)

A recently released report from the Institute for Higher Education Leadership and Policy, *The Road Less Traveled: Realizing the Potential of Career and Technical Education in the California Community Colleges*, provides a number of observations about the place of this type of education in the State.³⁸ The College has already begun to address several of the recommendations in the report. As noted earlier in this Plan, the College has suspended and consolidated several programs, updated curriculum in others, and began to align its programs more closely to labor market needs with an emphasis on industry valued certifications.

The Road Less Traveled report argues for the development of policy that would require students to declare a field of study when they enter the institution. To enable students to make that declaration, the College has developed a set of generic educational plans for career and technical occupation programs.³⁹ These generic plans provide a link between the high schools, the College and the local CSUs. GWCpathways.com offers the students an interactive web resource to select a CTE program. This allows students to determine which courses are required for each program, which related general education courses are recommended, and which high school courses are articulated with each college program, as well as which University courses would be required to complete a bachelor degree in the program. The software identifies salary information for the occupational pathway by a link to OCCareers.com where the traditional 16 pathways developed by the federal government have occupations that are translated into local data. Programs offered by other colleges in the Coast District are also displayed at the OCCareers site. For registered students, the GWCpathways.com site also provides a schedule planner to assist students to make class choices consistent with program specifications. Currently, efforts are being made to link in the Orange Coast and Coastline College CTE programs in a similar way that the Golden West programs are now incorporated with links to the high schools and Universities. This software may help students declare a course of study earlier in their college careers than they might have otherwise. Most features of the product are open to the public (prospective students). This “home grown” product may have features and functionality that are not available in the Banner Curriculum Advising and Program Planning (CAPP) module (formerly known as Degree Works) that the District is considering implementing. The College will consider the value added by the GWCPathways software package and whether or not it can be sustained into the future.

The Road Less Traveled report criticizes the state’s basic skills program for not including any explicit focus on the CTE programs and also criticizes the CTE certificate programs for failing to require English or math (critical thinking/problem solving) instruction as part of the certificate curriculum requirements. The absence of those requirements triggers questions about whether graduates possess the skills necessary for success in the workplace. A review of the current certificates offered by the College confirms that some make these requirements, but not most of them fit the pattern described in *The Road Less Traveled* report. The College will explore additional ways to integrate basic skills with the CTE instruction. The College offers a Math 009 course, Med Calculations for Nurses, which appears to be an example of a contextualized instructional strategy. The current work by the math faculty to present the math behind auto technology for those CTE students is another example. A growing body of research literature suggests that teaching basic skills in the context of the disciplinary topic areas is an effective way to teach students how to apply the foundational skills.⁴⁰ Distinct from teaching the basic skills curriculum in separate courses, contextualization or integration emphasizes teaching basic skills with direct reference to real world events and practices, which

38 Nancy Shulock et. al. *The Road Less Traveled: Realizing the Potential of Career Technical Education in the California Community Colleges* (Sacramento, CA: Institute for Higher Education Leadership and Policy, 2011)

39 GWCPathways Retrieved March 10, 2011 from www.gwcpathways.com

40 Carol Lee and Anika Spratley *Reading in the Disciplines: The Challenges of Adolescent Literacy* (New York, NY: Carnegie Corporation of New York’s Council on Advancing Adolescent Literacy, 2010)

commonly occur in the discipline or occupational area.⁴¹ One author has characterized this approach as having these components: (1) interdisciplinary learning; (2) use of students' informal, out-of-school knowledge; (3) active learning and student collaboration; (4) authentic assessment.⁴² While CTE faculty may routinely assign reading, writing or math tasks, an integrated basic skills approach is different because the teacher also provides procedural knowledge by telling the students how to perform the tasks and modes the techniques for them. Developing confidence in the use of these instructional skills will require some professional development effort by the faculty.

The Community College Research Center has completed a literature review of twenty-seven studies about the contextualization/integration concept.⁴³ Most of the studies compared contextualization with a “business-as-usual” group and found better outcomes for the students who had been offered contextualized instruction. In a series of studies about the Washington state Integrated Basic Education and Skills Training (I-BEST) program Jenkins and his colleagues found that participants were substantially more likely to complete an occupational certificate program than their counterparts who had not participated.⁴⁴ In addition, these researchers noted that the Gates and Casey Foundations have both expressed interest in replicating the model. A California study by Wisely found that minority students with contextualized basic skills courses moved more rapidly into college level courses and were able to perform and complete those courses.⁴⁵

Based upon the Degree Qualification Profile from the Lumina Foundation, the Institutional Effectiveness (IE) Committee has drafted a proposed set of Institutional Learning Outcomes for Degrees.⁴⁶ The IE Committee is contemplating similar work for certificates. Based solely on the titles and descriptions of required courses, it is not entirely clear the extent to which those foundational talents are developed in the CTE curriculum itself. Nor it is evident how the “soft skills,” which are desired by employers, are fostered.⁴⁷ Therefore, the College will develop cross-discipline institutional learning outcomes and consider a curriculum-mapping project for the CTE certificate programs to determine the extent to which communications, critical thinking/problem solving and “soft skills” desired by employers are being taught and assessed. A list of the skills desired by employers is found in the appendices.

D. Distance Education Strategies (District Student Success Theme)

The College has acknowledged the growth of online education and the possibility that students might be able to earn certain certificates and/or degrees by completing more than half of their required courses online. Therefore, a substantive change proposal is being developed for submittal to ACCJC. In light of the importance of distance education, changed federal expectations, and recent Commission action, the College will complete its plans to communicate the intent to submit a substantive change proposal to the ACCJC staff. It is important to determine how the staff is interpreting the expectations of the new policy that a proposal may not be submitted later than six months before a comprehensive visit is scheduled. The College will develop an overarching strategic plan for distance learning. This plan will guide the College in the choice of which

41 *Contextualized Teaching and Learning: A Faculty Primer: A Review of Literature and Faculty Practices With Implications for California Community College Practitioners.* (Sacramento, CA: The Research and Planning Group, Spring 2009)

42 Doroles Perin *Facilitating Student Learning Through Contextualization* (New York, NY: Columbia University, Teachers College, Community College Research Center Working Paper #29, February 2011)

43 Ibid.

44 Davis Jenkins et. al. *Washington State's Integrated Basic Education and Skills Training Program (I-BEST): New Evidence of Effectiveness* (New York, NY: Columbia University, Teachers College, Community College Research Center Working Paper #20, 2010) and John Wachen et. al. *How I-BEST Works: Findings From A Field Study of Washington State's Integrated Basic Education and Skills Training Program* (New York, NY: Columbia University, Teachers College, Community College Research Center, September 2010)

45 Charles Wisely *Effectiveness of Contextual Approaches to Developmental Math in California Community Colleges* (Unpublished doctoral dissertation. University of the Pacific, Stockton, CA, 2009)

46 *Degree Qualification Profile* (Lumina Foundation) Retrieved January 25, 2011 from <http://www.luminafoundation.org>

47 Association for Career and Technical Education. *What Is Career Ready?* Retrieved March 24, 2011 from <http://www.acteonline.org>; *Workforce Readiness Initiative* (New York, NY: The Conference Board, June 2007)

courses to authorize for the distance education modality. The College leadership should also take note of the changed expectations regarding the management of an online instructional program as represented in the Commission's adoption of the Western Consortium on Educational Technology (WCET) policy and the creation of a separate manual entitled *Guide to Evaluating Distance Education and Correspondence Education* (October 2010).⁴⁸

Three studies were recently completed by the Community College Research Center on the topic of on-line and hybrid courses. These studies highlight the challenges associated with distance learning for both students and institutions. Two of the studies were completed using system-wide data from Virginia and Washington State community colleges while the third was a literature review of the impact of online learning on low-income and underprepared students. The two state-specific studies followed a cohort of students from 2004 over a period of nearly five years with similar academic outcomes. Although students enrolling in hybrid courses were similar to those enrolled exclusively in face-to-face courses, the students receiving online instruction were employed more hours and had demographic characteristics, associated with stronger academic preparation. After controlling for student characteristics the results indicated that students were more likely to fail or withdraw from online than from face-to-face courses. The College has experienced an online course success rate of 64% and 61% for hybrid course offerings. The overall success rate for campus face-to-face courses at the College is 72%. These two state-specific studies found that those students who enrolled in online instruction early in their college careers were slightly less likely to re-enroll for subsequent terms. Those who took a larger portion of their credits online were less likely to finish a certificate or degree program or to transfer to a four-year institution. These outcomes did not apply to those students enrolled in hybrid courses where results were similar to the face-to-face modality course offerings.⁴⁹

Online instruction is an important strategy for increasing access to classes and providing flexible class times for students, particularly students who work. The literature review study detailed some of the challenges faced by low-income and underprepared students who commonly attend the community colleges online, and some of the issues the sponsoring institutions need to address. These include: (1) technical difficulties; (2) a sense of social distance and isolation; (3) a lack of the learner control that may be needed in the unstructured online world; and (4) limited support services. The College has addressed technical difficulties by providing support services to students through an online instructional support department that thrives on customer service.

The study authors argue that supports should be integrated into the everyday lives of online students. For example students should be required to complete an assessment prior to enrolling, preferably an assessment that provides more tailored direction and advice to the individual student based on his/her needs to learn technology skills and study habits, and one that provides score information to the instructor so that the information could be used in a proactive approach to help the student succeed. Prospective online students should also be required to complete a tutorial with practice exercises on how to use the course management system deployed to support the instruction. Online support such as access to a reference librarian is an essential service, but to familiarize the students with the service, some activity requiring consultation with the librarian should be introduced early in the course of study. The hours during which technical support and tutoring are offered need to be expanded and instructors need to encourage students to use those services. There may be opportunities for District collaboration to offer technical and library support services for students at all three colleges.

The literature review study found that instructors teaching online courses were usually given a short "crash" course on how to use the institution's course management system. The College provides course management

⁴⁸ See the Recent Commission Actions section for January 2011 adopted new polices at <http://www.accjc.org/actions-on-policy>

⁴⁹ Di Xu and Shanna Smith Jaggars *Online and Hybrid Course Enrollment and Performance in Washington State Community and Technical Colleges* (New York, NY: Columbia University, Teachers College, Community College Research Center Working Paper #31, 2011)

pedagogy instruction through the staff development offerings and the distance education office arranges one-on-one meetings with faculty to help them master the course management system. The study authors concluded that instructors also need instruction on issues of online quality and pedagogy. Time and attention needs to be given to course design to implement “scaffolding” activities, discussion moderation, and encouragement for struggling students. Merely adding embedded video or online quizzes to the instructional strategy used in a face-to-face environment will not likely result in a successful online learning outcome.⁵⁰ The Online Education Committee endeavored to implement a policy of providing faculty with instruction regarding online teaching procedures, best practices, and techniques for meaningful and regular contact with students. The college will consider using the findings and suggestions from these studies and materials from ACCJC to guide its review of local distance education policy and practice.

E. Basic Skills Mission Strategies (District Basic Skills Theme)

As two-thirds of the students completing the college placement exams are recommended to basic skills instruction their plight in the College is a prominent agenda item. The College has responded by creating a process by which individuals can prepare a proposal for funding and have it reviewed. All proposals must relate to the College basic skills planning matrix and have an evaluation plan. With few resources, a limited number of projects have been funded.

With support from the basic skills initiative, the College hired a coordinator for the initiatives and has implemented several strategies in recent years that appear to have had a positive effect. A learning community called Community for Success was created for basic skills students by pairing English 10 (Preparation for College Writing and Reading) with College 100 (Becoming a Successful Student) for the fall, and English 100 (Freshman Composition) and Communications 110 (Public Speaking) for the spring. Only 45% of the Fall 2009 learning community students enrolled in the spring learning community and the sponsoring faculty have discussed ways to overcome the obstacles to persistence. The learning community project is being continued in academic year 2010-11. Discussions have been undertaken to link a counseling course to a math offering in 2011-12, contingent upon funding. Although not targeted to basic skills students, the College has had a successful long-standing Puente program that is another yearlong learning community featuring an accelerated writing course sequence, intensive counseling and mentoring.

A one unit instructional package was introduced into the COUNS 199 curriculum (Special Topics) to address college transition issues with basic skills students. The intention is to establish the package as a separate course offering that would be scheduled in an eight-week session. A temporary basic skills counselor was hired and has made numerous outreach presentations to make students more aware of resources to assist them. This individual has met with basic skills students to help them with academic, career and personal issues as well as to connect the students to appropriate resources. In addition, the counselor has assisted students who were placed on probation. The counselor has been part of the core basic skills planning team that has sponsored activities on campus.

Several faculty inquiry groups (FIGs) were launched to stimulate inquiry into the learning experiences of basic skills students. Projects in ESL and Nursing were completed. The lead faculty team through the Student Success Committee also developed and hosted a series of three spring term workshops to distribute a collection of Great Ideas for Teaching Students (GIFTS) volunteered by workshop participants. Additional faculty professional development activities were conducted in the 2010-11 year as part of the effort to train faculty in teaching strategies that have been documented to increase success of the basic skills students. These activities have been informed by the insights developed from learning outcomes assessments. The faculty lead team has also started to study contextualized teaching and learning as a means to enhance student motivation and improve student achievement.

⁵⁰ Shanna Smith Jaggars *Online Learning: Does It Help Low-Income and Underprepared Students?* (New York, NY: Columbia University, Teachers College, Community College Research Center Working Paper #26, 2011)

Efforts have been made to expand the basic skills course related assistance (tutoring, writing center, supplemental instruction, student success center). The writing center staff offers a workshop series to students, whether enrolled in the writing center or not, and it is also funded by basic skills resources. These writing center workshops provide supplemental education to the entire student body. The Math Department has implemented the MyMathLab course management software system to provide students with access to resources that will assist them in learning the developmental math course content.

The college continues to explore options for implementing an early alert referral system to help promote student success and retention. One option is the SARS ALRT Early Alert Referral System software program. The SARS system allows the College to set up an automated notification process that is triggered by instructor input when students in their classes are having difficulties. Unfortunately, a lack of resources at the present time prevents the College from purchasing and implementing the software. The College will continue efforts to identify and secure on-going funds and resources to implement such a system. Such systems are believed to be useful as a tactic to provide assistance to underperforming students.⁵¹ However, recent research has suggested there may be an early alert possibility in the grade mark awarded to students in the developmental curriculum sequences, if the connection were explained to students.⁵²

A summer bridge model has been proposed to the Student Success Committee from the math department and basic skills group. The students who score a few points below the cut off mark for placement into Intermediate Algebra are the target audience. A group of 40 students is desired for this one-unit course. The intended project intention is two fold. The experience will provide the students with a refresher in Algebra with a goal of increasing their placement scores on a different version of the College placement exam. The experience will also introduce the students to the pace of college curriculum and coach them on the College's approach to problem solving with a goal of improving their chances of success in any math course in which they are placed. The Assessment and Learning in Knowledge Spaces (ALEKS) software will be made available to participating students. These strategies are consistent with contemporary literature reviewed on pedagogy used in math instruction.⁵³ The bridge model will be expanded to include English and a counseling component. Very preliminary findings of a Texas community college summer bridge program using experimental research design offers some positive results regarding increased college credits and fewer developmental credits attempted.⁵⁴

The college will consider the strategy of compressed learning in connection with basic skills offerings. This learning strategy responds to two observations about basic skills students in community colleges: (1) large number of students referred to basic skills curriculum never enroll in them, and (2) for those referred to the lowest levels, many fail to enroll in the next course in the sequence while others drop out of the sequence before completing the series.⁵⁵ The compressed learning strategy involves rethinking course scheduling, or redesigning instruction to expedite the completion of academic requirements. A literature review of twelve

51 Carrie Bourdon and Rozana Carducci *What Works in the Community Colleges: A Synthesis of the Literature on Best Practice* (Los Angeles, CA: Graduate School of Education, University of California at Los Angeles, December 2002)

52 Robert Johnstone *Relationship of Grades and Performance in Subsequent Sequenced Courses* Presentation at the Research and Planning Group Conference, April 2011

53 Michelle Hodara *Reforming Mathematics Classroom Pedagogy: Evidence-Based Findings and Recommendations for the Developmental Math Classroom* (New York, NY: Columbia University, Teachers College, Community College Research Center Working Paper #27, 2011)

54 Joshua Pretlow and Claire Mitchell *Developmental Summer Bridge Programs: Implementation and Early Evidence From A Random Assignment Study* National Center for Postsecondary Research presentation at the Association for the Study of Higher Education Conference 2010

55 Tom Bailey, et. al. *Referral, Enrollment and Completion in Developmental Education Sequences in Community Colleges* (New York, NY: Columbia University, Teachers College, Community College Research Center Working Paper #15, 2009) and Bridget Long *Remediation: The Challenges of Helping Underprepared Students* (Harvard, MA: Harvard Graduate School of Education, Paper presented at the American Enterprise Institute for Public Policy Research Conference, Degrees of Difficulty, February 2011)

empirical studies of the compressed strategy, that included student outcome data, has been published by the Community College Research Center.⁵⁶ One approach to compression is to offer the basic skills course over a shorter period of time. There are a limited number of English composition courses offered by the college over an eight-week session within the 16-week term. Examples of research on this compression approach can be found at Cerritos College in Norwalk, California, the Community College of Denver, Colorado (FastStart program)⁵⁷, and Ivy Tech (a 23-college statewide system) in Indiana.

Some colleges have successfully redesigned multi-course sequences to create a shorter pathway to college coursework such as a one-term integrated developmental reading and writing course that would otherwise take two semesters or a one-term intensive basic skills math course for students who place into Elementary Algebra.⁵⁸ An example of this approach in composition can be found at Chabot College in Hayward, California. The goal of the math strategy is to prepare students for Elementary Statistics by teaching selective concepts in Algebra that are needed to learn statistics but have the students skip the full Intermediate Algebra course that is commonly listed as a prerequisite. An initiative called Statway is being led by the Carnegie Foundation and involves 19 community colleges, five of which are in California.⁵⁹ Examples of the Statway approach can be found at Mt. San Antonio, Pierce, San Diego City, American River, Foothill and Los Medanos College in California. A third approach to compressing is to “mainstream” the basic skills students into freshman composition while providing basic skills instruction in the same term. The Community College of Baltimore County in Maryland has taken students whose placement scores were just below the freshman composition cut-off point and placed a limited number of them into a freshman composition class that is scheduled immediately before a companion developmental course taught by the same instructor. A rigorous evaluation of this project shows extraordinary results, which can be attributed to the curriculum and scheduling design.⁶⁰ Beyond the structural changes deployed in these approaches, there may be increases in student success associated with changes in pedagogy as preliminary investigation of the accelerated classrooms suggests faculty frequently use diversified instructional approaches that include student-centered activities.⁶¹

F. Assessment of Learning Outcomes Strategies (District Student Success, CTE, Basic Skills, STEM, and Global Awareness Themes)

As noted previously, the College has made major strides in the articulation of intended learning outcomes at the course, program, general education, and now institutional levels. The campus is well aware of external expectations for progress. This will be demonstrated by the next steps, which will be taken to assess the extent of learning, to engage in a campus reflective dialogue about the findings, and to chart specific ways to improve the learning experience for students. Campus leadership is focused on this activity and has embraced a strategy of designating four faculty members with 1.5 LHE reassigned time to help colleagues advance this work. The instructional wing of the College will redouble its efforts to complete the balance of the assessment cycle. The College will identify ways to solidify support and institutionalize its assessment efforts.

56 Nikki Edgecombe. *Accelerating the Achievement of Developmental Education Students*. (New York, NY: Columbia University, Teachers College, Community College Research Center Working Paper #30, 2011)

57 Debra Bragg, et. al. *2010 Follow-up of Community College of Denver FastStart Program*. (Champaign, IL: University of Illinois, Office of Community College Research and Leadership, December 2010)

58 Katie Hern with Myra Snell *Exponential Attrition and the Promise of Acceleration in Developmental English and Math*. (unpublished document Hayward, CA: Chabot College, 2010).

59 Jenna Cullinane and Philip Uri Treisman *Improving Developmental Mathematics Education in Community Colleges: A Prospectus and Early Progress Report on the Statway Initiative* (National Center for Postsecondary Research, 2010)

60 Davis Jenkins et. al. *A Model for Accelerating Academic Success of Community College Remedial English Students: Is the Accelerated Learning Program (ALP) Effective and Affordable?* (New York, NY: Columbia University, Teachers College, Community College Research Center Working Paper #21, 2010).

61 Nikki Edgecombe *Accelerating the Academic Achievement of Students Referred to Developmental Education*. (New York, NY: Columbia University, Teachers College, Community College Research Center Working Paper #30, 2011).

In that regard there may be opportunities to collaborate across the District with Orange Coast and Coastline College faculties in the use of a technology tool such as Seaport, a course management software package authored at Coastline College that now has a module to support learning outcomes assessment, and to help manage that assessment information.

2. Student Learning Programs and Services (College Goal Topic)

A. Instructional Program Mix (College Sub Goal Topic)

Offering Relevant Instructional Programs Strategies (District Student Success, STEM, CTE Themes)

The College goal is to maintain and refine a portfolio of strong programs that support the instructional mission. The goal is to achieve the best mix or balance of transfer liberal arts, CTE and basic skills instructional programs to address the educational needs of the immediate communities it serves and Orange County as a whole. The current mix of instructional programs and recent changes to that mix has been previously discussed in this Plan. However, it is important to note that with the sharp reduction of state support, fiscal difficulties will continue over the next five to six years. The College may have to consider program consolidations in collaboration with Orange Coast and Coastline Colleges to achieve cost savings.

B. Student Support Services (College Sub Goal Topic)

Student Equity Strategies (District Student Success and Diversity Themes)

The College goal is to strengthen student support pathways by delivering effective services that minimize barriers and promote student enrollment, and course completion. The College is concerned about the equity of access to math and English courses. The institution has set a three and six-year goal to ensure that no group has a completion rate in transfer math or English below the 80% level of the reference group. The College intends to mitigate the effects of any disproportionately low transfer-ready rate. The institution has set a goal of ensuring that no group completion rates in transfer math and English are below 80% of the reference group.

For many years, the College has monitored the experiences of students by disaggregating the student achievement data by self-identified race/ethnicity, age, gender and disability. This approach has recently been endorsed by a landmark study of the California community college student experience⁶². In a 2008-09 review of this data, the Student Equity Committee noted a disproportionately low placement rate into transfer-level English and math was awarded to under-represented student groups. In addition, those groups were achieving a disproportionately low transfer-ready rate after several years of college study. The 2009-11 Student Equity Plan calls for improving strategies for tutoring services adding mini-courses in the writing center, establishing learning communities between English and other disciplines, and hosting other courses in the writing center to foster collaborative learning and basic skills. Interventions for math include improving tutoring services in the math lab and tutoring center plus structuring remedial program with a required math lab. To increase the number of students who are transfer ready, the interventions include increasing student knowledge of transfer requirements, informing students about barriers to success, and increasing access to College services to help eliminate those barriers, and nurturing an increased sense of personal responsibility to achieve the transfer goal. To evaluate the success of these strategies, student completion rates in transfer-level English and math courses will be reviewed and compared to a performance target. Most of these strategies have been in place for several years and have generated some degree of success.

62 Colleen Moore and Nancy Shulock *Divided We Fail: Improving Completion and Closing Racial Gaps in California's Community Colleges* (Sacramento, CA: Institute for Higher Education Leadership and Policy, CSU Sacramento, October 2010)

The College will review its success initiatives in light of some recent research on the dynamics of non-academic supports meant to improve student outcomes across all subgroups of students. A review of one hundred twenty-eight books, journal articles and reports identified four mechanisms that appear to encourage student success: (1) creating social relationships; (2) clarifying aspirations and enhancing commitment; (3) developing college know-how; and (4) making college life feasible.⁶³ Many of the efforts, which the College has launched under the basic skills initiative may incorporate these mechanisms. The author of this research emphasizes that efforts to improve student persistence should focus on process not programs. Recommended process practices that shift the delivery of information and the location of relationship-building within the college include: (1) redesigning advising and counseling so that it is streamlined and personalized; (2) making non-academic supports intrusive so that students are forced to encounter them; and (3) creating more structure within the college.⁶⁴

The College will review the critical transition points that students experience in college, which will focus on college policies and practices that promote rapid entry into and completion of instructional programs of study. Recent research calls attention to the importance of coherent programs that prepare students for success in further education and/or employment, as well as the importance of getting new students into a program and quickly monitoring their progress to ensure completion.⁶⁵

The College has engaged in a more proactive strategy aimed at helping prospective students eliminate the need for remediation by the use of Early Assessment Program (EAP) that provides placement testing in 11th grade year. The goal is to assist students with the process of choosing courses while they are still in high school to avoid college remediation. The CSU Early Assessment Program (EAP) allows high school students to acquire information about their readiness for college work. This program was made accessible to the community colleges through legislation in 2008. For the College the program allows for the waiver of the normally administered placement exams and for the students, it allows access directly to the College curriculum if they are evaluated to be college-ready from the EAP exams.

In the 2010 examination cycle, among the junior class at Huntington Beach Union, 80% participated in the EAP, while 90% of the juniors at Garden Grove Unified participated in the EAP. The results reveal that 35% of the students in the Huntington Beach Union District were assessed to be ready for college English compared to 21% of the students in the Garden Grove Unified District. Slightly fewer students from Huntington Beach Union were considered ready for college math (29%) without any conditions and another 43% were assessed to be ready for college-level math at the time they took the EAP, but are expected to enroll in a senior year math class in order to develop their math proficiency.⁶⁶ If they do so, they are excused from the CSU math placement exam process. The College has not used the conditional qualification for math placement. Approximately 13% of the students from the Garden Grove Unified District were considered ready for college math and another 44% were judged ready at the time of the EAP, but were expected to complete a senior year math class in order to develop their math proficiency.⁶⁷ It remains to be seen how many students who were assessed to be not ready for college English and/or math through the EAP process subsequently will enroll in the prescribed senior level courses.

63 Melinda Karp *Toward a New Understanding of Non-Academic Student Support: Four Mechanisms Encouraging Positive Student Outcomes in the Community College* (New York, NY: Columbia University, Teachers College, Community College Research Center Working Paper #28, 2011)

64 Judith Scott-Clayton *The Shapeless River: Does Lack of Structure Inhibit Students' Progress at Community Colleges?* (New York, NY: Columbia University, Teachers College, Community College Research Center Working Paper #25, 2011)

65 Davis Jenkins *Get With the Program: Accelerating Community College Student's Entry Into and Completion of Programs of Study* (New York, NY: Columbia University, Teachers College, Community College Research Center Working Paper #32, 2011) and Davis Jenkins *Redesigning Community Colleges for Completion: Lessons from Research on High-Performance Organizations* (New York, NY: Columbia University, Teachers College, Community College Research Center Working Paper #24, 2011)

66 *EAP 2010 Test Results* Retrieved March 21, 2011 from <http://eap2010.ets.org/ViewReport.asp>

67 Ibid

An evaluation of the CSU program indicates that the EAP reduces the probability of the average student being directed to remedial curriculum by 6.1% in English and 4.1% in math. The evaluation further concluded that the EAP did not discourage underprepared students from applying to the CSU⁶⁸ Perhaps Golden West College could similarly benefit from aggressive participation in the EAP effort. To make the most of this opportunity, the College will seek local funding to implement an EAP program on campus and thereby gain access to the individual student high school EAP data to support outreach efforts. The goal of this initiative is to persuade the high school students who are assessed to be “not ready” for college English and/or math to seek out developmental curriculum while still in high school during their senior year, before they complete the College placement exams.

C. Library and Learning Support Services (College Sub Goal Theme)

Seeking additional resources strategies (District Student Success, Basic Skills, STEM, CTE and Global Awareness Themes)

The College goal is to maintain, assess, and strengthen both services and resources in the Library, Tutoring Center, learning centers and computer laboratories. The College intends to increase student satisfaction with library services and facilities.

Based on surveys of students and faculty, the library staff learned that both groups wanted equipment that is available, functional and up-to-date. As they move into the new building, the staff has arranged to replace obsolete copy machines and add additional printer stations. In addition, patrons wanted current and relevant materials. As a result the staff drastically sifted out underused materials from the collection and created an open media collection so that patrons could browse that collection and check out materials. If funding is available the library staff plans to add additional electronic databases and eBooks. The library staff also intends to increase its outreach to faculty by improving and expanding the library blog, promoting an embedded librarian service and promoting individual research consultations.

3. Resources (College Goal Topic)

A. Human Resources (College Sub Goal Topic)

As the College realigns its staffing, the goal is to maximize the benefits of diversity, strengthen staff development activities, and increase the effectiveness of evaluations. Several College faculty and staff members have retired in recent years have not been replaced due to the decrease in revenue for the institution. As noted earlier in this Plan, a number of faculty members are approaching the typical age for retirement. Therefore, there are a number of potential opportunities in the near future to enhance the diversity of the employee groups at the College (Diversity District Theme).

The College and the District operate under a number of federal and state laws and regulations that pertain to human resources. Prominent among them is the provision that a minimum of fifty (50) percent of the District’s educational expenses are spent for salaries and benefits of classroom instructors and classroom/laboratory support personnel during each fiscal year. A second major constraint is found in the regulatory requirement which ensures, when the community college system is adequately funded, that 75% of the instructional workforce (calculated by full-time equivalent units) be full-time faculty. Over the past three years adequate funding has not been provided and the District has been held harmless with a “frozen” faculty obligation number (FON) of 412.4 since Fall 2008. Actual faculty numbers for the District are reported at 428.8. Were the FON “unfrozen” it is estimated to rise toward 443.

68 Jessica Howell et. al. “Postsecondary Preparation and Remedial Education; An Evaluation of the Early Assessment Program at California State University,” *Journal of Policy Analysis and Management* vol. 29 No. 4 p. 726-748, 2010.

The current severity of the budget crisis challenges the District and the individual colleges to seek efficient organizational arrangements and consolidations of services. The District has initiated a systematic process to review attrition and identify and prioritize critical positions to be replaced. The college will collaborate in that process.

B. Facilities (College Sub Goal Topic)

The College goal is to create, maintain and enhance a safe campus environment conducive to student learning by using resources in sustainable ways.

Strategies for facilities development are located in the final chapter of this Plan with a discussion of projected future enrollment, WSCH and space utilization.

C. Technology (College Sub Goal Topic)

Using Administrative Technology Strategies (District Student Success Theme)

The College goal is to leverage technology resources to facilitate student learning, campus communication, and institutional effectiveness.

The College will continue to implement the SunGard Banner integrated information system in collaboration with the District Office and the other colleges through an effort called Voyager. There are other modules in the SunGard suite of software for higher education that have been prioritized through campus and District Continuous Improvement Teams (CIT) and planning is ongoing for implementation strategies. An integrated software package such as the Banner product has the potential for several self-service functions that would be appealing to both employees and students and would improve efficiency. Looking to the future of administrative computing the College and District plan to implement a single sign in protocol for the students regardless of the college they primarily attend. The change will allow students to access all of the resources of the District as well as their primary college. Plans are also being made to implement mobile computing services for the students, which will allow them to use smart phones to access the College administrative computing resources. The College will look for opportunities to collaborate with the two other colleges and the District Office to eliminate duplication of services to the students with the intention of achieving cost savings.

Instructional Technology Strategies (District Student Success Theme)

The College plans to expand the desktop virtualization project that was started with the math laboratory. This will allow the institution to use a computer-equipped laboratory for a variety of instructional purposes. The instructional software is housed in a suite of centralized servers that have also been optimized through virtualization. However, graphics-intensive applications are an exception to the interchangeable use of the computer laboratory space afforded by the desktop virtualization. In addition to giving the College greater flexibility in the use of computer laboratories, the desktop virtualization project will allow students to log onto the college network from any place through the Internet using either a Macintosh or a PC computer. Students will also be able to access the instructional software they need for their courses. It is understandable that some departments may feel that they “own” a computer laboratory facility. However, the College will continue to implement the virtualization concept not only to provide better service to the students but also to use of existing facilities more efficiently. This will enable the College to become more competitive for state construction resources and potentially save on costs.

The College has been using the Web CT software product as a course learning management software package. The Web CT firm was purchased by Blackboard, which is no longer going to provide technical support to the Web CT software. Instead, the Blackboard firm has released a new version of their classic software. Rather than migrating to the newest Blackboard product, Golden West College, along with Orange Coast College, is considering collaborating with Coastline College to evaluate the Seaport learning management software, originally created at Coastline College. At this time, both colleges are in the process of earnest evaluation of the enhanced version of the Seaport to determine (1) the comparability of course management features and ease of use by faculty and students; (2) the possibility for significant cost savings and, and (3) the opportunity to draw upon technical support personnel resident at Coastline College.

D. Fiscal Resources (College Sub Goal Topic)

The College goal is to effectively manage its financial resources to sufficiently support, maintain and enhance student learning programs and services. Then, the College has set a goal to establish a general fund reserve of 1% within the next three years and 2% within the next six years. The College also intends to increase the percentage of expenditures that do not go toward salaries and benefits from the current level of 9.9% to 12% within three years and 15% within six years.

These performance marks may be very difficult to achieve in the current funding environment as state support to the community colleges has been shrinking in response to massive and unprecedented revenue shortfalls for the State government. However, the College is fortunate to have components of the institution such as an active Foundation, SWAP meet, community service program, and an international student program that are able to generate additional revenue beyond the public apportionment allocations. The College will consider ways to pursue grant resources from federal, state, and private foundation sources. Several revenue enhancement ideas are detailed below under partnership strategies.

4. Participatory Governance and Leadership (College Goal Topic)

A. Planning Processes & Decision Making (College Sub Goal Topic)

The College goal is to use participatory governance and effective, ethical leadership to continuously assess and improve the institution. The desire is to move the planning processes from a current high stage two (developmental) to a stage three (proficiency) in three years and then to a state four (sustainable continuous quality improvement) within six years. The intent is to move the effectiveness of program review from the current low stage three (proficiency) to a high stage three in three years then to move on to sustainable continuous quality improvement within six years.

The College conducts its planning processes through a series of activities and committees shown in the graphics below. The core planning structure, created in Fall 2008, depended upon eight functional planning teams with membership by individuals from the three primary constituent groups in the college (faculty, management, and classified). Three of these teams were organized around the three Vice Presidential areas of responsibility. As the college moves to an administrative structure of two Vice Presidents, a proposal has been offered to replace the three area planning committees with two planning committees. The proposal is such that each Vice President can continue monthly meetings within their reporting structure and to maintain lines of communication and rapport while also creating working teams that are shared between the two planning teams to address the shared responsibilities of enrollment management and student success. The new planning structure is depicted in the third graphic below. The new model features five functional planning committees, which includes the two new ones.



Overall Planning Process Model

Approved P&B
Spring 2008



B. District Collaboration (College Sub Goal Topic)

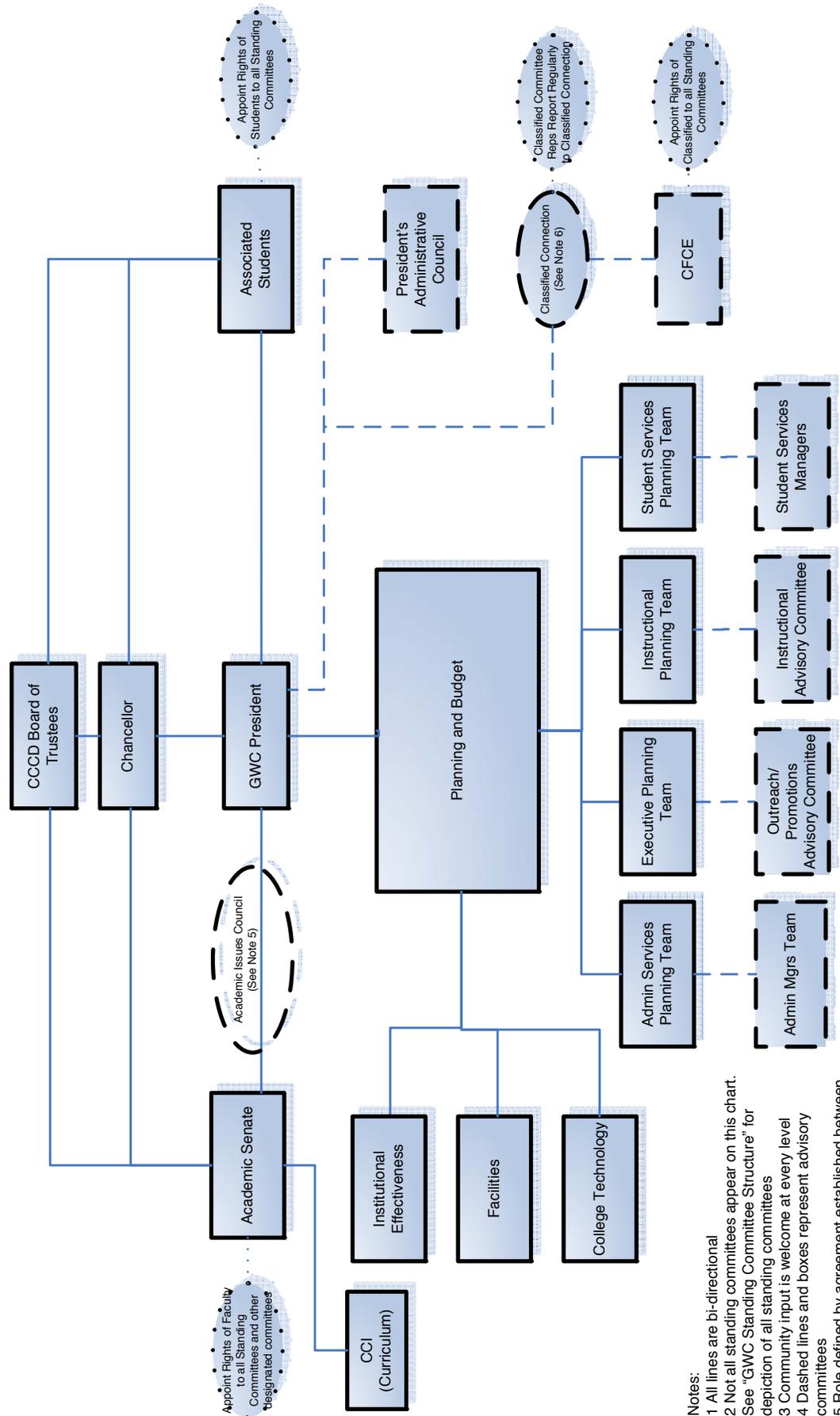
The College goal is to proactively engage in participatory governance activities with sister colleges and the district office to serve its students and the surrounding community while maintaining college autonomy.

In response to a recommendation from the last visiting accreditation team the District Board of Trustees delegated District operational responsibility to the Chancellor and allowed the Chancellor to further delegate authority and responsibility for specific functions to each college president. In Board Policy 010-2-6.1, adopted in November 2008, the Chancellor delegated certain powers and duties to the college Presidents. In turn, each President provides leadership and advocacy for his/her college at both the local and district levels. The president is responsible to both the Chancellor and to the governing board to ensure that District policies are appropriately implemented.

Golden West College Core Planning Structure

October 22, 2008

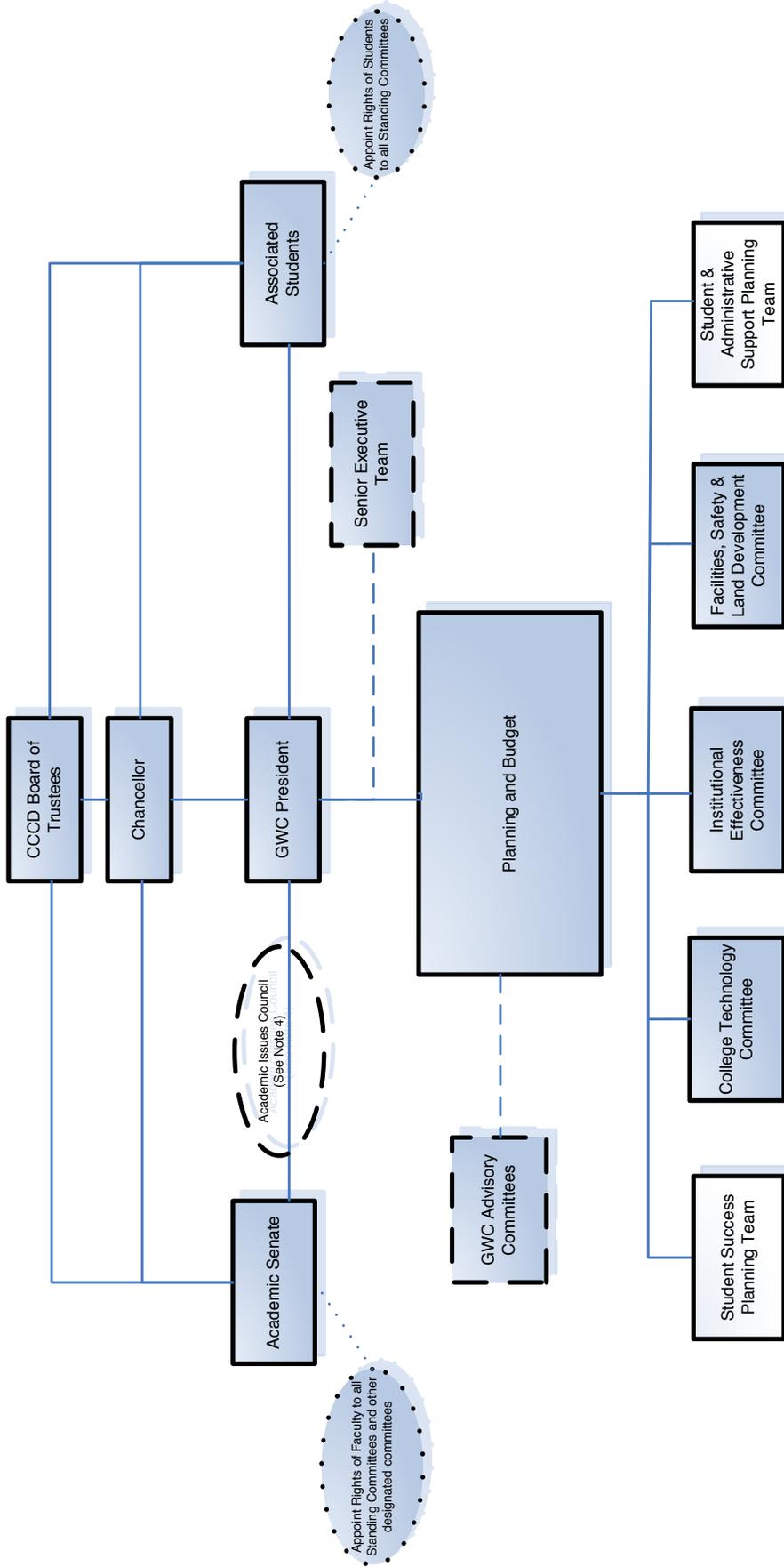
Revision-
Adopted



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

Golden West College Core Planning Structure

Revision-
Proposed
4/19/2011



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

The District and three colleges have, over a significant period of time, maintained a relatively collegial atmosphere with all its constituent groups operating in a decentralized model. A formal organizational delineation of responsibility and process for decision-making document as well as a district office/college functioning map document were created with the adoption of the board policy in 2008. However, those arrangements were created when the College was staffed with three Vice Presidents (Instruction, Student Services, and Administration). Given the current fiscal stress and revenue shortfalls, the College is moving to a model of only two Vice Presidents (Administration and a combined Instruction/Student Services). The College will review the delineation of function documents and consider submitting changes to the document based on the new two Vice Presidents configuration for the College.

5. Community Engagement (College Goal Topic)

A. Community Relations (College Sub Goal Topic)

The college goal is to actively seek additional opportunities to serve as the educational center for the local community.

The President serves on the Huntington Beach Chamber Board of Directors, and often represents the college before the city agencies. These efforts have advanced the college connectedness with city leaders, and local business and industry executives. Last year (2010) the college hosted the chamber for its annual planning conference, which brought more than 100 local leaders to the campus for a day. The college also supports The Robert Mayer Huntington Beach Leadership Academy-- Education Day. More than 100 community leaders have attended this program over the last six years. Several new Foundation Board members were introduced to the college through these efforts, while other groups have joined in support of our annual fundraising GALA. The Director of College Foundation and Community Relations serves on a number of community boards, including the City Tourism and Visitors Bureau.

Additionally, the college has been involved in conversations regarding several new developments surrounding the college including the Murdy Commons Development, Village at Bella Terra, and Ripcurl. These three projects would bring more than 1,800 units and 250,000 square feet of retail in the East side of the campus. Engaging these developers early in the development stages has been important for the college to ensure the kind of collaboration that can influence and inform the College's planning process as well as those of the neighboring developers.

Another major way in which the College builds community relations is through the Foundation Board of Directors. That Board is comprised of corporate leaders from the community, as well as representatives from the student council, faculty and staff. Its mission is to support the college by building partnerships in the community and generating support for student scholarships and campus needs. With the severe State budget cuts and increased academic expectations, the Foundation and its supporters will play an integral part in the future of the College. With business partnerships such as Elmore Toyota, whose financial support to the campus reaches over \$250,000 annually, and Southern California Edison, who recently provided grants totaling \$300,000, the business community is clearly demonstrating its confidence in the College.

A signature event hosted by the Foundation Board of Directors is the annual Golden West College GALA. For the past 14 years, this black-tie fundraiser has provided the financial wherewithal for the Board to meet its mission. GALA is not just an evening of dancing, it is a means for the community to gather and rally their support for the college. This vital event has, in total, earned over \$1.5 million for the campus.

Eighty members strong, the Golden West College Patrons are a unique group of community volunteers who act as ambassadors for the college to the community. Their mission is to bring resources to the campus, and to involve the campus in the community.

The Director of the Foundation and Community Relations is the voice of the college and its liaison to the community. As such, the Director is engaged at various levels of community government, philanthropy and education, currently serving on the Huntington Beach Marketing and Visitor's Bureau, North Huntington Beach Business Association and the Huntington Beach Chamber of Commerce. As a member of the El Viento and Project Self-Sufficiency Foundation Boards, the Director provides the campus outreach opportunities to the Hispanic community, as well as a connection between the College and struggling single parents who are trying to improve their lives and those of their children through education. The Director also provides professional support to the business community. She represents the College on advisory boards for the Huntington Beach Assistance League, Council on Aging, and Orange Coast Memorial Hospital. All of these positions are part of a strategy to bring Golden West College into the community.

Community engagement is critical to the college. Foundation Board members, program advisory members, and business partnerships are connected through these community boards. Our largest gift to date of \$1 million, given in support of the School of Nursing, was a direct result of community outreach.

A very impressive, privately funded, outreach effort by the College is found in the El Viento project. It is a long-term effort to provide Hispanic children and young adults with encouragement to attend college. Students and their parents are approached as early as the fourth grade in the Oak View Elementary School, Ocean View School District, and later grades in the Huntington Beach Unified High School District. The first class of fourth graders in this outreach program entered the College in 2006 and graduated in 2006. The program serves 200 students and their families and its success is a testament to the effectiveness of community partnership and leadership from the College.

The College will continue to develop a series of strategies to engage with the community more and is creating a rubric to evaluate its progress in those efforts.

Campus leaders understand that the philosophy of clearly articulating community engagement goals will influence which groups will participate and the extent to which the effort will become part of the campus fabric. If community engagement is to be institutionalized it is essential that faculty be involved in the implementation and advancement of the effort. College leaders understand and acknowledge that concept. Of course, if students are aware of and involved in the community outreach efforts they will have greater success; therefore, strategies to involve students in leadership roles are being considered. The efforts by the College will be targeted to community groups and must be supported at all levels of the institution. However, the responses from the community groups that might play a role in the formation of partnerships will be one of the acid tests of success for these efforts.

B. Business, Industry and Governmental Partnerships (College Sub Goal Topic)

Partnership Strategies (District STEM and Diversity Themes)

Seeking Additional Resources Strategies (District STEM and Diversity Themes)

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

The College has pursued some grants, particularly ones to support career and technical education; however, the College will also pursue appropriate private foundation, state and federal government grant opportunities. For example, the suite of federal TRIO grants may offer opportunities to complete for additional resources from these grant programs: (1) Educational Opportunity Centers; (2) Talent Search; (3) Student Support Services; (4) Upward Bound; (5) Upward Bound Math-Science; and (6) Veterans Upward Bound. Another federal example is the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant program. A third example is found in the Title III Strengthening Institutions grant program which provides funds for institutions to improve academic quality and institutional management to serve low-income students. The College is presently just below the minimum level of Hispanic student participation, at least 25%, to qualify as a Hispanic Serving Institution. There are federal grants awarded from this program to qualifying institutions for the purpose of expanding and enhancing academic offerings, program quality and institutional stability.

Because STEM occupations are judged to be critical to the success of the economy of Orange County it is recommended that the College consider a grant application to the National Science Foundation (NSF) for a small project grant. The NSF sponsors an Advanced Technological Education (ATE) grant program, which was launched in 1992 to provide seed money to innovative community college educators to focus on specific ways to improve the education of technicians in high-technology fields that drive our nation's economy. ATE also facilitates partnerships between academic institutions and employers to promote improvement in the education of science and engineering technicians at the undergraduate and secondary school levels. Among the functions of the ATE program are supporting curriculum development; professional development of college faculty and secondary school teachers; providing career pathways to two-year colleges from secondary schools and from two-year colleges to four-year institutions; and other activities. Another goal is to articulate between two-year and four-year programs for K-12 prospective teachers that focus on technological education. The grants, such as the one given in Fall 2010 to the Foundation for California Community Colleges, support the development of educational materials, courses and curricula; professional development for high school and college educators; and lab experiences, field experiences, and internships for students. The Foundation research grant will support a project called "From Pipeline to Pathways" to explore ways to transform community college science, technology, engineering and math (STEM) education.

None of the colleges in the Coast District is participating in the state Mathematics, Engineering, Science Achievement (MESA) program. Thirty-three other California community colleges are participating MESA programs that provide a student center for quiet time, group study, tutorial services, formation of clusters or cohorts of students with an interest in STEM, academic counseling and student support services, etc. These grant opportunities might be an excellent way for the District's colleges to collaborate in an application.

IX. Projections for Future Growth and Space Needs

The Dynamics of Future Capacities

Linking the Educational Master Plan's internal and external analysis to space quantification completes the process. It balances the current and future curriculum, instructional delivery modes, learning environment, and necessary support structures with providing a comprehensive program of campus development.

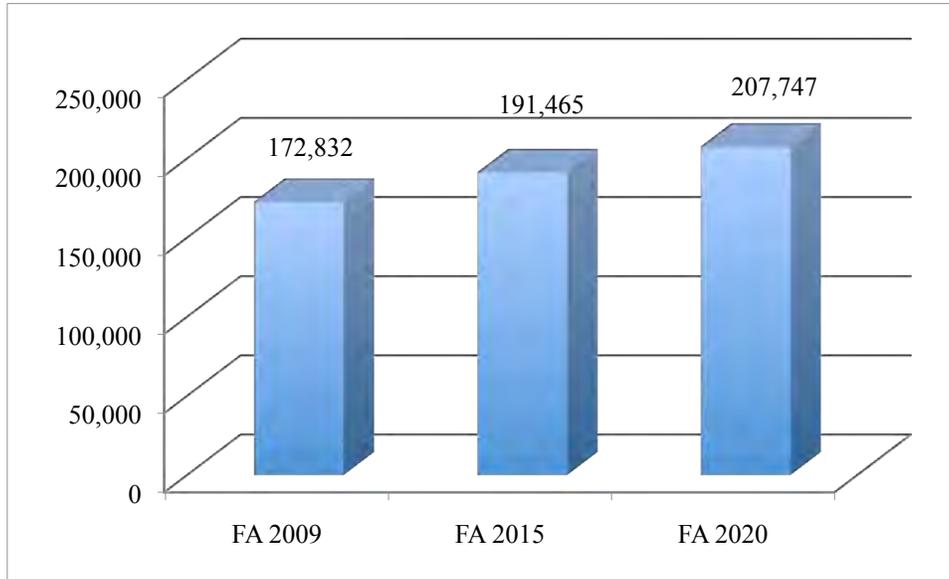
While the current and immediate future economic indicators are somewhat unreliable and the college will need to address declining financial support, it is anticipated that the college will return to positive growth in the foreseeable future. By the year 2015 new student enrollments should begin to increase and the College will return to its previous pattern of growth. Therefore, planning must involve developing a long-term vision as well as meeting short-term goals.

As a dynamic process, Educational Master Planning involves a mixture of methods and a variety of assessments. Looking to the future, a master plan must provide for sufficient facilities to accommodate higher enrollment numbers, to improve the teaching/learning environment, to address new program development, to integrate the latest technological innovations, and to provide adequate space configuration permitting flexible teaching methods.

Considering the economic and fiscal factors, the growth projection for Weekly Student Contact Hours (WSCH) was established at an annual 1.84% for benchmark years 2015, 2020 and 2025. While modest, this growth does represent a reasonable forecast for this College at this time. In any planning cycle, the proposed facilities are time specific and address future needs for increased capacity that may or may not materialize. The strategic goal is to plan for sufficient facilities that are flexible enough to accommodate additional enrollments.



Weekly Student Contact Hours (WSCH) Forecast



Source: Cambridge West Partnership, LLC Projections

Consideration was given to tangible trends such as changes in student origins, population growth rate and changes in demographics for establishing the growth projection for future enrollments. The rate of growth in enrollment was established at an annual 1.14% for benchmark years 2015, 2020 and 2025. While modest, this growth does represent a reasonable forecast for this College at this time. In any planning cycle, the proposed facilities are time specific and address future needs or capacities that may or may not materialize. The strategic goal is to plan for sufficient facilities that are flexible enough to accommodate additional enrollments.

Enrollment Forecast



Source: Cambridge West Partnership, LLC Projections

WSCH Projections and the Future Program of Instruction

The following table projects future WSCH and FTES in benchmark years of 2015, 2020, and 2025. The forecast is in summary form by instructional divisions of the College. The actual forecasting process, however, was conducted at the discipline/program level. A comprehensive analysis by discipline/program can be found in the Appendix of the Facilities Master Plan.

Capacity To Generate WSCH Vis-À-Vis The Program Of Instruction

Division/School	Year 2009			Year 2015			Year 2020			Year 2025								
	Sec	WSCH	FTES	Sec	Lab WSCH	Total WSCH	Sec	Lab WSCH	Total WSCH	FTES	Sec	Lab WSCH	Total WSCH	FTES				
Arts & Letters	338	44,715	1,363	391	39,604	9,931	49,536	1,510	439	42,972	10,775.7	53,747.4	1,638	481	46,440	11,645	58,085	1,770
Business & Social Sci	164	38,932	1,186	201	42,818	311	43,129	1,314	222	46,459	337	46,796	1,426	243	50,208	364	50,572	1,541
Counseling	14	1,437	44	16	1,592	0	1,592	49	17	1,728	0	1,728	53	19	1,867	0	1,867	57
Criminal Justice	30	5,834	178	33	5,881	582	6,463	197	36	6,381	631	7,012	214	39	6,896	682	7,578	231
Math & Sciences	214	47,396	1,444	260	24,530	27,976	52,506	1,600	296	26,616	30,355	56,971	1,736	322	28,764	32,805	61,569	1,876
Physical Education	90	10,756	328	102	2,640	9,275	11,915	363	107	2,865	10,064	12,928	394	115	3,096	10,875	13,971	426
Career & Technical Edu	139	20,913	637	137	9,886	13,282	23,168	706	148	10,727	14,411.1	25,137.6	766	160	11,592	15,574	27,166	828
Learn Res./Dist Edu	30	2,851	87	33	2,761	397	3,158	96	36	2,996	431	3,427.1	104	38	3,238	466	3,704	113
TOTAL	1,019	172,834	5,267	1,173	129,712	61,754	191,467	5,835	1,301	140,743	67,005	207,747	6,331	1,417	152,101	72,411	224,512	6,842

Source: Cambridge West Partnership, LLC Projections

Space Projections

An assessment of the current facilities includes the capacity of the instructional program to meet programmatic needs, it reviews the condition of the facilities, and it addresses their adequacy to provide for an effective learning environment. The projections are not intended to dictate curricular content but rather to provide a perspective of what the current curriculum would look like if extended forward. The most important outcome of the forecasting process is to ensure that when a certain level of WSCH is achieved, the College will have in place designated and/or newly constructed facilities to meet demands in both academic and support services.

The Baseline

The current (Fall 2009) program of instruction provided a snapshot in time as well as providing a historical perspective when compared to 2007. To address the capacities for the future, a planning model was created. This planning model, or baseline, provided the foundation from which a future program of instruction could be projected. When viewed with the previous planning effort, there has not been a great deal of change in curricular content. There has been, however, a consolidation of programs into more focused and efficient disciplines.

Baseline, Fall 2009

Division/School	Sections	Enr Seats	Seats Per Sec	WSCH	FTES	Lec Hours	Lab Hours
Arts & Letters	338	11,499	34.02	44,715	1,362.8	958	268
Business & Social Science	164	11,123	67.82	38,932	1,186.4	517	6
Counseling	14	511	36.50	1,437	43.8	34	0
Criminal Justice	30	1,068	35.60	5,834	177.8	159	16
Math & Sciences	214	11,466	53.58	47,396	1,444.5	352	474
Physical Education	90	3,006	33.40	10,756	327.8	49	235
Career & Tech Edu	139	3,548	25.53	20,913	637.3	312	431
Learn Resources/Dist Learning	30	2,262	75.40	2,851	86.9	62	84
Total	1,019	44,483	43.65	172,834	5,267.3	2,443	1,514

Source: Cambridge West Partnership, LLC

Space Requirements: Academic Programs

WSCH Projections

State standards for construction and renovation of facilities basically focus on capacity. Capacity, as outlined in the Facilities Planning Manual is correlated with the production of WSCH. WSCH represents the average number of hours of student instruction in a week per class (i.e. 30 students enrolled in a class that meets 3 hours per week is 90 WSCH). Estimating growth in enrollments produces a factor of increased WSCH. This WSCH is then transformed into instructional space or assignable square feet (ASF). Each space type, in this case lecture and/or laboratory, WSCH generates an “appropriate” instructional facility addressed as ASF. While these calculations are established through state standards, other factors must be considered in planning facilities. An additional factor in all planning is adequacy. Adequacy in this context assumes sufficient and/or suitable capacity to provide for an effective learning environment.

Summary of WSCH/FTES, ASF and Space Projections

The Golden West College 2020 Resource and Facilities Master Plan (October 2008) established a building/facilities program that is currently in progress and has been submitted to the state Chancellor's Office for fiscal support. As part of the Coast Community College District Vision 2020 Facilities Master Plan, these proposed new construction/remodeling projects have again been identified and reconfirmed as College/District priorities. Some disciplines have realized greater gains since Fall 2006. The following inserts include an overview of the WSCH, FTES, space capacities, sections and average section size for each Division. The current space array (ASF) of lecture, laboratory and support facilities have been integrated and merged with the proposed construction projects. Since the construction process began, Building 15, Health Sciences has opened and the new Library/Learning Resources building is almost ready for occupancy. Remaining in the state planning process are the Science/Mathematics building, the Criminal Justice Training Center, the Language Arts Complex, and the remodel of the old Library structure as a Student Services Center.

Arts & Letters Division

The Arts and Letters Division has the following Disciplines: *The Arts* include Art, Broadcasting & Video Production, Dance, Design, Digital Arts, Music, Photography, and Theatre. *Letters* includes Communication Studies, Education, English, English Writing Center, English as a Second Language, Journalism, Special Education, World Languages, Sign Language, and Interpreting. Design, Digital Arts, Music and Theatre have experienced gains since the previous analysis. Enrollments in English have grown while enrollments in ESL have declined. *Letters* disciplines are projected to be housed in the new Language Arts Complex. The ASF in that new facility is represented below.

ARTS & LETTERS DIVISION	Fall 2009	Projected 2015	Projected 2020	Projected 2025	Current
					Proj Facilities
FTES	1,362.7	1,509.7	1,638.0	1,770.2	
WSCH Lecture	35,750.0	39,604.0	42,971.7	46,440.2	
WSCH Laboratory	8,965.0	9,931.0	10,775.7	11,645.2	
WSCH Total	44,715.0	49,535.0	53,747.4	58,085.4	
ASF Lecture	20,398	22,596	24,517	26,497	27,217
ASF Laboratory	21,124	23,401	25,390	27,440	30,451
ASF Other Instructional Support	0	0	0	0	11,769
ASF Total	41,522	45,997	49,907	53,937	69,437
Number of Sections	338	391	439	481	
Average Seats per Section	34	34	33	33	
Average Seats per Section	34	32	31	31	

Business & Social Sciences Division

The *Business and Social Sciences Division* offers in *Business*: Accounting, Business, Management, Marketing, and Real Estate. *Social Sciences* includes Anthropology, Economics, Geography, History, Philosophy, Political Science, Psychology, Social Science, and Sociology. Enrollments in Business have declined, however many Social Sciences are experiencing growth, particularly in Geography, History, Philosophy, Political Sciences, Psychology and Sociology. As indicated by the difference between actual ASF and the projected space need, the *Business and Social Sciences Division* will require additional attention in the planning process (see *Vision 2020 Facilities Master Plan*).

BUSINESS & SOCIAL SCIENCES - DIVISION	2009	Projected 2015	Projected 2020	Projected 2025	Current
					Projected Facilities
FTES	1,186	1,314	1,426	1,541	
WSCH Lecture	38,651	42,817	46,459	50,208	
WSCH Laboratory	281	311	337	364	
WSCH Total	38,931	43,128	46,796	50,573	
ASF Lecture*	22,052	24,432	26,508	28,648	16,448
ASF Laboratory	359	398	432	467	1,769
ASF Other	0	0	0	0	
ASF Total	22,411	24,830	26,940	29,115	18,217
Number of Sections	164	201	222	243	
Average Seats per Section	68	61	59	59	

Criminal Justice Training Center Division

A new facility complex has been planned to house the *Criminal Justice Training Center* that meets the program's projected needs. The new facility will be located at the North end of campus. Enrollments in the program are fairly flat with a slight decline. As well as lecture/lab facilities, the complex will include a fitness studio, demonstration rooms and simulation labs.

CRIMINAL JUSTICE	2009	Projected 2015	Projected 2020	Projected 2025	Current
					Projected Facilities
FTES	177.8	197	213.7	231	
WSCH Lecture	5,309.00	5,881.40	6,381.30	6,896.40	
WSCH Laboratory	525	581.7	631.1	682.1	
WSCH Total	5,834.00	6,463.10	7,012.40	7,578.50	
ASF Lecture*	3,029	3,356	3,641	3,935	1,600
ASF Laboratory	1,124	1,245	1,351	1,460	15,350
ASF Other					3,850
ASF Total	4,153	4,601	4,992	5,395	20,800
Number of Sections	30	33	36	38	
Average Seats per Section	36	35	35	36	

Counseling

While the diagram shows no assignable space, *Counseling* will be provided with a classroom in the remodel of the old Library to house Student Services Center functions.

COUNSELING	2009	Projected 2015	Projected 2020	Projected 2025	Current Projected Facilities
FTES	43.8	48.5	52.6	56.9	
WSCH Lecture	1,437.20	1,592.20	1,727.50	1,866.90	
WSCH Laboratory	0	0	0	0	
WSCH Total	1,437.20	1,592.20	1,727.50	1,866.90	
ASF Lecture*	820	908	986	1065	
ASF Laboratory	0	0	0	0	
ASF Other					
ASF Total	820	908	986	1065	
Number of Sections	14	16	17	19	
Average Seats per Section	37	35	35	34	

Mathematics, Science and Health Professions

The *Mathematics, Sciences and Health Professions Division* includes the areas/disciplines of the *Life Sciences, Physical Sciences, Mathematics* and Nursing. *Biology* and transfer level Mathematics courses have experienced the greatest growth since Fall 2007. The Mathematics and the Sciences disciplines are planning to open a new building in 2015. The Physical and Life Sciences will receive a total of 52,635 ASF and Mathematics 15,699 ASF. The newly constructed Health Science building houses the Nursing program with 9,937 ASF of lecture/laboratory facilities and demonstration facilities.

MATHEMATICS, SCIENCES & HEALTH PROFESSIONS DIVISION	2009	Projected 2015	Projected 2020	Projected 2025	Current Projected Facilities
FTES	1444.5	1600.2	1736.3	1876.4	
WSCH Lecture	22,142.80	24,529.70	26,616.20	28,763.50	
WSCH Laboratory	25,254.00	27,975.90	30,355.10	32,804.80	
WSCH Total	47,396.80	52,505.60	56,971.30	61,568.30	
ASF Lecture*	12,633	13,997	15,186	16,412	18,715
ASF Laboratory	57,478	63,671	69,087	74,661	51,899
ASF Other	0	0	0	0	7,657
ASF Total	70,111	77,668	84,273	91,073	78,271
Number of Sections	214	259	296	323	
Average Seats per Section	54	49	46	46	

Career and Technical Education

Career and Technical Education includes the *Occupational Programs* (Automotive Technology, Drafting Technology, Energy Efficiency and Renewable Energy, Digital Media and Floral Design. Also in this Division is the *Cosmetology* program and *Computer Science/Computer Business Applications*. The Automotive program has experienced a significant increase in enrollments.

CAREER & TECHNICAL DIVISION	Fall 2009	Projected 2015	Projected 2020	Projected 2025	Current Proj Facilities
FTES	637.0	706.0	766.0	828.0	
WSCH Lecture	8,924.0	9,886.0	10,727.0	11,592.0	
WSCH Laboratory	11,989.0	13,282.0	14,411.0	15,574.0	
WSCH Total	20,913.0	23,168.0	25,138.0	27,166.0	
ASF Lecture	4,900	5,331	5,788	6,253	7,704
ASF Laboratory	34,047	37,719	40,925	44,226	57,578
ASF Other Instructional Support	0	0	0	0	2,302
ASF Total	38,947	43,050	46,713	50,479	67,584
Number of Sections	139	137	148	160	
Average Seats per Section	26	27	28	28	

Learning Resources and Distance Education Division

Learning Resources and *Distance Learning* covers the following programs: *College Success*, *Learning Skills*, *Library* and *Special Topics*. Enrollments have been increasing in these service areas. These services are planned to be housed in the new Student Service Center.

LEARNING RESOURCE DIVISION	2009	Projected 2015	Projected 2020	Projected 2025	Current Projected Facilities
FTES	86.9	96.5	104.5	112.9	
WSCH Lecture	2,492.80	2,761.50	2,996.20	3,238.10	
WSCH Laboratory	358.5	397.1	430.9	465.7	
WSCH Total	2,851.30	3,158.60	3,427.10	3,703.80	
ASF Lecture*	1,422	1,575	1,709	1,847	868
ASF Laboratory	921	1,021	1,108	1,197	
ASF Other					690
ASF Total	2,343	2,596	2,817	3,044	1,558
Number of Sections	30	33	37	39	
Average Seats per Section	75	75	74	77	

Physical Education

The *Physical Education Division* has three discipline areas: *Health Education*, *Physical Education* (Activity program) and *Professional PE*. The laboratory facilities for Physical Education are coded 520 space and do not register in the typical laboratory coding.

PHYSICAL EDUCATION - DIVISION	2009	Projected 2015	Projected 2020	Projected 2025	Current
					Projected Facilities
FTES	327.8	363.1	394.1	425.4	
WSCH Lecture	2,383.60	2,600.30	2,865.00	3,096.10	
WSCH Laboratory	8,372.60	9,275.20	10,063.60	10,875.40	
WSCH Total	10,756.20	11,875.50	12,928.60	13,971.50	
ASF Lecture*	1,360	1,507	1,687	1,767	790
ASF Laboratory	0	0	0	0	48,925
ASF Other					
ASF Total	1,360	1,507	1,687	1,767	49,715
Number of Sections	90	102	107	115	
Average Seats per Section	34	37	32	35	

Student Services

Student Services functions are planned to be relocated into a remodeled “Old Library” facility. All functions listed below will be housed in this new structure.

Program	Current	Projected
	ASF	ASF
Admissions & Records	7,222	9,390
Counseling	2,977	4,950
Extended Opportunity Center (EOPS & CARE)	1,514	2,410
Assessment Center for Education	1,720	3,000
International Students	1,260	1,264
Financial Aid	2,167	3,250
Assessment Center for Education	1,394	2,200
Career & Employment Services Center	0	2,320
Transfer Center	0	1,200
Outreach	304	700
Re Entry/CalWorks	1,034	1,550
Student Success Center	5,470	5,609
Student Activities	3,360	4,068
TOTAL ASF	28,422	41,911

The purpose of the WSCH and Space ASF assessment was to create a long-term vision for meeting academic growth and future student services support needs and to address aging facilities. These growth projections become the basis for future planning and identify project priorities, scope, cost, and timelines for new construction and renovation. The data was then converted into a comprehensive facilities site plan. This process has been underway for a number of years, a new Nursing and Health Services building opened in 2006 and a new Library/LRC structure's opening is eminent.

Aside from infrastructure projects, a central plant and the renovation of a number of buildings on campus, four projects are currently in the queue for state funding support: the **Science/Math Project** that expands the footprint and replaces the current Math Science Building, the **Criminal Justice Training Center**, a new complex that supports this program's growth and unique facility needs, the **Language Arts Complex** that addresses significant growth in enrollment and relocates these disciplines into a centralized structure, and the **Student Service/Student Activities Complex** that renovates the old Library to serve new functions. In addition, other academic projects include a new Cosmetology Building, renovation of the Technology building, and a new Business/Social Sciences facility. While the recommended course of action is to fully implement the proposed Vision 2020 Facilities Master Plan, it must be remembered that the current planning updates, unites and integrates the previous planning efforts with a new perspective.

Appendices

Appendix A

Study Materials Consulted by Campus Work Groups

Advisory Committee on Student Financial Assistance. *Transition Matters Community College to Bachelor's Degree*. May 2008.

Association of American Colleges and Universities (AAC&U). *The Quality Imperative: Match Ambitious Goals for College Attainment with Ambitious Vision for Learning*. AAC&U. 2010.

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Gonzales, Jennifer. "Quick Credentials Are Keys to Putting People Back to Work," *The Chronicle of Higher Education*. June 18, 2010.

Moore, Colleen and Shulock, Nancy. *Divided We Fail: Improving Completing and Closing Racial Gaps in California's Community Colleges*. Institute for Higher Education Leadership & Policy. October 2010.

Moore, Colleen; Offenstien, Jeremy and Shulock, Nancy. *The Road Less Traveled: Realizing the Potential of Career Technical Education in the California's Community Colleges*. Institute for Higher Education Leadership & Policy. February 2011.

Sabatier, Grant and Van Der Werf, Martin. *The College of 2020: Students*. Chronicle Research Services. June 2009.

Valencia Community College. *LifeMap*. Retrieved from http://www.valenciacc.edu/lifemap/more_lifemap.asp, April 26, 2010.

Smith, Chandra Taylor and Miller, Abby with Bermeo, C. Adolfo. *Bridging the Gaps to Success, Promising Practices for Promoting Transfer Among Low-Income and First-Generation Students: An In-Depth Study of Six Exemplary Community Colleges in Texas*. Pell Institute, September 2009.

Appendix B

College Goals Workshops 2009-2010 Summary

College-Wide Workshops – open to all

1. Workshop #1: 10/23/2009 Reviewed 2004-2011 Goals. Sunset completed goals and identify ones to pull forward. Reviewed and discussed Strengths, Weaknesses, Opportunities, Threats (SWOT) identified in Fall 2008 program reviews. Brainstormed current institutional SWOTs.
2. Workshop #2: 11/20/2009 Reviewed strengths and weakness of old Goal areas. Developed new Goal areas for 2010-2017.

Joint (P&B/IEC/AS) Workgroup – Jaima Bennett, Diane Restelli, Janelle Leighton, Brent Theobald, Doug Larson, Omid Pourzanjani, Jeff Courchaine, Al Gasparian

3. 3/12/2010 Review planning process, planning Assumptions, KPIs, goals criteria and develop specific College Goals for 2.a. Instructional Programs related to SLOs and Enrollment, 3.a. Planning Processes & Decision-Making.
4. 3/16/2010 Continue to review KPIs and develop specific College Goals for 1. Institutional Effectiveness related to ARCC measures, Degrees and Certificates Awarded, and Transfers to UC and CSU, 2.d. Resource Management-Fiscal in the areas of reserves and discretionary expenditures. Agreed to invite the GWC Director of Personnel for the discussion of the Staffing Goal Area.
5. 3/23/2010 Focused on Human Resources. Lively discussion of the difficulties of developing measures in the absence of staffing and educational master plans. Wide opinions on the general areas encompassing the HR component. Discussed broad HR areas but little agreement. General agreement was obtained on the campus needing to realign programs and services to fit the current resources available and on the need for staffing and educational master plans.
6. 3/24/2010 Began the discussion of Business and Industry Partnerships. Agreed to develop a rubric to assess the types of BIP and the level of engagement. However, first we are to develop an survey to inventory the faculty, staff, and managers to list all partnerships the College currently has.
7. 3/25/2010 Built the foundation of a campus survey to collect information on the nature and depth of engagement of community, business and industry partnerships. Brainstormed text to differentiate between Community Relations and Business and Industry Partnership Goal sub-areas. No final agreement, though. Agreed to invite additional members for the discussion on Technology and meet after Spring Break.
8. 4/29/2010 Introduced and agreed in concept to splitting the old Planning Assumptions doc into two documents with items split into Planning Assumptions and Strategic Priorities. Wordsmithed the language to be parallel and read more positively. Finalized Broad Goal Structure with new Institutional Mission and Institutional Effectiveness Broad Goal Area. Began drafting broad goal statements for each goal area.
9. 5/13/2010 Completed drafting broad goal statements for each of the goal areas. Wordsmithed language on the Planning Assumptions and Strategic Priorities documents.
10. 5/18/2010 Wordsmithed new broad goal statements. Discussed possibly splitting the one generic ARCC measures goal into several specific goals.
11. 5/20/2010 Finalized broad goals statements. Agreed to split ARCC measures into individual measures. Ready to vet broad goal statements to Senate and College planning teams in Fall. Work to develop the balance of measures will continue with the Institutional Effectiveness Committee. Area experts will be brought into specific discussions.

Library Workgroup – Doug Larson, Sue Berman, Treisa Cassens, Julie Davis, Gonzalo Garcia, Roxie Ross,

12. Library Workgroup: 3/1/2010 Review planning process, planning Assumptions, KPIs, and develop specific College Goals for 2.c. Library and Learning Support Services related to SLOs.
13. Library Workgroup: 3/8/2010 Develop specific College Goals for 2.c. Library and Learning Support Services related to Faculty Satisfaction and Student Satisfaction.
14. Library Workgroup: 3/22/2010 Adopted final KPIs and final draft specific College Goals for 2.c. Library and Learning Support Services related to process outcomes. Discussed potential process outcomes for library holding, collections, courses, and gate counts. Decided not to set College goals in these areas, but to keep them at the department level.

Community Engagement Workgroup – Wes Bryan, Margie Bunten, Debbie Bales, Sally Coffey, Dwayne Thompson

15. 4/6/2010 Develop specific KPIs and specific College goals for 5. Community Engagement.
16. 3/9/2010 Reviewed College Goals planning process and brainstormed possible approaches to assessing community engagement. Proposed developing an inventory to develop a picture of current community engagement and a rubric that describes the types and levels of engagement to be used for benchmarking.
17. 4/16/2010 Reviewed a model of Community Engagement/Business and Industry Partnerships. Fine tuned a faculty, staff, and manager inventory to be tested in the Summer of 2010 and administered in the Fall of 2010.

Senior Executives Workgroup – Wes Bryan, Janet Houlihan, Lois Miller, Dwayne Thompson

18. 3/16/2010 Revised planning assumptions and reviewed progress of workgroups. Discussed possible capital replacement and deferred maintenance KPIs.
19. 3/25/2010 Reviewed suggested changes and updated the Planning Assumptions. Reviewed progress of workgroups. Discussed ‘parked items’. Settled on strategies to deal with goal areas such as Technology and Community Engagement. Agreed to revisit and develop additional KPIs for fiscal and facilities.

Student Services Workgroup – David Baird, Janelle Leighton, Valerie Venegas, Rob Bachman

20. 3/19/2010 Discussed student pathways and possible measures of key points such as applicants, matriculants, enrollments, progress, follow-up, success, and completions (degrees, certificates, transfers, transfer-ready, and employed).
21. 3/25/2010 Continued discussion student pathways and possible measures of key points such as applicants, matriculants, enrollments, progress, follow-up, success, and completions (degrees, certificates, transfers, transfer-ready, and employed). Laid out model of various student pathways.
22. 3/30/2010 Continued discussion on student pathways. Developed draft KPIs based on pathways. Discussed measures for extracurricular programs, student government, service learning, student mentoring, and student engagement.
23. 5/13/2010 Drafted goal language that addresses critical milestones and measures identified from our GWC student pathways illustration and in the report entitled “Transition Matters”.

Planning Team and Senate Discussions

Planning and Budget

5/26/2010-First Reading and Discussion, and adopted in concept

9/22/2010-Further Discussion. Identified Strategic Priorities for current program review cycle.

10/13/2010

Academic Senate

9/28/2010-First Reading and Discussion

10/12/2010-Further Discussion

10/26/2010-Further Discussion and approved in spirit, allowing room for future wordsmithing.

Administrative Services Planning Team

9/28/2010-First Reading, discussion, and adopted in concept

Instructional Planning Team

9/20/2010-First Reading and Discussion

10/4/2010-Further Discussion and adopted in concept

Institutional Effectiveness

5/6/2010

5/20/2010-First Reading and Discussion

9/2/2010-Update on activity

9/16/2010-Further Discussion and adopted in concept

Student Services Planning Team

9/16/2010-First Reading and Discussion

9/30/2010-Discussion and final wording via email

President's Administrative Team

10/7/2010

Senior Executive Managers

3/16/2010

3/25/2010

Appendix C

2008-2018 Occupations with the Most Job Openings (Orange County)				
Occupation Title	Total Job Openings (1)	2010 - 1st Quarter Wages		Education and Training Levels (4)
		Median Hourly (2)	Median Annual (3)	
Waiters and Waitresses	19,300	\$9.19	\$19,122	Up to 1 mo. OJT
Retail Salespersons	19,100	\$10.17	\$21,154	Up to 1 mo. OJT
Cashiers	16,700	\$9.52	\$19,811	Up to 1 mo. OJT
Customer Service Representatives	13,200	\$17.18	\$35,734	1-12 mos. OJT & informal training
Combined Food Preparation and Serving Workers, Including Fast Food	9,600	\$9.17	\$19,076	Up to 1 mo. OJT
Laborers and Freight, Stock, and Material Movers, Hand	8,800	\$11.49	\$23,916	Up to 1 mo. OJT
Registered Nurses	8,700	\$37.12	\$77,209	Associate Degree
General and Operations Managers	7,700	\$55.32	\$115,064	BA + and work experience
Office Clerks, General	7,300	\$14.10	\$29,326	Up to 1 mo. OJT
Personal and Home Care Aides	6,900	\$10.37	\$21,570	Up to 1 mo. OJT
Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	6,500	\$9.43	\$19,617	Up to 1 mo. OJT
Stock Clerks and Order Fillers	6,400	\$10.90	\$22,665	Up to 1 mo. OJT
First-Line Supervisors/Managers of Office and Administrative Support Workers	6,100	\$26.28	\$54,660	Work experience in a related occupation
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	5,600	\$29.41	\$61,163	1-12 mos. OJT & informal training
Landscaping and Groundskeeping Workers	5,600	\$11.08	\$23,046	Up to 1 mo. OJT
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	5,400	\$9.26	\$19,259	Up to 1 mo. OJT
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	5,200	\$10.81	\$22,487	Up to 1 mo. OJT
Accountants and Auditors	5,000	\$31.11	\$64,712	BA degree
Executive Secretaries and Administrative Assistants	4,700	\$22.79	\$47,411	1-12 mos. OJT & informal training
First-Line Supervisors/Managers of Retail Sales Workers	4,700	\$18.31	\$38,087	Work experience in a related occupation
Receptionists and Information Clerks	4,600	\$13.69	\$28,482	Up to 1 mo. OJT
Elementary School Teachers, Except Special Education	4,500	[3]	\$67,897	BA degree
Security Guards	4,300	\$11.67	\$24,255	Up to 1 mo. OJT
Food Preparation Workers	4,200	\$9.46	\$19,679	Up to 1 mo. OJT
Cooks, Fast Food	4,200	\$9.06	\$18,852	Up to 1 mo. OJT

2008-2018 Occupations with the Most Job Openings (Orange County)

Occupation Title	Total Job Openings (1)	2010 - 1st Quarter Wages		Education and Training Levels (4)
		Median Hourly (2)	Median Annual (3)	
Bookkeeping, Accounting, and Auditing Clerks	4,100	\$18.89	\$39,289	1-12 mos. OJT & informal training
Amusement and Recreation Attendants	4,100	\$9.26	\$19,247	Up to 1 mo. OJT
Cooks, Restaurant	4,000	\$12.03	\$25,023	>12 mos. OJT & formal training
Dishwashers	3,600	\$9.17	\$19,080	Up to 1 mo. OJT
Dining Room and Cafeteria Attendants and Bartender Helpers	3,600	\$9.07	\$18,874	Up to 1 mo. OJT
Teacher Assistants	3,400	N/A	\$34,307	Up to 1 mo. OJT
Construction Laborers	3,400	\$15.99	\$33,263	1-12 mos. OJT & informal training
Medical Secretaries	3,400	\$14.74	\$30,661	Post-secondary vocational education
Team Assemblers	3,300	\$12.08	\$25,128	1-12 mos. OJT & informal training
Shipping, Receiving, and Traffic Clerks	3,200	\$14.11	\$29,345	Up to 1 mo. OJT
Secondary School Teachers, Except Special and Vocational Education	3,100	[3]	\$76,447	BA degree
Nursing Aides, Orderlies, and Attendants	3,100	\$12.68	\$26,371	Up to 1 mo. OJT
Maintenance and Repair Workers, General	3,000	\$18.51	\$38,512	>12 mos. OJT & formal training
Home Health Aides	3,000	\$11.35	\$23,605	Up to 1 mo. OJT
Maids and Housekeeping Cleaners	3,000	\$9.80	\$20,388	Up to 1 mo. OJT
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	2,900	\$37.41	\$77,811	1-12 mos. OJT & informal training
Licensed Practical and Licensed Vocational Nurses	2,900	\$24.55	\$51,053	Post-secondary vocational education
Sales Managers	2,800	\$54.64	\$113,641	BA + and work experience
Child Care Workers	2,800	\$11.17	\$23,234	Up to 1 mo. OJT
Lawyers	2,600	\$69.63	\$144,825	First professional degree
Management Analysts	2,600	\$35.18	\$73,185	BA + and work experience
Medical Assistants	2,600	\$15.18	\$31,572	1-12 mos. OJT & informal training
Carpenters	2,500	\$24.60	\$51,180	>12 mos. OJT & formal training
Computer Support Specialists	2,500	\$23.97	\$49,864	Associate Degree
Tellers	2,400	\$12.93	\$26,883	Up to 1 mo. OJT

(1) Total job openings are the sum of new jobs and replacement needs. Some occupations may have no growth (new jobs), however they have a substantial number of job openings due to the need for replacements. Replacement needs estimate of the number of job openings created when workers retire or permanently leave an occupation and need to be replaced.

(2) Median Hourly and Annual Wages are the estimated 50th percentile of the distribution of wages; 50 percent of workers in an occupation earn wages below, and 50 percent earn wages above the median wage. The wages are from the 2010-1st quarter and do not include self-employed or unpaid family workers.

(4) Occupational training and education classifications were developed by the Bureau of Labor Statistics (BLS).

Source: California Employment Development Department, Labor Market Information

**2008-2018 Fastest Growing Occupations
(Orange County)**

Occupation Title	Annual Average Employment		% Change	2010- 1st Quarter Wages		Education
	2008	2018		Median Hourly Wage	Median Annual Wage	
Biomedical Engineers	460	700	52%	\$42.43	\$88,254	BA Degree
Home Health Aides	5,180	7,640	47%	\$11.35	\$23,605	Up to 1 mo. OJT
Medical Scientists, Except Epidemiologists	1,730	2,520	46%	\$38.64	\$80,384	Doctoral Degree
Personal and Home Care Aides	12,410	17,720	43%	\$10.37	\$21,570	Up to 1 mo. OJT
Network Systems and Data Communications Analysts	3,160	4,460	41%	\$36.65	\$76,245	BA Degree
Veterinary Technologists and Technicians	1,470	2,010	37%	\$14.95	\$31,102	Associate Degree
Veterinarians	630	850	35%	\$48.39	\$100,649	First Professional Degree
Physical Therapist Aides	620	830	34%	\$12.84	\$26,712	Up to 1 mo. OJT
Physical Therapist Assistants	630	840	33%	\$28.41	\$59,104	Associate Degree
Physician Assistants	610	810	33%	\$46.12	\$95,928	BA Degree
Surgical Technologists	770	1,000	30%	\$21.87	\$45,505	Postsecondary vocational education
Pharmacy Technicians	2,560	3,310	29%	\$17.03	\$35,432	1-12 mos. OJT & informal training
Fitness Trainers and Aerobics Instructors	2,490	3,210	29%	\$18.27	\$37,988	Postsecondary vocational education
Skin Care Specialists	540	690	28%	\$14.79	\$30,776	Postsecondary vocational education
Nursing Aides, Orderlies, and Attendants	8,360	10,680	28%	\$12.68	\$26,371	Up to 1 mo. OJT
Physical Therapists	1,690	2,150	27%	\$40.08	\$83,359	MA Degree
Paralegals and Legal Assistants	3,430	4,360	27%	\$27.87	\$57,966	Associate Degree
Respiratory Therapists	1,240	1,570	27%	\$30.52	\$63,476	Associate Degree
Mixing and Blending Machine Setters, Operators, and Tenders	1,740	2,190	26%	\$13.25	\$27,574	1-12 mos. OJT & informal training
Substance Abuse and Behavioral Disorder Counselors	430	540	26%	\$15.31	\$31,838	MA Degree
Civil Engineers	4,860	6,080	25%	\$44.73	\$93,025	BA Degree
Medical and Public Health Social Workers	1,380	1,720	25%	\$28.89	\$60,075	BA Degree
Occupational Therapists	1,140	1,420	25%	\$39.19	\$81,512	MA Degree
Compliance Officers, Except Agriculture, Construction, Health and Safety, and Transportation	2,610	3,250	25%	\$28.44	\$59,168	>12 mos. OJT & formal training
Nuclear Engineers	490	610	24%	\$47.64	\$99,096	BA Degree
Medical Assistants	7,530	9,370	24%	\$15.18	\$31,572	1-12 mos. OJT & informal training
Law Clerks	540	670	24%	\$18.41	\$38,304	BA Degree
Registered Nurses	20,880	25,880	24%	\$37.12	\$77,209	Associate Degree

2008-2018 Fastest Growing Occupations (Orange County)						
Occupation Title	Annual Average Employment		% Change	2010- 1st Quarter Wages		Education
	2008	2018		Median Hourly Wage	Median Annual Wage	
Hotel, Motel, and Resort Desk Clerks	2,410	2,970	23%	\$11.14	\$23,165	Up to 1 mo. OJT
Urban and Regional Planners	560	690	23%	\$33.72	\$70,131	MA Degree
Licensed Practical and Licensed Vocational Nurses	5,430	6,670	23%	\$24.55	\$51,053	Postsecondary vocational education
Dental Assistants	4,910	6,030	23%	\$15.65	\$32,566	1-12 mos. OJT & informal training
Environmental Engineers	660	810	23%	\$32.73	\$68,076	BA Degree
Dental Hygienists	1,600	1,960	23%	\$43.73	\$90,945	Associate Degree
Meat, Poultry, and Fish Cutters and Trimmers	720	880	22%	\$10.56	\$21,950	Up to 1 mo. OJT
Veterinary Assistants and Laboratory Animal Caretakers	590	720	22%	\$11.14	\$23,172	Up to 1 mo. OJT
Loan Counselors	410	500	22%	\$22.16	\$46,075	BA Degree
Computer Software Engineers, Applications	6,050	7,360	22%	\$46.18	\$96,064	BA Degree
Radiologic Technologists and Technicians	1,450	1,760	21%	\$28.40	\$59,071	Associate Degree
Legal Secretaries	3,190	3,870	21%	\$20.04	\$41,681	Postsecondary vocational education
Personal Financial Advisors	2,820	3,420	21%	\$28.89	\$60,078	BA Degree
Diagnostic Medical Sonographers	470	570	21%	\$35.96	\$74,798	Associate Degree
Market Research Analysts	4,800	5,820	21%	\$28.11	\$58,457	MA Degree
Security and Fire Alarm Systems Installers	1,280	1,550	21%	\$22.28	\$46,346	Postsecondary vocational education
Medical Records and Health Information Technicians	1,310	1,580	21%	\$16.38	\$34,057	Associate Degree
Control and Valve Installers and Repairers, Except Mechanical Door	490	590	20%	\$26.76	\$55,658	1-12 mos. OJT & informal training
Construction and Building Inspectors	1,230	1,480	20%	\$31.85	\$66,241	Work experience in a related occupation
Medical Secretaries	9,990	12,020	20%	\$14.74	\$30,661	Postsecondary vocational education
Medical Equipment Repairers	550	660	20%	\$26.04	\$54,168	1-12 mos. OJT & informal training
Medical and Clinical Laboratory Medication & Clinical Laboratory Medication & Clinical Lab Technologists	1,730	2,070	20%	\$33.97	\$70,663	BA Degree

Source: California Employment Development Department, Labor Market Information



**2008-2018 Occupations with the Most Job Openings
(Los Angeles County)**

Occupation Title	Total Job Openings (1)	2010 - 1st Quarter Wages		Education and Training Levels (4)
		Median Hourly (2)	Median Annual (3)	
Personal and Home Care Aides	76,900	\$10.04	\$20,890	Up to 1 mo. OJT
Cashiers	48,830	\$9.32	\$19,396	Up to 1 mo. OJT
Retail Salespersons	46,180	\$10.11	\$21,029	Up to 1 mo. OJT
Waiters and Waitresses	38,650	\$9.17	\$19,085	Up to 1 mo. OJT
Registered Nurses	28,990	\$38.88	\$80,890	Associate Degree
Customer Service Representatives	27,650	\$16.57	\$34,467	1-12 mos. OJT & informal training
Office Clerks, General	26,520	\$13.14	\$27,325	Up to 1 mo. OJT
Laborers and Freight, Stock, and Material Movers, Hand	25,610	\$10.94	\$22,763	Up to 1 mo. OJT
Combined Food Preparation and Serving Workers, Including Fast Food	24,000	\$9.10	\$18,928	Up to 1 mo. OJT
Elementary School Teachers, Except Special Education	21,930	[3]	\$58,186	BA degree
General and Operations Managers	20,460	\$53.06	\$110,347	BA + and work experience
Stock Clerks and Order Fillers	19,860	\$10.45	\$21,739	Up to 1 mo. OJT
Teacher Assistants	17,240	N/A	\$29,793	Up to 1 mo. OJT
Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	16,870	\$9.27	\$19,267	Up to 1 mo. OJT
First-Line Supervisors/Managers of Office and Administrative Support Workers	15,720	\$25.59	\$53,236	Work experience in a related occupation
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	15,080	\$25.47	\$52,984	1-12 mos. OJT & informal training
Secondary School Teachers, Except Special and Vocational Education	14,790	[3]	\$63,861	BA degree
Executive Secretaries and Administrative Assistants	14,590	\$21.92	\$45,608	1-12 mos. OJT & informal training
Security Guards	14,110	\$11.40	\$23,706	Up to 1 mo. OJT
Accountants and Auditors	13,810	\$31.13	\$64,749	BA degree
Licensed Practical and Licensed Vocational Nurses	12,080	\$23.08	\$48,007	Post-secondary vocational education
Child Care Workers	12,000	\$10.51	\$21,866	Up to 1 mo. OJT
Nursing Aides, Orderlies, and Attendants	11,980	\$11.68	\$24,275	Up to 1 mo. OJT
Bookkeeping, Accounting, and Auditing Clerks	11,960	\$17.88	\$37,170	1-12 mos. OJT & informal training
First-Line Supervisors/Managers of Retail Sales Workers	11,840	\$18.43	\$38,341	Work experience in a related occupation
Food Preparation Workers	11,510	\$9.29	\$19,315	Up to 1 mo. OJT
Cooks, Fast Food	11,140	\$9.02	\$18,774	Up to 1 mo. OJT



**2008-2018 Occupations with the Most Job Openings
(Las Angeles County)**

Occupation Title	Total Job Openings (1)	2010 - 1st Quarter Wages		Education and Training Levels (4)
		Median Hourly (2)	Median Annual (3)	
Receptionists and Information Clerks	10,900	\$12.86	\$26,749	Up to 1 mo. OJT
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	10,840	\$11.09	\$23,071	Up to 1 mo. OJT
Dishwashers	9,650	\$9.05	\$18,822	Up to 1 mo. OJT
Construction Laborers	9,250	\$17.71	\$36,831	1-12 mos. OJT & informal training
Truck Drivers, Heavy and Tractor-Trailer	8,880	\$19.57	\$40,695	1-12 mos. OJT & informal training
Cooks, Restaurant	8,850	\$11.51	\$23,954	>12 mos. OJT & formal instruction
Medical Assistants	8,760	\$13.91	\$28,940	1-12 mos. OJT & informal training
Producers and Directors	8,320	\$55.78	\$116,041	BA + and work experience
Truck Drivers, Light or Delivery Services	8,110	\$14.23	\$29,597	Up to 1 mo. OJT
Shipping, Receiving, and Traffic Clerks	7,920	\$13.02	\$27,083	Up to 1 mo. OJT
Maintenance and Repair Workers, General	7,920	\$18.60	\$38,681	>12 mos. OJT & formal instruction
Medical Secretaries	7,830	\$14.45	\$30,054	Post-secondary vocational education
Lawyers	7,820	\$69.96	\$145,520	First professional degree
Police and Sheriff's Patrol Officers	7,630	\$40.68	\$84,606	>12 mos. OJT & formal instruction
Dining Room and Cafeteria Attendants and Bartender Helpers	7,630	\$9.04	\$18,814	Up to 1 mo. OJT
Tellers	7,570	\$12.16	\$25,281	Up to 1 mo. OJT
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	7,480	\$9.31	\$19,360	Up to 1 mo. OJT
Industrial Truck and Tractor Operators	7,150	\$15.59	\$32,432	Up to 1 mo. OJT
Home Health Aides	6,850	\$10.16	\$21,130	Up to 1 mo. OJT
Management Analysts	6,430	\$37.46	\$77,908	BA + and work experience
Maids and Housekeeping Cleaners	6,290	\$10.27	\$21,351	Up to 1 mo. OJT
Preschool Teachers, Except Special Education	6,200	\$14.00	\$29,129	Post-secondary vocational education
Cleaners of Vehicles and Equipment	6,040	\$9.31	\$19,372	Up to 1 mo. OJT

(1) Total job openings are the sum of new jobs and replacement needs. Some occupations may have no growth (new jobs), however they have a substantial number of job openings due to the need for replacements. Replacement needs estimate of the number of job openings created when workers retire or permanently leave an occupation and need to be replaced.

(2) Median Hourly and Annual Wages are the estimated 50th percentile of the distribution of wages; 50 percent of workers in an occupation earn wages below, and 50 percent earn wages above the median wage. The wages are from the 2010-1st quarter and do not include self-employed or unpaid family workers.

(3) In occupations where workers do not work full-time all year-round, it is not possible to calculate an hourly wage.

(4) Occupational training and education classifications were developed by the Bureau of Labor Statistics (BLS).

Source: California Employment Development Department, Labor Market Information - <http://www.labormarketinfo.edu.ca.gov>



**2008-2018 Fastest Growing Occupations
(Los Angeles County)**

Occupation Title	Annual Average Employment		% Change	2010- 1st Quarter Wages		Education
	2008	2018		Median Hourly Wage	Median Annual Wage	
Medical Scientists, Except Epidemiologists	5,480	8,130	48.4%	\$32.54	\$67,671	First Professional Degree
Biochemists and Biophysicists	400	590	47.5%	\$35.36	\$73,561	First Professional Degree
Network Systems and Data Communications Analysts	7,640	11,210	46.7%	\$36.65	\$76,245	BA Degree
Physical Therapist Aides	1,630	2,370	45.4%	\$13.22	\$27,513	Up to 1 mo. OJT
Home Health Aides	12,590	18,180	44.4%	\$10.16	\$21,130	Up to 1 mo. OJT
Personal and Home Care Aides	143,190	202,230	41.2%	\$10.04	\$20,890	Up to 1 mo. OJT
Medical Equipment Repairers	690	970	40.6%	\$22.78	\$47,375	1-12 mos. OJT & informal training
Farmers and Ranchers	1,960	2,730	39.3%	N/A	N/A	>12 mos. OJT & formal training
Physician Assistants	1,890	2,600	37.6%	\$42.42	\$88,223	BA Degree
Occupational Therapist Assistants	480	660	37.5%	\$28.82	\$59,938	Associate Degree
Physical Therapists	4,270	5,790	35.6%	\$38.09	\$79,223	MA Degree
Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	850	1,150	35.3%	\$22.56	\$46,908	1-12 mos. OJT & informal training
Occupational Therapists	1,960	2,630	34.2%	\$40.96	\$85,206	MA Degree
Financial Examiners	1,280	1,700	32.8%	\$32.62	\$67,831	BA Degree
Employment, Recruitment, and Placement Specialists	5,410	7,160	32.3%	\$25.93	\$53,944	BA Degree
Physical Therapist Assistants	810	1,070	32.1%	\$27.36	\$56,912	Associate Degree
Sailors and Marine Oilers	500	660	32.0%	\$17.54	\$36,471	Up to 1 mo. OJT
Emergency Medical Technicians and Paramedics	2,580	3,400	31.8%	\$13.33	\$27,724	Postsecondary vocational education
Cardiovascular Technologists and Technicians	1,010	1,330	31.7%	\$30.14	\$62,678	Associate Degree
Respiratory Therapists	3,600	4,740	31.7%	\$31.33	\$65,163	Associate Degree
Radiation Therapists	580	760	31.0%	\$44.68	\$92,931	Associate Degree
Registered Nurses	61,760	79,960	29.5%	\$38.88	\$80,890	Associate Degree
Captains, Mates, and Pilots of Water Vessels	510	660	29.4%	\$29.12	\$60,569	work experience in a related occupation
Medical Assistants	21,710	28,050	29.2%	\$13.91	\$28,940	1-12 mos. OJT & informal training
Licensed Practical and Licensed Vocational Nurses	20,060	25,860	28.9%	\$23.08	\$48,007	Postsecondary vocational education
Museum Technicians and Conservators	420	540	28.6%	\$20.64	\$42,931	BA Degree
Pharmacy Technicians	6,360	8,170	28.5%	\$17.07	\$35,499	1-12 mos. OJT & informal training
Medical and Public Health Social Workers	2,920	3,750	28.4%	\$26.02	\$54,125	BA Degree
Surgical Technologists	2,620	3,340	27.5%	\$21.29	\$44,276	Postsecondary vocational education



**2008-2018 Fastest Growing Occupations
(Los Angeles County)**

Occupation Title	Annual Average Employment		% Change	2010- 1st Quarter Wages		Education
	2008	2018		Median Hourly Wage	Median Annual Wage	
Nursing Aides, Orderlies, and Attendants	32,260	41,030	27.2%	\$11.68	\$24,275	Up to 1 mo. OJT
Ambulance Drivers and Attendants, Except Emergency Medical Technicians	640	810	26.6%	\$13.18	\$27,412	1-12 mos. OJT & informal training
Animal Trainers	800	1,010	26.3%	\$19.25	\$40,032	1-12 mos. OJT & informal training
Funeral Attendants	690	870	26.1%	\$13.30	\$27,658	Up to 1 mo. OJT
Computer Software Engineers, Applications	13,260	16,700	25.9%	\$43.61	\$90,709	BA Degree
Biological Technicians	1,820	2,290	25.8%	\$20.21	\$42,036	Associate Degree
Computer Software Engineers, Systems Software	13,120	16,480	25.6%	\$47.67	\$99,168	BA Degree
Health Educators	2,430	3,050	25.5%	\$18.70	\$38,892	MA Degree
Obstetricians and Gynecologists	630	790	25.4%	N/A	N/A	First Professional Degree
Social and Human Service Assistants	8,760	10,950	25.0%	\$16.72	\$34,776	1-12 mos. OJT & informal training
Mixing and Blending Machine Setters, Operators, and Tenders	4,410	5,510	24.9%	\$14.72	\$30,621	1-12 mos. OJT & informal training
Police, Fire, and Ambulance Dispatchers	870	1,080	24.1%	\$24.72	\$51,415	1-12 mos. OJT & informal training
Medical Records and Health Information Technicians	4,380	5,420	23.7%	\$16.48	\$34,279	Associate Degree
Medical and Clinical Laboratory Technicians	4,940	6,110	23.7%	\$18.51	\$38,512	Associate Degree
Dental Assistants	11,180	13,810	23.5%	\$14.20	\$29,523	1-12 mos. OJT & informal training
Dental Hygienists	3,360	4,150	23.5%	\$40.64	\$84,537	Associate Degree
Medical Secretaries	21,360	26,310	23.2%	\$14.45	\$30,054	Postsecondary vocational education
Mental Health Counselors	2,260	2,780	23.0%	\$18.25	\$37,959	MA Degree
Industrial Engineering Technicians	1,440	1,770	22.9%	\$20.03	\$41,654	Associate Degree
Diagnostic Medical Sonographers	1,580	1,940	22.8%	\$33.83	\$70,374	Associate Degree
Rehabilitation Counselors	1,450	1,780	22.8%	\$15.64	\$32,531	MA Degree

Source: California Employment Development Department, Labor Market Information

Appendix D

Instructional Program Alignment Analysis, Golden West College, Transfer Model Curriculums (SB 1440) Under Discussion, and CSU LDTP Patterns

#	Established CSU Lower-division Transfer Preparation (LDTP) Patterns^	Transfer Model Curriculums (SB1440)	GWC State-Approved Instructional Programs
1	African American Studies		
2	Anthropology		Anthropology
3	Art, Art History & Graphic Design	Art History	
4	Asian American Studies		
5	Biology & Microbiology	Biology	Biology
6	Business		Business Administration
7	Chemistry & Biochemistry	Chemistry	Chemistry
8	Chicana & Chicano Studies		
9	Child & Adolescent Development		
10	Chinese		
11	Civil Engineering		
12	Communication Studies	Communication Studies*	Speech Communication#
13	Computer Engineering		
14	Computer Science		
15	Economics	Economics	
16	Electrical Engineering, Electrical & Electronic Engineering		
17	English		English
18	Family & Consumer Sciences		
19	French		
20	Geography		
21	Geology	Geology	
22	German		
23	History	History	
24	Information Systems		
25	Japanese		

26	Journalism		
27	Kinesiology/Physical Education	Kinesiology	Physical Education
28	Liberal Studies (Teacher Preparation Track)	Liberal Studies (teaching preparation)	Liberal Studies (teaching preparation)
29	Mathematics	Mathematics	Mathematics#
30	Mechanical Engineering		
31	Music		
32	Native American Studies		
33	Nursing		Registered Nursing
34	Philosophy		
35	Political Science	Political Science	Political Science
#	Established CSU Lower-division Transfer Preparation (LDTP) Patterns^	Transfer Model Curriculum (SB1440)	GWC State-Approved Instructional Programs
36	Psychology	Psychology*	Psychology#
37	Public Administration		
38	Radio-Television-Film		
39	Social Science (Teacher Preparation Track)		
40	Social Work		
41	Sociology	Sociology*	Sociology#
42	Spanish		Spanish
		Criminal Justice	Administration of Justice
		Early Childhood Education	
		Physics	Physics
		Theater	Dramatic Arts
		Accounting	Accounting
^ as of April 19, 2011			
* completed transfer model curriculum, others are under discussion			
# adopted by the GWC Council on Curriculum & Instruction			

Sources: CSU and CCC System Office and ASCCC web pages extracted March 17, 2011; analysis by Cambridge West Partnership, LLC

Appendix E

Online Education Options Via California Virtual Campus

#	Associate Degree Program Name	INSTITUTION											TOTAL				
		Allen Hancock	College of San Mateo	SD Mesa	Cerro Coso	West Valley	West Hills	Hartnell	Fresno City	Santa Barbara	Monterey Peninsula	Norco					
1	Business Administration	X	X	X	X												4
2	Accounting		X	X													2
3	Administration of Justice				X	X				X							4
4	Anthropology					X											1
5	Architecture (Landscape/Historic Preservation)					X											1
6	Business- Marketing	X															1
7	Computer Business Information Systems	X															1
8	Computer Business Office Technology- Word Processing	X															1
9	Business- General				X												1
10	Business- Management				X												1
11	Computer Information Systems				X			X									2
12	Computer Science Applications & Development		X														1
13	Economics				X												1
14	English									X							1
15	Health Information Technology											X		X			2
16	Humanities				X												1
17	Liberal Arts- Arts & Humanities							X									1
18	Liberal Arts- Math & Science							X									1
19	Liberal Arts- Social & Behavioral Science				X			X									2
20	Liberal Arts- General Studies				X												1
21	Linguistics												X				1
22	Logistics Management														X		1
23	Psychology									X							1
24	Women's Studies												X				1
	Totals	4	3	2	9	3	6	2	1	1	1	2	1	1	1		

Appendix F

Workforce Readiness Initiative: Meeting Summary Report (New York: NY, The Conference Board Inc., June 2007)

Definitions-

The report uses the term “soft” or “applied” skills interchangeably, as did participants at the meeting associated with the report. When this report refers to “soft” or “applied” skills it means, but is not limited to, those skills that were included in the report *Are They Really Ready to Work?*, published by the Conference Board, Corporate Voices for Working Families, the Partnership for 21st Century Skills, and the Society for Human Resource Management.

Applied Skills*

Oral communications- Articulate thoughts, ideas clearly and effectively; have public speaking skills.

Written communications- Write memos, letters, and complex technical reports clearly and effectively.

Teamwork/collaboration- Build collaborative relationships with colleagues and customers; be able to work with diverse teams, negotiate and manage conflicts.

Diversity—Learn from and work collaboratively with individuals representing diverse cultures, races, ages, gender, religions, lifestyles, and viewpoints.

Information technology application—Select and use appropriate technology to accomplish a given task, apply computing skills to problem solving.

Leadership—Leverage the strengths of others to achieve common goals; use interpersonal skills to coach and develop others.

Critical thinking/problem solving— Exercise sound reasoning and analytical thinking; use knowledge, facts, and data to solve workplace problems; apply math and science concepts to problem solving

Creativity/innovation—Demonstrate originality and inventiveness in work; communicate new ideas to others; integrate knowledge across different disciplines.

Lifelong learning/self direction—Be able to continuously acquire new knowledge and skills; monitor one’s own learning needs; be able to learn from one’s mistakes.

Professionalism/work ethic—Demonstrate personal accountability, effective work habits, e.g., punctuality, working productively with others, and time and workload management.

Ethics/social responsibility—Demonstrate integrity and ethical behavior; act responsibly with the interests of the larger community in mind.

Basic Knowledge/Skills**

- English language (spoken)
- Reading comprehension (in English)
- Writing in English (grammar, spelling, etc.)
- Government/economics
- Humanities/arts
- Foreign languages
- History/geography
- Science
- Mathematics

*The list of applied skills was derived primarily from the Partnership for 21st Century Skills. In addition, several members of The Conference Board’s Business and Education Council were consulted.

**For the most part, this list of basic knowledge and skill areas includes the core academic subjects as identified by the No Child Left Behind Act of 2001.

Are They Really Ready to Work?

Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce

Summary

The Conference Board, Corporate Voices for Working Families, The Partnership for 21st Century Skills, and the Society for Human Resource Management jointly surveyed more than 400 employers across the United States. These employers articulated the skill sets that new entrants- recently hired graduates from high school, two-year colleges or technical schools, and four-year colleges- need to succeed in the workplace. Among the most important skills cited by employers:

- Professionalism/work ethic
- Communications
- Teamwork/collaboration
- Critical thinking/problem solving

When asked to assess new workforce entrants, employers report that many of the new entrants lack skills essential to job success. Employers expect young people to arrive in the workplace with a set of basic and applied skills, and the Workforce Readiness Report Card makes clear that the reality is not matching expectations.

Only for the four-year college-educated entrants to the workforce is the Excellence List longer than the Deficiency List on the Report Card.

The Workforce Readiness Report Card for new entrants with a high school diploma does not have a single item in the Excellence List. All 10 skills that a majority of employer respondents rate as “very important” to workforce success are on the Deficiency List.

For two-year college-educated entrants, one “very important” applied skill—information technology application—appears on the Excellence List, while seven skills appear on the Deficiency List.

A combination of basic knowledge and applied skills are perceived to be critical for new entrants' success in the 21st century U.S. workforce, but when basic knowledge and applied skills rankings are combined for each educational level, the top four “most important” are almost always applied.

Professionalism/work ethic, teamwork/collaboration and oral communications are rated as the three “most important” applied skills needed by entrants into today's workforce.

Knowledge of foreign languages will “increase in importance” in the next five years, more than any other basic skill, according to more than 60 percent of the employer respondents.

Making appropriate choices concerning health and wellness is the number one emerging content area for future graduates entering the U.S. workforce as reported by three-quarters of the employer respondents.

Creativity/innovation is projected to “increase in importance” for future workforce entrants, according to more than 70 percent of employer respondents. Currently, however, more than half of employer respondents report new workforce entrants with a high school diploma to be “deficient” in this skill set, and relatively few consider two-year and four-year-college-educated entrants to be “excellent.”

Workforce Readiness Report Card for New Entrants to Workforce

Assessment of new workforce entrant readiness on “very important” skills (basic knowledge and applied skills rated as “very important” by a majority of employer respondents) by employers is scored below. “Very Important” skills are placed on the Deficiency/Excellence Lists if at least 1 in 5 respondents report entrant readiness as “deficient”/“excellent.”

High School Graduates			
Deficiency		Excellence	
Written Communications	80.9%	No skills are on the excellence	
Professionalism/Work Ethic	70.3%	list for new entrants with	
Critical Thinking/Problem Solving	69.6%	a high school diploma.	
Oral Communications	52.7%		
Ethics/Social Responsibility	44.1%		
Reading Comprehension	38.4%		
Teamwork/Collaboration	34.6%		
Diversity	27.9%		
Information Technology Application	21.5%		
English Language	21.0%		
Two-Year College/Technical School Graduates			
Deficiency		Excellence	
Written Communications	47.3%	Information Technology Application	25.1%
Writing in English	46.4%		
Lifelong Learning/Self Direction	27.9%		
Creativity/Innovation	27.6%		
Critical Thinking/Problem Solving	22.8%		
Oral Communications	21.3%		
Ethics/Social Responsibility	21.0%		
Four-Year College Graduates			
Deficiency		Excellence	
Written Communications	27.8%	Information Technology Application	46.3%
Writing in English	26.2%	Diversity	28.3%
Leadership	23.8%	Critical Thinking/Problem Solving	27.6%
		English Language	26.2%
		Lifelong Learning/Self Direction	25.9%
		Reading Comprehension	25.9%
		Oral Communications	24.8%
		Teamwork/Collaboration	24.6%
		Creativity/Innovation	21.5%

“Very Important” Skills Considered for:

High School Graduates Report Card (% very important):

Professionalism/Work Ethic (80.3%); Teamwork/Collaboration (74.7%); Oral Communications (70.3%); Ethics/Social Responsibility (63.4%); Reading Comprehension (62.5%); English Language (61.8%); Critical Thinking/Problem Solving (57.5%); Information Technology (53.0%); Written Communications (52.7%); Diversity (52.1%)

Two-Year College/Technical School Graduates Report Card (% very important):

Professionalism/Work Ethic (83.4%); Teamwork/Collaboration (82.7%); Oral Communications (82.0%); Critical thinking/Problem Solving (72.7%); Reading Comprehension (71.6%); Written Communications (71.5%); English Language (70.6%); Ethics/Social Responsibility (70.6%); Information Technology (68.6%); Writing in English (64.9%); Lifelong Learning/Self Direction (58.3%); Diversity (56.9%); Creativity/Innovation (54.2%)

Four-Year College Graduates Report Card (% very important):

Oral Communications (95.4%); Teamwork/Collaboration (94.4%); Professionalism/Work Ethic (93.8%); Written Communications (93.1%); Critical Thinking/Problem Solving (92.1%); Writing in English (89.7%); English Language (88.0%); Reading Comprehension (87.0%); Ethics/Social Responsibility (85.6%); Leadership (81.8%); Information Technology (81.0%); Creativity/Innovation (81.0%); Lifelong Learning/Self Direction (78.3%); Diversity (71.8%); Mathematics (64.2%)

Percentages calculated from among the number of respondents to each question. Number of respondents varied for each question, ranging from 347 to 357 for high school graduates; 351 to 360 for two-year college/ technical school graduates; 400 to 413 for four-year college/university graduates.

Appendix G

Planning Agendas

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.

Potential Planning Agendas

The College intends to move its implementation of learning outcomes assessment to the proficiency stage within three years and to attain sustainable continuous quality improvement status within six years. To accomplish this goal the college plans to complete assessments of student learning for all courses and programs, including general education within the next three years.

The faculty will continue actively to engage in the intersegmental discipline peer review process being used to develop the Transfer Model Curriculums (TMC). The Council on Curriculum and Instruction (CCI) will also continue to be vigilant in fast tracking those approved TMCs that fit with the established campus instructional programs.

Because the Science, Technology, Engineering and Mathematics (STEM) occupations have such a prominent role in the Orange County economy, the College will also consider developing an Associate of Science degree for those programs.

As noted in the Plan, an increasing number of students from the College transfer to in-state private universities. Given the economic circumstances for all segments of public higher education in the State, the College will focus some efforts on creating additional program-level articulation agreements with the in-state private institutions to which students from the College most commonly transfer.

The College will explore ways to use the adopted TMCs that were also approved by the College to engage the faculty at nearby UC locations (UCLA and UCI) in discussions about program-level articulation agreements.

The College will consider the value added by the GWCPathways software package and whether or not it can be sustained into the future.

The College will explore additional ways to integrate basic skills with the CTE instruction.

The College will develop cross-discipline institutional learning outcomes and consider a curriculum-mapping project for the CTE certificate programs to determine the extent to which communications, critical thinking/problem solving and “soft skills” desired by employers are being taught and assessed.

In light of the importance of distance education, changed federal expectations, and recent Commission action, the College will complete its plans to communicate the intent to submit a substantive change proposal to the Accrediting Commission for Community and Junior Colleges (ACCJC) staff.

The College will develop an overarching strategic plan for distance learning. This plan will guide the College in the choice of which courses to authorize for the distance education modality. The College leadership should also take note of the changed expectations regarding the management of an online instructional program as represented in the Commission’s adoption of the Western Consortium on Educational Technology (WCET) policy and the creation of a separate manual entitled Guide to Evaluating Distance Education and Correspondence Education (October 2010).

The college will consider using the findings and suggestions from these studies [on distance education] and materials from ACCJC to guide its review of local distance education policy and practice.

The College will continue efforts to identify and secure on-going funds and resources to implement such a [early alert] system.

The [summer] bridge model will be expanded [from math alone] to include English and a counseling component.

The college will consider the strategy of compressed learning in connection with basic skills offerings.

The College will identify ways to solidify support and institutionalize its assessment efforts.

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.

Potential Planning Agenda

It may be advantageous for the college to discuss the desirability of preparing proposals to remedy these [low unit, locally approved only] certificates [of specialization] in a manner that would enable students to receive the full-credit for their endeavors with a certificate of achievement.

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.

Potential Planning Agendas

The College will need to be creative in finding ways to sustain or more efficiently provide some of these services, or GWC may need to make some difficult choices regarding the extent of support to selected ones, if policy-makers at the state level do not pre-empt the campus leadership in that regard. The College program review process may provide some assistance in this decision making process.

The College will review its success initiatives in light of some recent research on the dynamics of non-academic supports meant to improve student outcomes across all subgroups of students.

The College will review the critical transition points that students experience in college, which will focus on college policies and practices that promote rapid entry into and completion of instructional programs of study.

To make the most of this [EAP] opportunity, the College will seek local funding to implement an EAP program on campus and thereby gain access to the individual student high school EAP data to support outreach efforts.

C. Library and Learning Support Services

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

Potential Planning Agenda

If funding is available the library staff plans to add additional electronic databases and eBooks. The library staff also intends to increase its outreach to faculty by improving and expanding the library blog, promoting an embedded librarian service and promoting individual research consultations.

3. Resources

A. Human Resources

As we regain our staffing, Golden West College will maximize the benefits of diversity, strengthen staff development activities, and increase the effectiveness of evaluations.

Potential Planning Agenda

The current severity of the budget crisis challenges the District and the individual colleges to seek efficient organizational arrangements and consolidations of services. The District has initiated a systematic process to review attrition and identify and prioritize critical positions to be replaced. The college will collaborate in that process.

B. Facilities and Campus Environment

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

Potential Planning Agenda

While the recommended course of action is to fully implement the proposed Vision 2020 Facilities Master Plan, it must be remembered that the current planning updates, unites and integrates the previous planning efforts with a new perspective.

C. Technology

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

Potential Planning Agendas

Measure C resources have partially funded many technological acquisitions but a new revenue source will be required to provide ongoing support to hire technical personnel, to replace worn equipment, and to provide training to the general staff in the use of the equipment and software.

The College will look for opportunities to collaborate with the two other colleges and the District Office to eliminate duplication of services to the students with the intention of achieving cost savings.

However, the College will continue to implement the virtualization concept not only to provide better service to the students but also to use of existing facilities more efficiently.

D. Fiscal Resources

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

Potential Planning Agenda

The College will consider ways to pursue grant resources from federal, state, and private foundation sources. Several revenue enhancement ideas are detailed below under partnership strategies.

4. Participatory Governance and Leadership

A. Planning Processes & Decision-Making

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

Potential Planning Agenda

As the College moves to an administrative structure of two Vice Presidents, a proposal has been offered to replace the three area planning committees with two planning committees.

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.

Potential Planning Agenda

The College will review the delineation of function documents and consider submitting changes to the document based on the new two Vice Presidents configuration for the College.

5. Community Engagement

A. Community Relations

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

Potential Planning Agenda

The College will continue to develop a series of strategies to engage with the community more and is creating a rubric to evaluate its progress in those efforts.

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.

Potential Planning Agendas

The College has pursued some grants, particularly ones to support career and technical education; however, the College will also pursue appropriate private foundation, state and federal government grant opportunities.

