

Planning and Decision-Making Guide
Adopted by the Planning and Budget Committee:



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SECTION 1: INTRODUCTION

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

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

MISSION

Golden West College provides culturally responsive educational opportunities for our students and community to achieve upward mobility. Our instructional programs, student services, and community partnerships empower students to achieve personal and academic goals and contribute toward an inclusive, informed, and equitable society.

VISION

Elevating students to their highest potential.

VALUES

Values

- **Servingness:** We are committed to a culture that welcomes and affirms all students and employees, creating a sense of belonging where everyone can thrive.
- **Equity:** As an HSI and AANAPISI institution, we are committed to being equity-centered in curriculum, programs, and hiring practices, to advance social mobility and civic engagement.
- **Faculty Excellence:** Our faculty exemplify expertise and excellence through rigorous and transformative teaching, which fosters a supportive and inclusive environment. They are deeply committed to preparing all students to contribute meaningfully to society and excel in their chosen paths.
- **Advancement and Innovation:** We promote individual growth and agency by inviting diverse perspectives and driving meaningful institutional advancements and innovation.
- **Collaboration and Partnerships:** We value collaboration that advances educational opportunities and shared goals by nurturing partnerships with local school districts, the arts, business, industry, non-profits, and other organizations that align with our mission.
- **Environmental Sustainability:** We are dedicated to cultivating a rich and engaging campus by strengthening practices that support and protect our natural resources.
- **Stewardship and Accountability:** We are committed to the responsible management of college fiscal and human resources, engaging in the effective and transparent use of funds, nurturing employee potential, and strategically planning for a sustainable future.

ANTI RACISM

At Golden West College, we are a community of students, classified professionals, administrators, and faculty with varying racial and ethnic identities, abilities, perspectives, and backgrounds. We recognize that structural racism, ethnic discrimination, and other forms of oppression have contributed to persistent disparities in our educational structures. Acknowledging our history, we stand in solidarity as a diverse community. We will first and foremost educate ourselves, hold ourselves accountable to uphold anti-racism, create a supportive space for all within our community to grow, learn, and collaborate towards social justice and equity. To fully realize our vision and implement our mission of inclusive and equitable education, we must dismantle structural racism as it currently exists. Golden West College pledges the following:

- We will not tolerate racism and discrimination in any form.
- We will continue to value intersectionality with other identities, aiming to advance equity for all persons experiencing marginalization.
- We will cultivate inclusivity, belonging, and anti-racism among the campus community.
- We will promote the recruitment, retention, mentorship, and advancement of a diverse campus community.
- We will advance diverse and equitable instruction, curriculum, and pedagogy.
- We will continue to foster a culture in which people of diverse racial and ethnic identities thrive and succeed.
- We will continuously examine and transform our practices, policies, and beliefs to ensure we do not perpetuate oppressive systems.
- We will advance opportunities for community engagement and outreach to promote social equity in our local and global community.

We ask our alumni, supporters, and community to join us in this transformation and hold us accountable. When we fall short, we will admit our mistakes and remedy our errors. We acknowledge that fighting against racism is a life-long commitment and that we must be vigilant as we listen, learn, and take action.

COLLEGE GOALS

The College goals developed for 2021-2025 are summarized as follows:

Enrollment

GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.

Equity and Success

GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.

Completion

GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.

Workforce Preparation

GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.

Facilities

GWC will provide flexible, accessible, and sustainable learning environments that support the success of students, faculty, and staff, and communities.

Professional Development

GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of College Goals.

Communication and Engagement

GWC will effectively communicate and collaborate within the College and its communities. GWC also will engage students, staff, and the community to increase student success and connection to the college.

SECTION 2: THE COLLEGE CULTURE

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

Decision-Making Assumptions:

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

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

Role of Students in Decision-Making

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

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

1. Grading
2. Codes of student conduct
3. Student discipline
4. Curriculum development
5. Courses or programs to be initiated or discontinued
6. Institutional planning and budget development
7. Student preparation and success
8. Student services planning and development

9. Student fees
10. Participation on hiring committees
11. Any other Board Policy, Administrative Procedure, or related matter that the Board determines will have a significant effect on students

The Board also shall give reasonable consideration to the recommendations and positions developed by students regarding Board Policies and Administrative Procedures pertaining to the hiring and evaluation of faculty, administration, and classified staff. Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this Procedure noted above that have a significant effect on students until the Associated Students have been provided the opportunity to participate.

Role of Faculty in Decision-Making

Faculty members—both full- and part-time—play an important role in all matters of decision-making related to governance. They have a primary role in matters pertaining to instruction and curriculum. Moreover, their input is considered especially vital when decisions are being formulated that are directly related to their field of expertise [Faculty/Academic Senate Role in Governance] (CCCD Administrative Policy 2510).

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

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

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

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

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

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

fiscal, or organizational reasons (Title 5, 53203d2).

In matters of decisions regarding working conditions, the faculty unions shall be consulted for their input, and the resulting collective bargaining agreement and memorandums of understanding shall be implemented.

Collective bargaining for community colleges is defined in the Education Employment Relations Act (EERA). The scope of representation is in EERA §3543.2 [[Law Section EERA](#)] and includes matters relating to the following:

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

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

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

Faculty are expected to have a strong voice in decision processes because of their unique perspectives, their experience, and their commitment to the overall success and well-being of the College. The Faculty Union contract language requires participation in two committees or participatory governance groups.

Role of Classified Professionals in Decision-Making

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

- College and District encourage and support classified professionals to engage in decision-making processes.
- Recognition of the need for all College constituencies to participate in the decision-making process.
- Opportunities for classified professionals to participate in the formulation and development of District and College policies and procedures and, in those processes, jointly developing recommendations for action by the governing board that have or will have a significant effect on classified professionals.
- Classified representation and participation on District and College committees. CFCP contract language guarantees Classified participation in committees and participatory governance. Classified professionals can participate in up to 2 committees without managerial approval. (Section 2.10-B-
(https://www.cfce.org/_files/ugd/cd3041_19aaecf3805e42c2aa447ec93c2450e0.pdf)
- Classified committee members selected by classified employees (Classified Senate and CFCP Union).
- Classified professional roles and involvement in the College accreditation process.
- Classified professional roles in program planning, development, and staffing.
- Professional development policies and activities.

In matters of decisions regarding working conditions, the classified union shall be consulted for their input, and the resulting collective bargaining agreement and memorandums of understanding shall be implemented. Collective bargaining for community colleges is defined in the Education Employment Relations Act (EERA). The scope of representation is in EERA §3543.2
[\[§3543.2 Law section \(ca.gov\)\]](#)

and includes matters relating to the following:

- Transfer and reassignment
- Compensation
- Wages
- Hours of employment
- Terms and conditions of employment - health and welfare benefits
- Leave
- Safety conditions
- Procedures for evaluation of employees
- Procedures for processing grievance
- Layoff procedures
- Alternative compensation or benefits for employees adversely affected by pension limitations
- Additional compensation or salary schedule based on criteria other than years of training and experience, including Out of Class or temporary assignments

Role of Administrators in Decision-Making

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

- Consult collegially but expeditiously to serve staff, students, and the community.
- Ensure that the teaching of students and the quality of programs and services improve through participatory governance processes.
- Serve as an advocate for all constituencies.
- Lead, serve on, and actively engage in College committees as appropriate.

- Planning, Fiscal, & Compliance.
- Participate in the planning for the future direction of College programs and services.
- Consider and represent College-wide needs and interests in the decision-making process.
- Accept accountability for developing and overseeing budgets for College programs and services.
- Assist staff to achieve their professional goals and potential.
- Carryout the requirements of District contracts, including labor contracts.
- Coordinate search committees for faculty, staff, and administrative hiring in accordance with shared policies.
- Fulfill individual contractual obligations for the duration of tenure as administrative employees.
- Participate in the hiring process, including making employment recommendations to the College President.
- Oversee and approve absences, including personal and professional leaves.
- Determine and assign duties of faculty and classified staff in accordance with their contracts.
- Respond to staff and student concerns, as well as resolve personnel conflicts.
- Oversee conditions of employee working environments.
- Initiate progressive disciplinary action when necessary.

Role of the College President in Decision-Making

The college president or the institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The CEO plans, oversees, and evaluates an administrative structure's organization and staff to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their established policies and procedures. The CEO guides institutional improvement of the teaching and learning environment by the following:

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

SECTION 3: PLANNING & GOVERNANCE

Committee Structure

Core Committee Structure

The diagram below represents the College's core committee structure, which is not the same as the College's administrative structure. As indicated, the Planning Council and Budget Council are the primary recommending body to the President's Cabinet on matters of college-wide planning and budget. President's Cabinet then makes recommendations to the College President. Committees such as the College Technology; Diversity, Equity, Inclusion and Accessibility; Safety; Sustainability and Facilities; and Institutional Effectiveness advise and support the Planning and Budget Councils and are expected to regularly make recommendations to the Planning and Budget Councils. On an annual basis, these committees complete a self-evaluation to determine the effectiveness of the committee for continuous improvement. (See Appendix for related committee evaluation form).

Committees – General Rules

Establishment of Committees

- The formation of a constituent-based committee shall be initiated by submitting a proposal to the President's Cabinet and the Academic Senate for review and approval.
- A proposed committee shall have a clearly defined scope of responsibilities and purpose as defined in its mission statement and annual goals.
- A committee's mission statement and annual goals shall align with either the college's mission or the strategic plan.

Amendments to Committee Structure or Responsibilities

- The discontinuation or amendment of committee charges may be necessary. The following process should be followed in this situation:
 - Committee makes request regarding changes or amendments to the Planning Council
 - Planning council takes at least two meetings to discuss proposed changes.
 - Planning council takes a vote on a recommendation to be sent to President's Cabinet.
 - President's cabinet reviews the recommendation and takes at least two meetings to discuss proposed changes.
 - President's cabinet makes a recommendation to the College President.
 - College President makes decision as to the outcome of the amendments or changes.

Responsibilities

- Each committee shall organize and direct its meetings toward the effective accomplishment of its goals.
- Each committee shall establish policies and processes necessary to accomplish its goals.
- Each committee shall post its mission, goals, membership, agendas, and minutes in a forum accessible to all GWC faculty, staff, students, and community members (in compliance with the Brown Act as needed).
- Each committee shall consider procedural rules (i.e., Roberts Rule of Order) and its compliance with the Board of Education code.
- Each committee may be asked to present their Executive Summary report to the President's Cabinet and/or the Academic Senate as needed.

Membership and Leadership

- A constituency-based committee membership shall at a minimum consist of qualified members from each constituent group.
- Each committee shall maintain their membership roster and submit to the appropriate constituency group for membership vacancies.
 - The Academic Senate shall be responsible for the nomination and voting procedure for faculty committee members.
 - The Classified Senate shall be responsible for the formation and voting procedure for staff committee members.
 - Coast District Management Association (CDMA) shall be responsible for the formation and voting procedure for management committee members.
 - There may also be position-related memberships for each committee (i.e., Director/Dean of Equity shall be a member of the DEIA committee.)
- Each committee may create sub-committees, Work Groups, Task Force(s), etc., as necessary for performance of its roles and responsibilities.
 - The Committee may independently send callouts to faculty, staff, and students to form its subcommittees, work groups, task forces, etc. as necessary.
 - The Committee Chair shall inform the Academic Senate and the Classified Senate of the subcommittee, work group, task force, etc. and report its faculty/staff membership for Senate consent agenda.

Types of Committees:

Standing Committees and Advisory Committees

- Standing or advisory committees shall adhere to the scope, purpose, responsibilities, membership, and leadership rules as established above.
A standing or advisory committee's existence shall remain uninterrupted unless the President's Cabinet and the Academic Senate amends or terminates a standing or advisory committee.
- Authority
 - Each standing or advisory committee shall have the authority to establish work groups.
 - Each standing or advisory committee shall be granted the authority to make recommendations to the President's Cabinet and the Academic Senate.
 - An advisory committee's recommendations shall have no legal standing.
 - A standing committee's recommendations shall have no legal standing unless given authority at a formal meeting of the President's Cabinet and the Academic Senate.

Work Groups – General Rules

- Work groups are established by a standing or advisory committee, or may be created by the President's Cabinet or Academic Senate in which case approval is required by both.
- A work group may be terminated by the body through which it was established by a simple majority vote.
- Scope and Purpose
 - Each work group shall have a clearly defined scope as stated in its mission statement and goal(s).
 - Each work group's mission statement and goal(s) shall align with either the college's mission and/or 10+1.
 - To improve effectiveness, efficiency, as well as student, employee, and community engagement, each work group may review policies, procedures, processes, practices, timelines, and functions.
 - Work groups are not given the authority to make binding decisions.
- Responsibilities

- Each work group shall organize and direct its meetings toward the effective accomplishment of its goal(s).
- The President's Cabinet and/or the Academic Senate body may request at any time a report from the work group.
- Each work group shall report its recommendations, additions, deletions, changes, and any other suggestions to its parent committee/body.
- Membership and Leadership
 - The membership and leadership of each work group shall be clearly defined upon its formation—within its scope, mission, and goals. The members need not be from the parent committee.
 - The Academic Senate and the Classified Senate shall be informed of any membership changes.
 - It is encouraged that leadership be shared among the work group members.

Types of Work Groups: Council, Board or Cabinet

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

Task Force

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

Ad Hoc

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

Specific committee structures are presented in the Appendix.

Participatory Governance Structure

Golden West College Participatory Governance Structure



REV 10.2025

SECTION 4: OVERVIEW OF PLANNING AND COLLEGE DECISION-MAKING

Strategic Plan

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

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

To support the completion of the Strategic Plan, specific supplemental plans have been developed in focused areas. The administration, in direct consultation with the appropriate support committee, is ultimately responsible for the development of supplemental plans. Supplemental plans include, but are not limited to:

- Technology Plan (District)
- 2045 Facilities Master Plan (District)
- Campus Climate Taskforce Recommendations
- Internal Student Equity Plan
- Student Equity and Achievement Plan

Planning and Program Review

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

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

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

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

PROGRAM REVIEW

Overview of the Integrated Planning and Program Review Cycle

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

Each unit will perform a full program review every third year. On an annual basis, each unit provides an Annual Plan to update the department/discipline's progress toward meeting program review goals, and to request resources if appropriate. These resources are then rated by their respective planning groups based on developed rubrics.

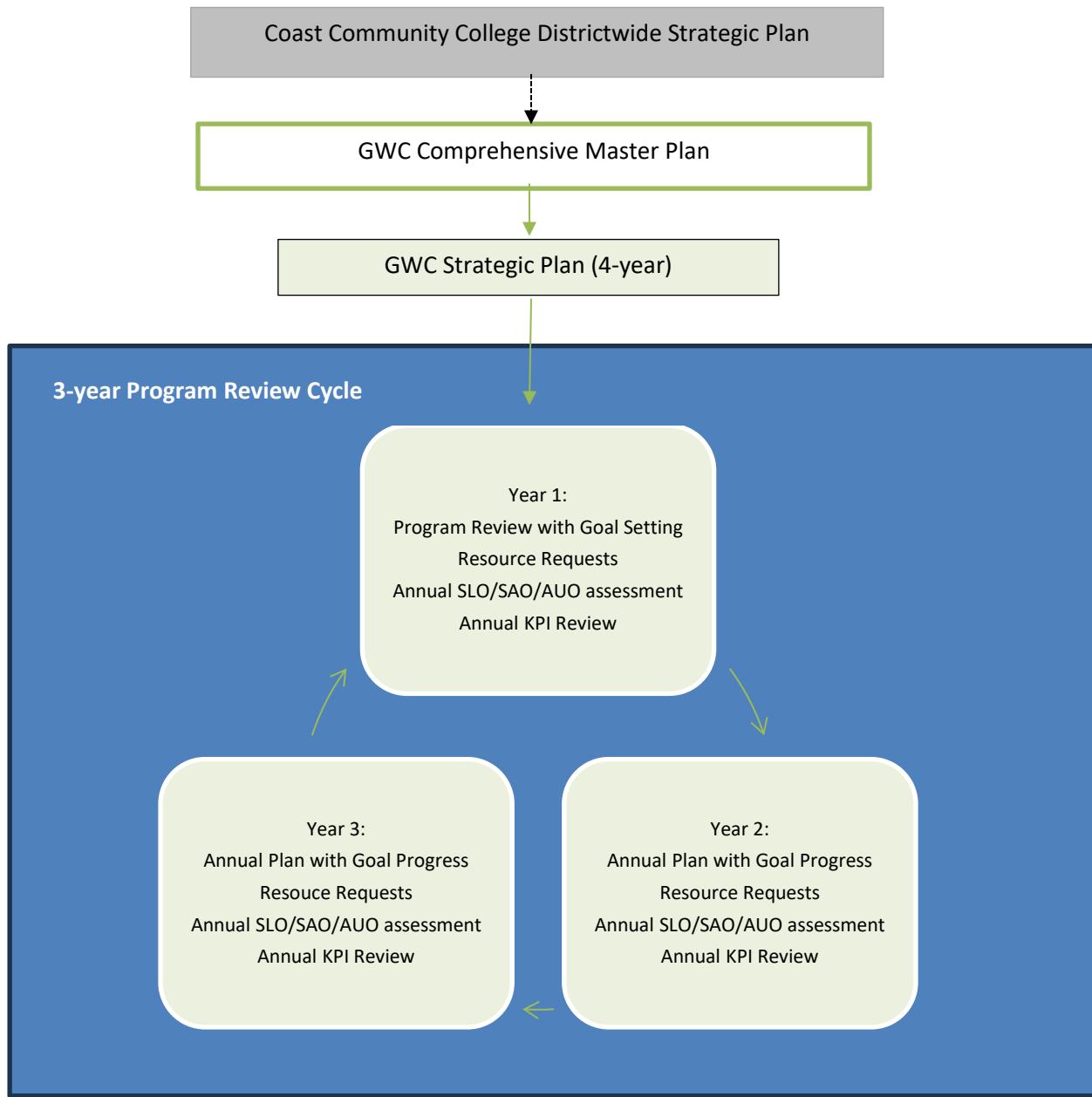
Resource requests include:

- Faculty positions
- Classified positions
- Non-personnel resource requests (Facilities, Equipment, Technology, Other Funding)

Each unit implements any necessary improvements that it has identified, assesses its progress, and the cycle continues. See the *Program Review* section in the appendix for detailed information on the documents prepared for Program Review including: Student Learning Outcomes Assessment (5 Step Model) and Program Vitality Review.

Each year the Program Review or Annual Plan submission and rating timeline will be established and published by ORPIE.

The planning and program review process is a three-year cycle, as shown in the diagram below:



PROGRAM REVIEW CYCLE TIMELINE

Even though Golden West College's Program Review is a three-year cycle, faculty and staff submit Annual Plan (mid-cycle) requests for resource needs occurring on non-program review years. Departments submit completed request forms, and the same groups use the same criteria to rate the requests. These additional requests are integrated into the current unfunded program review lists by their average rating value. Requests are prioritized and then recommended for funding on an annual basis.

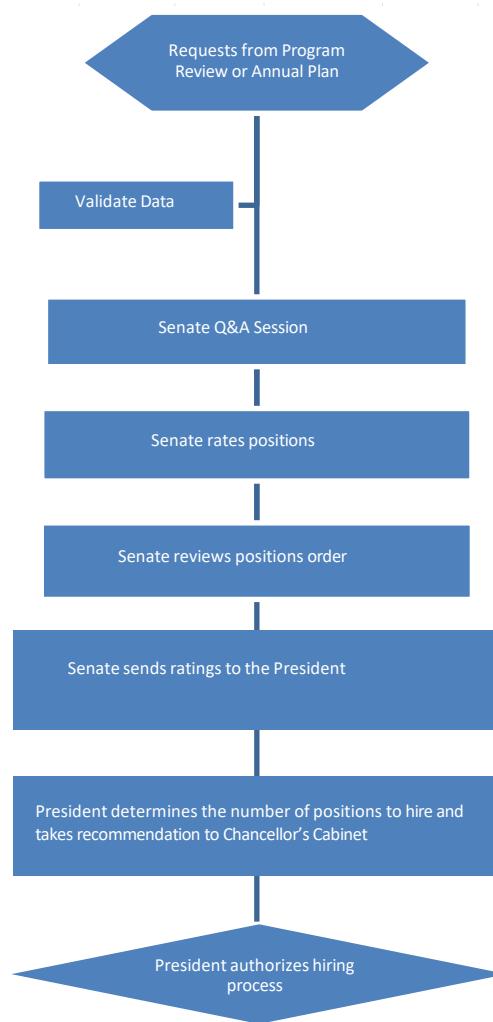
The three-year Program Review cycle is shown below along with cycles for accreditation, updating the College Mission and Goals, prioritizing requests, and allocating funds.

Planning Cycles through 2029

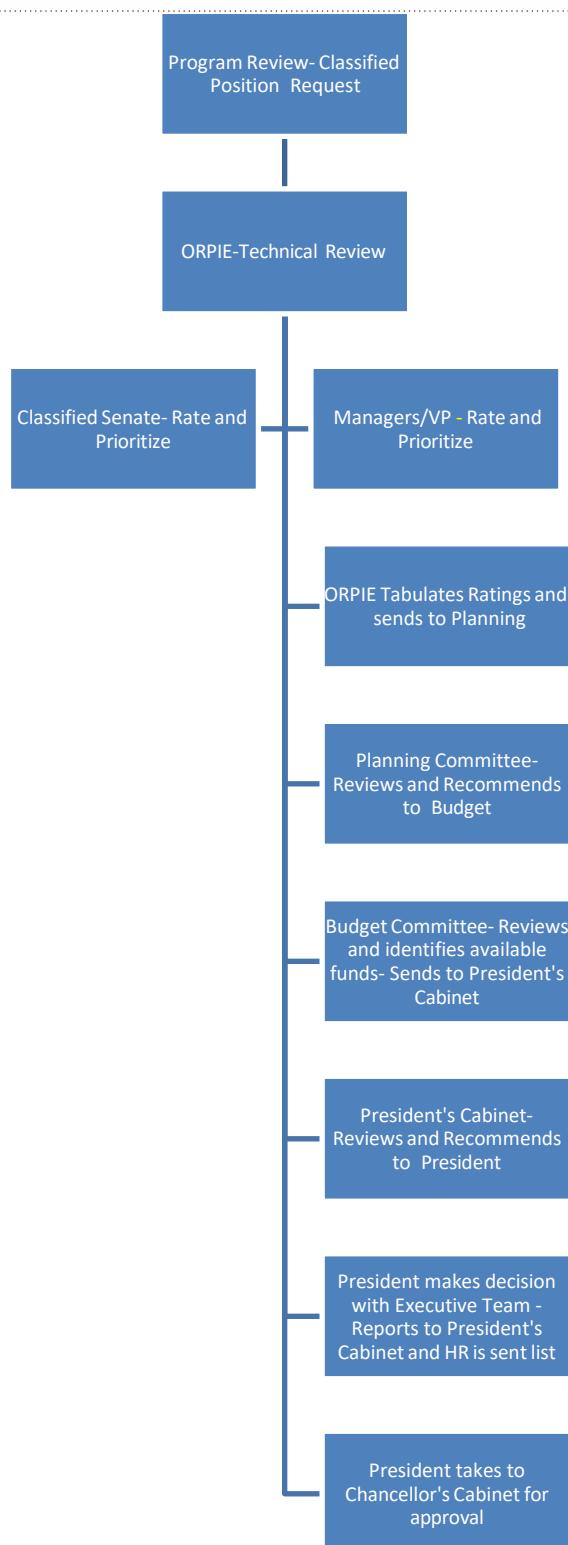
	2024-25		2025-26		2026-27		2027-28		2028-29	
	Fall	Spring								
Accreditation Self-Evaluation										
Accreditation Team Visit										
Update College Mission and Goals										
Program Review Report										
Annual Plan										
Prioritize Requests										
Hire/Spend Funds										

PROGRAM REVIEW RESOURCE REQUEST PRIORITIZATION PROCESSES

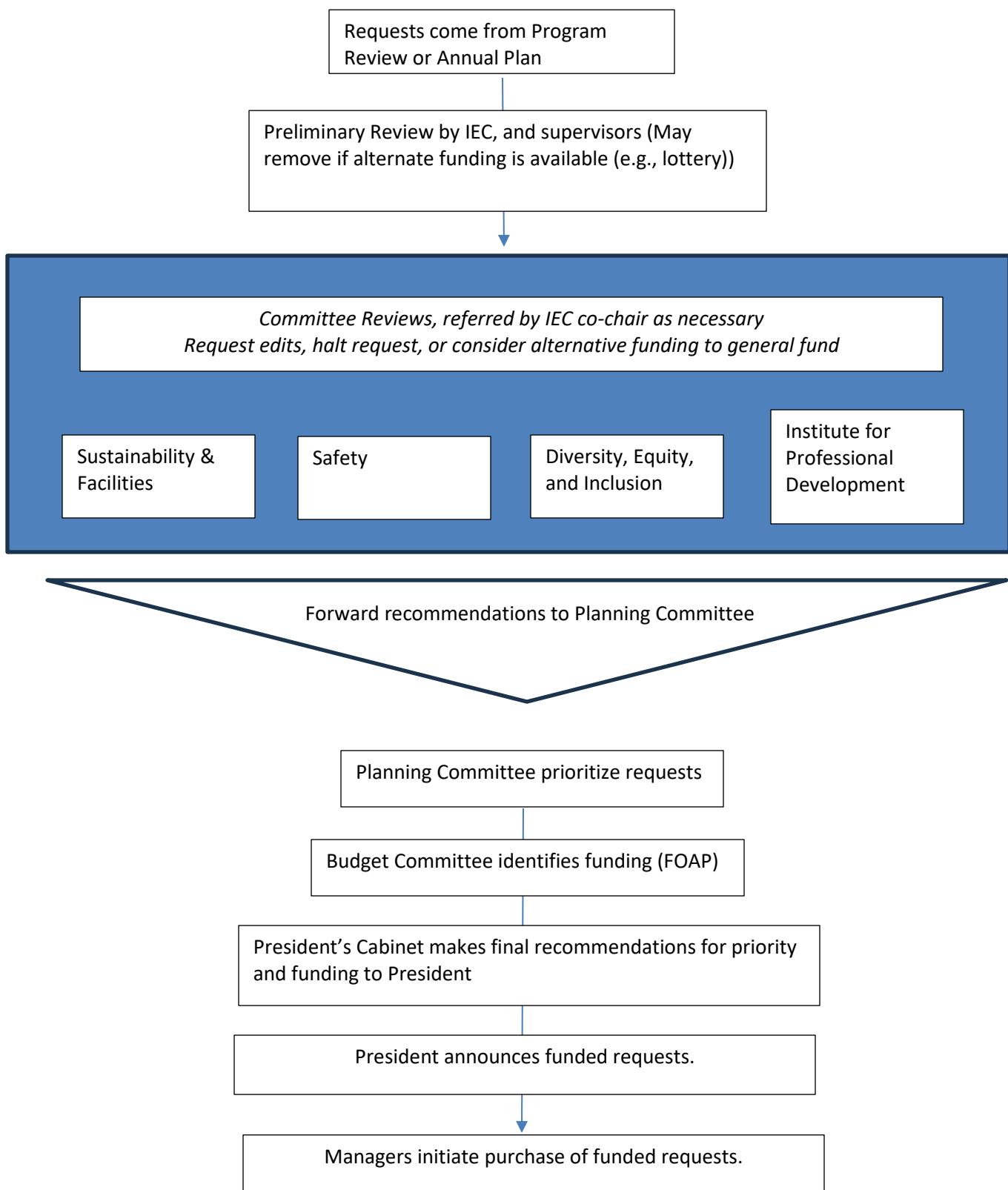
FULL-TIME FACULTY HIRING PRIORITIZATION Academic Senate Faculty Request Prioritization Model Requests from Program Review or Annual Plan for Replacement or New Position



CLASSIFIED STAFF HIRING



ONE-TIME FUNDS FOR EQUIPMENT, SUPPLIES, AND OTHER
GWC Resource Requests from Program Review or Annual Plan



Program Vitality Review Process

Approved by Academic Senate on 8/11/06; Revisions approved by Academic Senate 11/14/17

Purpose:

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

Evaluation Indicators may include but are not limited to:

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

The PVR Process has the following possible states

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

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

1. The Program shall continue with specific goals and objectives aimed at addressing concerns determined during the program review and the extended review process. The Program Vitality

Review Committee will reconvene after the next program review cycle or progress report to evaluate the program's progress on its action plan.

2. The Program shall be discontinued with a specific plan to address faculty reassignment and student continuance of education in the program major at another institution.
3. The Program shall be suspended for a specified length of time to be decided by the Vice President of Instruction after reviewing recommendations by the committee in their action plan.

Throughout the process of Program Vitality Review, the following must be considered: CFE Agreement, Article IX, Section 4, Program Review.

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

PROCESS

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

The committee shall be composed of the following:

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

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

- ensuring the committee is consulting the campus researcher and other resources to validate information being used in determining recommendations.
- responsibility for maintaining objectivity and integrity in the process.

- ensuring minutes are recorded for each meeting.
- regularly updating the Vice President of Instruction on the progress of the committee.

4. The Program Vitality Review Committee will:
 - Validate data that triggered the evaluation.
 - Identify and validate other variables that affect the status and future of the program.
 - Consult with program faculty, the Division Dean, and other appropriate individuals to gather information to evaluate and plan for the future.
 - Conduct visits or surveys to other institutions with similar programs.
 - Attend an Advisory Committee meeting to obtain input.
 - Undertake visit(s) to program facilities.
 - Initiate a needs assessment survey (i.e., student demand, labor market information, programs at neighboring colleges) with assistance from the Office of Institutional Research.
 - Develop a plan of action.
 - Submit their completed report to the Vice President of Instruction with copies to the Academic Senate President and the Union.
5. The Vice President of Instruction will review the report, consult with the Academic Issues Council, and either concur with the report or make amendments.
6. The Vice President of Instruction will consider the input of the Academic Issues Council and make formal recommendations to the President.
7. After receiving the report from the Vice President of Instruction, the President will review the recommendations from the committee and from the Vice President of Instruction, discuss the recommendations with the Academic Issues Council, and then accept or amend the action plan, which may include program stabilization, restructuring, suspension, or elimination.
8. If a program is recommended for stabilization or restructuring, the Division Dean and the Department Chair for the program will be responsible for reporting to the Vice President of Instruction at designated intervals (as identified in the final action plan) on the implementation of the action plan until the specified goal has been achieved.
9. All new course, certificate, and other curriculum requests from a program under review will be suspended until the President takes action on the recommendations from the committee and the Vice President of Instruction, unless it impedes the continuation of existing course offerings.
10. Should continuing oversight be a part of the action plan presented by the committee, the continuing role of the Program Vitality Review Committee shall be described in detail in the action plan.

PVR TIMELINE

(approved by Academic Senate November 14, 2017)

By November 15

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

By November 30

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

December

Determine committee membership and convene committee.

February/March/April

Committee engages in activities as outlined above.

April/May

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

By September 15

Final decision made by President. Final decision for programs that will be eliminated should be made before catalog revision date so reference for the program can be updated in the following year's catalog. Throughout the fall term the plan of action will begin to be initiated. In some cases, the PVR process for a program may be delayed by a semester. Under these circumstances, the timeline will be adjusted as follows:

By March 15

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

By March 30

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

April

Determine committee membership and convene committee.

September/October/November

Committee engages in activities as outlined above.

November/December

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

By February 15

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

SECTION 5: APPENDIX:

PRESIDENT'S CABINET

MEETING SCHEDULE: Second and fourth Wednesday, 1:30 – 3:00 pm, LASS 115

PURPOSE: President's Cabinet is the primary participatory governance body for the college directly advising the College President on policy and governance, and a forum to review and recommend the direction and focus for the college consistent with the College's Mission, Vision, and Values. It is the consultative body for the President on issues of college leadership and matters of college-wide importance, including those which are subject to consultation with the Academic Senate as academic and professional matters and with the bargaining units as contractual matters.

RESPONSIBILITIES:

Periodically review and revise the College's Mission, Vision, and Core Values.

Revise and recommend goals for the College.

Ensure the various planning processes are coordinated and consistent with the established direction and focus of the College.

Periodically evaluate the College governance procedure and structure.

Participate in the development of recommended College priorities.

Evaluate the work of the governance committees of the College using an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, and implementation (ACCJC Standard 4) including the ongoing evaluation of process for planning, budgeting, and accreditation.

Incorporate equity-minded decision making to create, promote, and maintain activities, programs, and instruction that welcome, celebrate, and promote respect for all. This includes creating equity among disproportionately impacted students across age, ethnicity, race, national origins, gender, gender expression, sexual orientation, mental/physical abilities, family status, religion, and socioeconomic status.

RECOMMENDING TO: College President

CHAIR: College President

RECODER: Executive Assistant to the College President

MEMBERSHIP: 13 members

REPRESENTATION	APPOINTMENT	TERM YEARS
College President	Position Based	Continuous
Vice President, Instruction	Position Based	Continuous
Vice President, Student Services	Position Based	Continuous
Vice President, Administrative Services	Position Based	Continuous
President, Academic Senate	Constituency Election	2-years
Vice President 1, Academic Senate	Constituency Election	2-years
Vice President 2, Academic Senate	Constituency Election	2-years
President, Classified Senate	Constituency Election	2-year
President-Elect, Classified Senate	Constituency Election	1-year
President, Associated Students of GWC	Constituency Election	1-year
Vice President, Associated Students of GWC	Constituency Election	1-year
Manager Representative	Coast District Manager Association	2-years
Classified Representative	Coast Federation of Classified	2-years

	Professionals	
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*** Other Advisors** (as needed, when needed): CCI Representative, IPD Representative, DEAC Representative, CFE Representative, CFCP Representative, Director Human Resources, Associate Dean of Equity, and Director Business Services

PLANNING COUNCIL

MEETING SCHEDULE: First and third Wednesday, 1:30 – 3:30 pm, LASS 115

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

RESPONSIBILITIES:

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

RECOMMENDING TO: President's Cabinet

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

RECORDER: Assistant to the VP of Instruction

MEMBERSHIP: 19 members; 2-year terms (staggered terms within each constituent group)

REPRESENTATION	APPOINTMENT	TERM YEARS
Vice President, Instruction	Position Based	Continuous
Vice President, Student Services	Position Based	Continuous
Dean, Office of Research, Planning, and Institutional Effectiveness or Designee	Position Based	Continuous
Associate Dean, Equity and Special Programs or Designee	Position Based	Continuous
Coordinator & Counselor, Transfer Center	Position Based	Continuous
Faculty Coordinator, Center for Innovation and Learning	Position Based	Continuous
Dean, Enrollment Services	Position Based	Continuous
Dean, Counseling	Position Based	Continuous

President, Academic Senate or Designee	Academic Senate	2-years
Faculty Representative, Council of Chairs & Deans	Academic Senate	2-years
Faculty Representative, At-Large	Academic Senate	2-years
President, Classified Senate or Designee	Classified Senate	1-year
Management Representative, At-Large	Coast District Manager Association	2-years
Dean Representative or At-Large	Coast District Manager Association	2-years
Faculty Representative	Coast Federation of Educators	2-years
Classified Representative	Coast Federation of Classified Professionals	2-years
Classified Representative	Coast Federation of Classified Professionals	2-years
Student Representative	Associated Students of GWC	1-year
Student Representative	Associated Students of GWC	1-year

BUDGET COUNCIL

MEETING SCHEDULE: Second and fourth Wednesday, 2:30 – 4:00 pm, LASS 115

PURPOSE: Primary recommending body to the President's Cabinet and the College President on matters of college-wide budget and resource allocations. Primary resource for budgetary and financial recommendations that originate from other college committees. All budget or resource allocation matters will first come to this council then be processed as appropriate through this council or referred for additional review to the appropriate college committee.

RESPONSIBILITIES:

- Primary budget and finance committee
- Review of all requests for funding (no matter the source) including requests for proposals (RFPs), lottery, Career and Technical Education (CTE), program review resource requests, technology software and equipment.
- Refer to appropriate committees for more information regarding requests when needed and make recommendations to the President's Council on expenditure.
- Develop and implement resource allocation guidelines and recommendations that enable achievement of college-wide long-term and short-term budgetary goals.
- Review and recommendation of proposed college budgets.
- Review of District adopted budgets (college general fund).
- Review and approval of all contracts that obligate the college and provide essential services.
- Incorporate equity-minded decision-making to create, promote, and maintain activities, programs, and instruction that welcome, celebrate, and promote respect for all. This includes creating equity among disproportionately impacted students across age, ethnicity, race, national origins, gender, gender expression, sexual orientation, mental/physical abilities, family status, religion, and socioeconomic status.
- Hold regularly scheduled joint meetings with the Budget Council (frequency to be determined by Councils)

RECOMMENDING TO: President's Cabinet

Co-CHAIR: VP of Administrative Services and one committee member

RECORDER: Administrative assistant to the VP of Administrative Services

MEMBERSHIP: 16 members; 2-year terms (staggered terms within each constituent group)

REPRESENTATION	APPOINTMENT	TERM YEARS
Vice President, Administrative Services	Position Based	Continuous
Director, Business Services or Designee	Position Based	Continuous
President, Academic Senate or Designee	Academic Senate	2-years
Faculty Representative, Council of Chairs and Deans	Academic Senate	2-years
Faculty Representative At-Large	Academic Senate	2-years
President, Classified Senate or Designee	Classified Senate	1-year
Classified Representative	Coast Federation of Classified Professionals	2-year
Classified Representative	Classified Senate	2-year
Dean Representative or At-Large	Coast District Manager Association	2-year
Dean Representative or At-Large	Coast District Manager	2-year

	Association	
Associate Dean, Equity and Special Programs or Designee	Position Based	2-years
?	?	?
Faculty Representative	Coast Federation of Educators	2-years
Classified Representative	Coast Federation of Classified Professionals	2-years
Vice President of Finance, Associated Student of GWC	Associate Students of GWC	1-year
Student Representative, Associated Student of GWC	Associated Students of GWC	1-years

INSTITUTIONAL EFFECTIVENESS COMMITTEE

MEETING SCHEDULE: First and third Thursday, 2:00 – 3:00 pm, Zoom

PURPOSE: The Institutional Effectiveness Committee provides a framework for the documentation of assessment and the integration of results in decision-making across the campus.

RESPONSIBILITIES:

- Coordinates Program Review related activities including feedback of program reviews and mid-cycle requests
- Review and provide feedback to departments and programs in developing course, program, and institutional student learning outcome (cSLO, pSLO, and iSLO) assessments and updates
- Analyzes systematic campus wide participation in assessment activities including equity gaps and disproportionately impacted (DI) data
- Coordinates and monitors compliance with the accreditation process and reports
- Analyzes and prepares the Key Performance Indicators (KPI) of Institutional Performance and reports to the Planning Council, Budget Council, and the Academic Senate.
- Incorporate equity-minded decision-making to create, promote, and maintain activities, programs, and instruction that welcome, celebrate, and promote respect for all. This includes creating equity among disproportionately impacted students across age, ethnicity, race, national origins, gender, gender expression, sexual orientation, mental/physical abilities, family status, religion, and socioeconomic status.

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

CO-CHAIRS: Dean of Office of Research, Planning, and Institutional Effectiveness and a Faculty committee member

RECORDER: Administrative Assistant to the Office of Research, Planning, and Institutional Effectiveness

MEMBERSHIP: 15 members; 2-year staggered terms (staggered terms within each constituent group)

REPRESENTATION	APPOINTMENT	TERM YEARS
Dean, Office of Research, Planning, and Institutional Effectiveness	Position Based	Continuous
Faculty Representative At-Large	Academic Senate	2-years
Accreditation Liaison Officer	Position Based	Continuous
Faculty Representative At-Large	Academic Senate	2-years
Faculty Representative At-Large	Academic Senate	2-years
Classified Representative	Classified Senate	2-years
Classified Representative At-Large	Coast Federation of Classified Professionals	2-years
Classified Representative At-Large	Classified Senate	2-years
Dean Representative or At-Large	Coast District Manager Association	2-years
Dean Representative or At-Large	Coast District Manager Association	2-years
Senior Research Analyst, Office of Research, Planning,	Position Based	Continuous

and Institutional Effectiveness		
Faculty Representative	Coast Federation of Educators	2-years
Classified Representative	Coast Federation of Classified Professionals	2-years
Student Representative	Associated Students of GWC	1-year
Student Representative	Associated Students of GWC	1-year

*faculty/staff may be from the same division area

SUSTAINABILITY AND FACILITIES COMMITTEE

MEETING SCHEDULE: Second Friday of the month, 1:00 – 3:00 pm, LRC 250

PURPOSE: Primary consulting body on matters of college-wide construction, maintenance, facility improvements, landscaping projects, signage, and accessibility matters.

RESPONSIBILITIES:

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

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

CO-CHAIRS: Director of Maintenance and Operations and one committee member

RECORDER: Administrative Assistant to Office of Maintenance and Operations

MEMBERSHIP: 12 members; 2-year staggered terms (staggered terms within each constituent group)

REPRESENTATION	APPOINTMENT	TERM YEARS
Director, Maintenance and Operations	Position Based	Continuous
Faculty Representative At-Large (Quadrant 1)	Academic Senate	2-years
Faculty Representative At-Large (Quadrant 2)	Academic Senate	2-years
Faculty Representative At-Large (Quadrant 3)	Academic Senate	2-years
Faculty Representative At-Large (Quadrant 4)	Academic Senate	2-years
Classified Representative At-Large (Quadrant 1)	Classified Senate/CFCP	2-years
Classified Representative At-Large (Quadrant 2)	Classified Senate/CFCP	2-years
Classified Representative At-Large (Quadrant 3)	Classified Senate/CFCP	2-years
Classified Representative At-Large (Quadrant 4)	Classified Senate/CFCP	2-years
Manager, Maintenance & Operations	Position Based	Continuous
Director, Disabled Student Services or Designee	Position Based	Continuous
Dean Representative	Coast District Manager Association	2-years
Faculty Representative	Coast Federation of Educators	2-years
Classified Representatives	Coast Federation of Classified Professionals	2-years
Student Representative	Associated Students of	1-year

	GWC	
Student Representative	Associated Students of GWC	1-year

SAFETY COMMITTEE

MEETING SCHEDULE: First Thursday of the month, 3:00 – 5:00 pm, LRC 250

PURPOSE: The Golden West College Safety Committee is the recommending body to the College President via the President's Cabinet on policy and procedures related to safety.

RESPONSIBILITIES:

- Review and provide recommendations for the college's emergency response and safety plans, including scheduled revisions
- Coordinate annual reviews of the college's communication technology and lighting
- Review the college's annual Security Report
- Review and revise campus maps as they relate to safety and emergency response
- Review safety related Program Review requests
- Review and recommend revisions to safety protocols
- Review, recommend, and assess drills, trainings, professional development, and exercises including schedule
- Gather college safety needs, recommend priorities, and track the progress of requests

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

CO-CHAIRS: Director of Campus Security and one Committee Member

RECORDER:

MEMBERSHIP: 13 members; 2-year staggered terms (staggered terms within each constituent group)

REPRESENTATION	APPOINTMENT	TERM YEARS
Manager Representative	College President	2-years
Manager Representative	Coast District Management Association	2-years
Classified Representative	Classified Senate	2-years
Classified Representative	Coast Federation of Classified Professionals	2-years
Faculty Representative	Academic Senate	2-years
Faculty Representative	Coast Federation of Educators	2-years
Student Representative	Associated Students of GWC	1-year
Student Representative	Associated Students of GWC	1-year
Director, Campus Security	Position Based, Ex-Officio	Continuous
Director, Maintenance and Operations	Position Based, Ex-Officio	Continuous
Director, Academic and User Support	Position Based, Ex-Officio	Continuous
Director, Marketing and Public Relations	Position Based, Ex-Officio	Continuous
Vice President, Administrative Services	Position Based, Ex-Officio	Continuous

College Technology Committee

MEETING SCHEDULE: TBD

PURPOSE: Keep abreast of the latest advances in educational technology, to disseminate this information to the campus community, and to provide a place where information can be exchanged. To provide consultation services to the campus community regarding educational technology matters. To carry out special projects involving the development of educational technology upon request by an appropriate campus body.

RESPONSIBILITIES :

- Review requests related to technology for approval including confirming or identifying those that could reflect Health and Safety issues.
- Receive updates and provide feedback and input on all technology needs across campus.
- Provide updates to relevant committees on technology policies, including but not limited to District policies and changes.
- Serve as an essential information point for all needs and uses of technology across campus to maximize efficiency.
- Regular communication with relevant groups across campus, such as Online Instruction and DSPS, to ensure the needs of our students and faculty are being met.
- Budgetary review of projects related to technology must be vetted by the CTC to advise the budgetary council.
- Track requests and usage of various technology and software and accessible to the campus.
- Responsible for updating the college's Technology Master or Strategic Plan.
- Incorporate equity-minded decision-making to create, promote, and maintain activities, programs, and instruction that welcome, celebrate, and promote respect for all. This includes creating equity among disproportionately impacted students across age, ethnicity, race, national origins, gender, gender expression, sexual orientation, mental/physical abilities, family status, religion, and socioeconomic status.

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

CO-CHAIRS: Director, Academic & User Support and one Committee Member

RECORDER: A Committee Member

MEMBERSHIP: 15 members; 2-year terms (staggered terms within each constituent group)

REPRESENTATION	APPOINTMENT	TERM YEARS
Director, Academic & User Support	Position Based	Continuous
Faculty Representative, DEAC	Academic Senate	2-years
Faculty Representative, Library	Academic Senate	2-years
Faculty Representative, Counseling	Academic Senate	2-years
Faculty Representative, CTE	Academic Senate	2-years
Faculty Representative, At-Large from any academic area	Academic Senate	2-years
Classified Representative, User Support Services	Classified Senate/CFCP	2-years
Classified Representative, Online Instruction	Classified Senate/CFCP	2-years
Classified Representative, Marketing and	Classified Senate/CFCP	2-years

Promotions		
Classified Representative, Special Populations (Outreach, DSPS, EOPS, Veterans, Student Life)	Classified Senate/CFCP	2-years
Manager Representative	Coast District Management Association	2-years
Faculty Representative	Coast Federation of Educators	2-years
Classified Representative	Coast Federation of Classified Professionals	2-years
Student Representative	Associated Students of GWC	1-year
Student Representative	Associated Students of GWC	1-year

Diversity, Equity, Inclusion, Accessibility Committee

MEETING SCHEDULE: TBD

PURPOSE: Primary resource for diversity, equity, inclusion, and accessibility planning that originates from other college committees. This committee serves as the primary body responsible for reviewing and discussing outcomes of DEIA plans and/or initiatives as well as integrating results into future DEIA planning. DEIA Committee discusses equity gaps and challenges to identify equity-minded practices and interventions that remove barriers in the student journey. These discussions can include, but are not limited to, the following topics and programs:

- AB705
- Guided Pathways
- Puente
- Umoja
- APSIRE
- Basic Needs
- DSPS
- Veterans
- EOPS Student Populations
- Financial Aid

RESPONSIBILITIES

- Primary recommending body on DEIA issues for the campus.
- Incorporate equity-minded decision-making to create, promote, and maintain activities, programs, and instruction that welcome, celebrate, and promote respect for all. This includes creating equity among disproportionately impacted students across age, ethnicity, race, national origins, gender, gender expression, sexual orientation, mental/physical abilities, family status, religion, and socioeconomic status.

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

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

RECORDER: A Committee Member

MEMBERSHIP: 18 members; 2-year terms (staggered terms within each constituent group)

REPRESENTATION	APPOINTMENT	TERM YEARS
Associate Dean, Equity & Special Programs	Position Based	Continuous
Dean, Counseling	Position Based	Continuous
Coordinator, Teaching & Learning Center	Position Based	Continuous
Representative, Office of Research, Planning, & Inst. Eff.	Position Based	Continuous
Director, Financial Aid	Position Based	Continuous
Faculty Representative, Math/Science	Academic Senate	2-years
Faculty Representative, English/ESL	Academic Senate	2-years
Faculty Representative, Counseling	Academic Senate	2-years
Faculty Representative, Social Sciences	Academic Senate	2-years
Faculty Representative, At-Large (preferably not from Math/English/Counseling/Social Sciences)	Academic Senate	2-years

Dean Representative, Academic Area	Coast District Management Association	2-years
Classified Representative, Admissions & Records	Classified Senate	2-years
Classified Representative, Special Populations (DSPS preferred)	CFCP	2-years
Classified Representative, Online Instruction	Classified Senate	2-years
Faculty Representative	CFE	2-years
Classified Representative	CFCP	2-years
Student Representative	Associated Students Of GWC	1-years
Student Representative	Associate Students Of GWC	1-years

CCD (Council of Chairs and Deans)

PURPOSE:

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

RESPONSIBILITIES:

1. Enrollment Management: In collaboration with Planning Council, increase student enrollment, success rates, and scheduling efficiencies by examining course offerings; establish and ensure the enforcement of policies, guidelines, and timelines for adding and cancelling classes, meeting FTES targets and the building of FTES; review course scheduling processes and establish and ensure the enforcement of policies and guidelines to support the needs of each department.
2. Establishing and ensuring the enforcement of policies, guidelines, and timelines for adding and cancelling classes, meeting FTES targets and the building of FTES.
3. Reviewing course scheduling processes and establishing and ensuring the enforcement of policies and guidelines to support the needs of each department.
4. Professional Development: Assure continuous and vital training for department chairs and deans.
5. Communication: Improve and maintain clear and continuous professional communication within CCD, between CCD and other GWC governance bodies, between CCD and GWC administration, and between CCD and faculty within their departments.
6. Resource Planning: Maintain focus and input on resource allocations related to course and classroom resources, State Funded Equipment, Lottery, Guided Pathways, and Program Review implementation.
7. Operational/Resource Planning: Act as a working group to resolve instructional challenges and identify innovations, maintain focus and provide input on resource allocations related to course and classroom resources, State Funded Equipment, Lottery, and Program Review implementation.
8. Coordinate Program Review related activities including feedback of program reviews and mid-cycle requests.
9. Update SAO for student services.
10. Incorporate equity-minded decision making to create, promote, and maintain activities, programs, and instruction that welcome, celebrate, and promote respect for all. This includes creating equity among disproportionately impacted students across age, ethnicity, race, national origins, gender, gender expression, sexual orientation, mental/physical abilities, family status, religion, and socioeconomic status.
11. Agendas and Action items will be posted as part of the shared governance process.
12. It is understood that the authority of the Academic Senate, the Associated Students of Golden West College and the agreements of our established collective bargaining agents are not diminished by the provisions or definitions found in this document.
13. CCD is NOT a shared governance committee.
14. It is not subject to the Brown Act.

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

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

RECORDER: A CCD member

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

PLANNING FORM LINKS

- [Annual Plan Template \[PDF\]](#)
- [Request Funding: Faculty \[Doc\]](#)
- [Request Funding: Classified Personnel \[Doc\]](#)
- [Request Funding: Facilities, Equipment, Technology, Other Funding \[Doc\]](#)

Fall 2026 Program Review Forms will be published on the [Program Review](#) website in spring 2026.

Link the Committee Self-Evaluation Form

Appendix: Committee Goals and Actions Evaluation Report

*Due to Planning Council by [DATE] and [DATE]

Instructions: Please be succinct in your answers and use bullet points if you can. Complete any non-shared fields. Complete the green sections in April/May to record accomplishments.

Committee Name:	
Committee Purpose:	
Committee Chair/ Co-chairs:	
Goal 1:	
Aligns to SP Goal:	
Aligns to SP Strategy:	
What metric will you use to track your progress, include baseline in fall and spring update (if available):	
Committee actions (A) and recommendations (R):	
Describe barriers encountered AND resources needed or new strategies to be successful:	

Goal 2:	
Aligns to SP Goal:	
Aligns to SP Strategy:	
What metric will you use to track your progress, include baseline in fall and spring update (if available):	
Committee actions (A) and recommendations (R):	

Describe barriers encountered AND resources needed or new strategies to be successful:

Goal 3:	
Aligns to SP Goal:	
Aligns to SP Strategy:	
What metric will you use to track your progress, include baseline in fall and spring update (if available):	
Committee actions (A) and recommendations (R):	
Describe barriers encountered AND resources needed or new strategies to be successful:	

Membership for [ENTER YEAR]:

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

Assessment Type	Assessment Lead	FA24	SP25	FA25	SP26	FA26	SP27	FA27	SP28	FA28	SP29
Course SLOs assessment	Instructional Depts	X	X	X	X	X	X	X	X	X	X
Program SLOs assessment	Instructional Depts	X	X	X	X	X	X	X	X	X	X
SAOs assessment	Student Services	X	X	X	X	X	X	X	X	X	X
AUOs assessment	Admin Services Areas		X		X		X		X		X
Institutional SLOs	ORPIE		X				X				X
Planning & Decision Making Process	ORPIE & Planning chair		X		X		X		X		X
Committees Effectiveness	IEC co-chairs		X		X		X		X		X
Enrollment Management Plan	VP of Instruction	X		X		X		X		X	
Fiscal Stability Plan	VP of Admin Services	X		X		X		X		X	
Facilities Master Plan	VP of Admin Services		X		X		X		X		X
College Technology Plan	VP of Admin Services & CTC co-chairs	X		X		X		X		X	
Student Equity Plan	Dean of Enrollment Services/ DEIA Committee Tri-Chairs		X		X		X		X		X
Educational Master Plan	ORPIE & President Office										
College Strategic Plan	ORPIE & President Office		X		X		X		X		X
Institutional Effectiveness & KPIs	ORPIE	X		X		X		X		X	

SAO AUO are required annually, but if possible they should be assessed each term.

SLOs: Student Learning

Outcomes SAOs: Service

Area Outcomes

AUOs: Administrative Unit Outcomes

ORPIE: Office of Research, Planning, and Institutional

Effectiveness IEC: Institutional Effectiveness Committee

Committee KPIs: Key Performance Indicators

APPENDIX: STUDENT LEARNING OUTCOMES PROCESS

ASSESSMENT FORM

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

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

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

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

Step 2: Explain what assessment method was used.

Step 3: Describe the results of the assessment.

Step 4: Analyze the assessment.

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

For Nuventive guidance: See the [Institutional Effectiveness website](#):
<https://www.goldenwestcollege.edu/research/assessments/index.html>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Center for Innovation and Learning (CIL) Develops, hosts, and evaluates professional development offerings and needs for the campus.

Classified Senate (GWC) The Classified Senate represents the Classified Professionals to the Governing Board on professional matters. The CCCD Board of Trustees agrees to engage in collegial consultation with the Classified Senate as described in the Role of Classified Professionals section of the Decision-making Document.

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

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

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

Cooperative Agencies Resources for Education (CARE) A state-funded program that provides EOPS students who are welfare-dependent single heads of household with supplemental educational support, such as specialized counseling and advisement, peer support, grants and allowances for childcare, transportation, textbooks and school supplies, tutoring, and other services. methods of instruction and evaluation, sample textbooks and instructional materials for a course, and is filed with the California Community College State Chancellor’s Office.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grandfathering Provisions that protect existing programs or program participants from being affected by

changes in regulation, law or policy.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Office of Postsecondary Education Identification (OPEID) Identification number used by the U.S.

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

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

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

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

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

Part-time Faculty Faculty who teach less than 67 percent of a full workload who are hired on a non-tenure-track basis. **Pell Grant** A federal financial aid program that provides funds to low-income students to help pay their educational expenses.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

State Mandates Activities required by state legislation.

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

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

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

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

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

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

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

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

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

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

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

APPENDIX J COMMONLY USED ACRONYMS

AACC	American Association of Community Colleges
AAWCC	American Association of Women in Community Colleges
AB	Assembly Bill
ACA	Assembly Constitutional Amendment
ACBO	Association of Chief Business Officers
ACCCA	Association of California Community College Administrators
ACCE	Association of Community and Continuing Education
ACCJC	Accrediting Commission for Community and Junior Colleges
ACCT	Association of Community College Trustees
ACTLA	Association of Colleges for Tutoring and Learning Assistance
ACHRO	Association of Chief Human Resources Officers
ACR	Assembly Concurrent Resolution
ACT	American College Testing
ADA	Americans with Disabilities Act
AFT	American Federation of Teachers
AG	Attorney General
AIA	Association of Instructional Administrators
AICCU	Association of Independent California Colleges and Universities
APAHE	Asian Pacific Americans in Higher Education
APC	Administrative Planning Council
API	Academic Performance Index
ARCC	Accountability Report for Community Colleges
ASGWC	Associated Students of Golden West College
ASACC	American Student Association of Community Colleges
ASCCC	Academic Senate for the California Community Colleges
ASP	Academic Senate President
ASSIST	Articulation System to Stimulate Inter-institutional Student Transfer
BAM	Budgeting and Accounting Manual
BOG	Board of Governors
BSB	Beyond the Scope of Existing Budget
CACCRAO	California Association of Community College Registrars and Admission Officers
CAL-PASS	California Partnership for Achieving Student Success
PLUS	
CALWORKS	California Work Opportunity and Responsibility for Kids
CARE	Cooperative Agencies Resources for Education
CARL	California Academic and Research Libraries
CBO	Chief Business Officer
CCC	California Community Colleges
CCCAAAA (3C4A)	Community College Counselors/Advisors Academic Association for Athletics

CCCCO	California Community Colleges Chancellor's Office
CCCI	California Community College Independents
CCCCS (4CS)	California Community College Classified Senate
CCCAA	California Community College Athletic Association
CCCSAA	California Community College Student Affairs Association
CCCSAT	California Community College Satellite Network
CCCT	California Community College Trustees
CCCD	Coast Community College District
CCIA	Community College Internal Auditors
CCLC	Community College League of California
CCLDI	Community College Leadership Development Initiative
CCPG	California College Promise Grant
CCPRO	Community College Public Relations Organization
CDE	California Department of Education
CDS	California Directory of Schools
CENIC	Corporation for Education Network Initiatives in California
CEO	Chief Executive Officer
CEOCCC	Chief Executive Officers of the California Community Colleges
CFE	Coast Federation of Educators
CFCP	Coast Federation of Classified Professionals
CFIER	California Foundation for Improvement to Employer-Employee Relations
CFT	California Federation of Teachers
CHRO	Chief Human Resources Officer
CIL	Center for Innovation and Learning
CI-D	Course Identification Numbering System
CIO	Chief Instructional Officer
CIOCCC	Chief Instructional Officers of the California Community Colleges
CISO	Chief Information Systems Officer
CISOA	Chief Information Systems Officers Association
COFHE	Consortium on Financing Higher Education
COFO	Council of Faculty Organizations
COLA	Cost-of-Living Adjustment
COR	Course Outline of Record
CPEC	California Postsecondary Education Commission
CSAC	California Student Aid Commission
CSSO	Chief Student Services Officer
CSSOA	Chief Student Services Officers Association
CSU	California State University
CTA	California Teachers Association
CTC	Commission on Teacher Credentialing
DED	Data Element Dictionary

DETAC	Distance Education Technical Advisory Committee
DOF	Department of Finance
DSPS	Disabled Students Programs and Services
EAP	Early Acceptance Program or Early Assessment Program
EDD	Employment Development Department
ED>Net	Economic Development Network
EERA	Educational Employment Relations Act

EEO	Equal Employment Opportunity
EOPS	Extended Opportunity Programs and Services
EPAF	Electronic Personnel Action Form
ERAF	Educational Revenue Augmentation Fund
ERIC	Educational Research Information Center
ESL	English as a Second Language
FACCC	Faculty Association of California Community Colleges
FAFSA	Free Application for Federal Student Aid
FAO	Financial Aid Officer (or Office)
FAQ	Frequently Asked Questions
FERPA	Family Educational Rights and Privacy Act
FTE	Full-time Equivalent
FTEF	Full-time Equivalent Faculty
FTES	Full-time Equivalent Students
FY	Fiscal Year
GAAP	Generally Accepted Accounting Principles
GAAS	Generally Accepted Accounting Standards
GASB	Governmental Accounting Standards Board
GCEPD	Governor's Committee on Employment of People with Disabilities
GE	General Education
GED	General Equivalency Diploma
GO39	General Obligation Bond, Proposition 39
GSL	Guaranteed Student Loan
HACU	Hispanic Association of Colleges and Universities
HBCUs	Historically Black Colleges and Universities
HSEE	High School Exit Exam
HSI	Hispanic Serving Institution
I-ECC	Industry Education Council of California
IGETC	Inter-segmental General Education Transfer Curriculum
IJE	Inter-jurisdictional Exchange
ILP	Independent Living Program
IMPAC	Inter-segmental Major Preparation Articulated Curriculum
IPC	Instructional Planning Council
IPEDS	Integrated Postsecondary Educational Data System

IT	Information Technology
LAN	Local Area Network
LAO	Legislative Analyst's Office
LTD	Long Term Disability
MALDEF	Mexican-American Legal Defense and Education Fund
MCHS	Middle College High School
MESA	Mathematics Engineering and Science Achievement
MIS	Management Information System
MOE	Maintenance of Effort
MOU	Memorandum of Understanding
MQs	Minimum Qualifications

NSF	National Science Foundation
OAL	Office of Administrative Law
OCR	Office of Civil Rights
OE	Office of Education
OPEID	Office of Postsecondary Education Identification
OSE	Office of the Secretary of Education
P-1	First Principal Apportionment of the 320 Report
P-2	Second Principal Apportionment of the 320 Report
PD	Professional Development
PERB	Public Employment Relations Board
PERS	Public Employees Retirement System
PRC	Peer Review Committee
Q & A	Questions and Answers
RFA	Request for Applications
RFP	Request for Proposals
SAO	Service Area Outcome
SB	Senate Bill
SBE	State Board of Education
SCA	Senate Constitutional Amendment
SCANS	Secretary of Labor's Commission on Achieving Necessary Skills
SCO	State Controller's Office
SCR	Senate Concurrent Resolution
SEIU	Service Employees International Union
SRTK	Student Right to Know
SSCCC	Student Senate for the California Community Colleges
SSM	State Scheduled Maintenance
SSPC	Student Services Planning Council
STD	Short Term Disability
STRS	State Teachers Retirement System
TAG	Transfer Admission Guarantee

TANF	Temporary Assistance to Needy Families
TBA	To Be Announced
TOEFL	Test of English as a Foreign Language
TQM	Total Quality Management
TRANs	Tax Revenue Anticipation Notes
TRDP	Teacher and Reading Development Partnership Program
TTIP	Telecommunications & Technology Infrastructure Program
UC	University of California
VTEA	Vocational and Technical Education Act
WIA	Workforce Investment Act
WSCH	Weekly Student Contact Hours