

Staffing Committee – Glossary of Staffing-Related Terms

Purpose: To provide definitions to terms and other applicable phrases that are related to the work of Grossmont College’s Staffing Committee. This glossary is a living document and shall be reviewed and updated on a regular basis.

50% Law	Ed. Code Section 84362 and Title 5 Section 59200 et seq., require California community college districts to spend, each fiscal year, 50% of the current expense of education for payment of salaries of classroom instructors and aides. The intent of the statute is to contain administrative and non-instructional costs. Meeting the 50% law can be problematic in that certain personnel and services that support student learning – including counselors, librarians, and those conducting research on student learning outcomes – are not counted within the 50%.
75% Standard	Also referred to as the 75/25 Statute. The 75% Standard (Ed. Code §87482.6) established a goal that 75% of the hours of credit instruction be taught by full-time faculty, with the intention that the Legislature would provide sufficient funds to the colleges to support this level of employment.
AB 130	Assembly Bill 130: The California Dream Act (2011). Effective Jan. 1, 2012, AB 130 allows eligible AB 540 / AB 2000 students the right to apply for, and receive, state financial aid – including Cal Grant A & B Entitlement awards, Cal Grant C awards, institutional grants and community college fee waivers. (Source: https://www2.calstate.edu/attend/student-services/resources-for-undocumented-students/Pages/about-ab-540-and-the-california-dream-act.aspx) Note: To be considered for state aid, students must complete the Dream Application at www.caldreamact.org .
AB 131	Assembly Bill 131: The California Dream Act (2011). Effective Jan. 1, 2013, AB 131 allows eligible AB 540 / AB 2000 students the right to apply for, and receive, state financial aid – including Cal Grant A & B Entitlement awards, Cal Grant C awards, institutional grants and community college fee waivers. (Source: https://www2.calstate.edu/attend/student-services/resources-for-undocumented-students/Pages/about-ab-540-and-the-california-dream-act.aspx) Note: To be considered for state aid, students must complete the Dream Application at www.caldreamact.org .
AB 1690	Assembly Bill 1690 (2017) outlines minimum standards for adjunct faculty/ instructors at California Community Colleges. It specifies minimum standards for evaluation procedures, workload distribution, and seniority rights for nonunionized adjunct instructors. Under AB 1690, instructors who have taught for six semesters (or nine quarters) with satisfactory evaluations are placed on a priority list for assignments and are guaranteed to maintain their workload in future terms. The bill also provides an opportunity for remediation if a subsequent evaluation is unsatisfactory and require that staffing reductions take place according to seniority. (Source: https://ncte.org/report/ab-1690-outlines-minimum-standards-for-adjunct-instructors-at-california-community-colleges/)
AB 1725	Assembly Bill 1725 (Statutes of 1988) established a goal for the California community colleges that 75% of instructional hours to be taught by full-time faculty. In 1988-1989, the Board of Governors of the CCC adopted regulations to implement this new law, establishing a requirement that is commonly referred to as the full-time faculty obligation number (FON).
AB 19	Assembly Bill 19 (2017) established the California College Promise, which is administered by the California Community College Chancellor’s Office. The goals of the California College Promise include: increasing college enrollment directly after high school; increasing the percentage of students in credit bearing math and English courses; increasing the number of certificates, associate degrees, and university transfers; and reducing the achievement gaps. There are certain criteria that participating community colleges must follow and there are specific eligibility requirements for students. The California College Promise distributes funding upon appropriation by the legislature through a funding formula developed by the Community College Chancellor with certain guidelines for how funding shall be appropriated. (Source: https://californiacollegepromise.wested.org/wp-content/uploads/2018/03/CA-College-Promise-AB-19.pdf)
AB 2	Assembly Bill 2 (2019-2020) Community Colleges: California College Promise. This bill would make ineligible for the fee waiver a community college student who has previously earned a degree or certificate from a postsecondary educational institution. This bill would authorize an institution to deem as full time, for the purposes of eligibility for a fee waiver, specified students who are not enrolled in 12 or more semester units. This bill would require the chancellor’s office to submit a report to the Legislature on or before July 1, 2024, evaluating the use of funding for the California College Promise to waive student fees, with specified content. (Source: https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=20192020AB2)

AB 2000	Assembly Bill 2000 passed in 2014. This is an expansion of AB 540. It increases the scope of student eligibility for students who graduated early from a California High School with the equivalent of three or more years of credits. If a student graduates early, they must have attended a CA elementary or secondary schools for a cumulative total of 3 or more years. It allows students meeting the criteria below to pay in-state tuition, the same as resident students. (Source: https://www2.calstate.edu/attend/student-services/resources-for-undocumented-students/Pages/about-ab-540-and-the-california-dream-act.aspx)
AB 288	Assembly Bill 288, passed in 2015, authorizes California Community College districts to enter into formal partnership agreements with local school districts to expand access to dual enrollment (DE) opportunities for high school students. <i>Also known as the <u>College and Career Access Pathways Partnership</u></i> , the goal of AB 288 is to provide access from high school to community college for career technical education (CTE) and prepare for transfer. Students are more likely to graduate on time, and be ready for college and careers.
AB 30	Assembly Bill 30 (Holden), passed in 2019: Community Colleges: College and Career Access Pathways (CCAP) Partnerships. Through AB 30 (Holden), which amends Ed Code 76004, California can increase access to college opportunities, streamline the process to develop strong partnerships between K-12 and community colleges, and remove barriers for students. In summary, AB 30 expands and protects dual enrollment. (Source: https://www.ccleague.org/sites/default/files/pdf/state-advocacy/ab_30_factsheet.pdf)
AB 540	Assembly Bill 540, passed in 2001, grants students meeting certain criteria an exemption from paying resident tuition at the CSU (California State University) system.
AB 705	Assembly Bill 705, passed in 2017, took effect on Jan. 1, 2018. AB 705 clarifies existing regulation and ensures that students are not placed into remedial courses that may delay or deter their educational progress. The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe and use (in the placement of students into English and math courses) one or more of the following: high school coursework, high school grades, and high school grade point average (GPA). (Source: https://assessment.cccco.edu/ab-705-implementation)
Academic Calendar	An academic calendar is defined in Education Code to be 175 days in length (35 weeks, not counting holidays or breaks). Two semesters of equal length will have semesters ranging from 16 to 17.5 weeks depending on the type of academic calendar chosen. Holidays are not included as academic calendar days. GCCCD, like many colleges, operates with a traditional calendar of 175 days – each semester is 17.5 weeks and the term length multiplier (TLM) is 17.5.
Adjunct Faculty	<i>Refer to Part-Time (PT) Faculty below.</i>
Administrative Procedure (AP) from the Governing Board	A statement of the process to be used in implementing a corresponding Board Policy (BP). The Chancellor approves and issues Administrative Procedures (Definition in GCCCD governing board document).
Annual Unit Plan (AUP)	The annual process by which college programs and departments advocate for resources, including budget, staffing, technology, etc.
Apportionment	The act of sharing something between several people or organizations. The act of distributing by allotting or apportioning – distribution according to a plan. The legal term of apportionment means distribution or allotment in proper shares. For the California Community Colleges, the apportionment funding formula allocates funding to community college districts based on student enrollment. (Document: https://lao.ca.gov/handouts/education/2018/Community_College_Apportionment_Funding_Formula_032018.pdf)
Base Allocation	The California Community Colleges use a Student-Centered Funding Formula (SCFF) that calculates apportionments generally using three allocations, one of which is a Base Allocation. The Base Allocation is based on districtwide enrollments (FTES + Basic Allocations). The sum of the Base Allocation funding formula in the SCFF is comprised of: 1) the number of colleges and centers in a district, 2) the size in terms of enrollments, 3) the enrollments in credit, noncredit, and career development and college preparation (CDCP) noncredit courses, and 4) enrollment of special admit students and inmates in correctional facilities. (Source: https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula)
Basic Allocation	Different from Base Allocation (above), yet still related to the Student-Centered Funding Formula (SCFF). Factors & Rates for Base Allocation comes from Basic Allocation in the following categories: single college district, multi-college district, rural college designation, state approved centers, and grandparented centers. (Source: https://www.ccleague.org/sites/default/files/pdf/events/ce_-_funding_formula.pdf) (Example: California Community Colleges 2019-20 First Principal Apportionment Exhibits)
Board Policy (BP) from the Governing Board	A written statement that embodies the interest and philosophy of the Governing Board and exists to provide the parameters of governance concerning a particular area or

	issue of the District; a majority of the Board members must approve a Board Policy (Definition in GCCCD governing board document).
California Community Colleges (CCC)	With more than 2.1 million students at 115 colleges, the CCC is the largest system of higher education in the country. One in every four community college students in the nation attend a California community college. One in every four Californians (age 18-24) are enrolled in a California community college (Source: CCC General Facts).
California Code of Regulations (CCR)	The California Code of Regulations (CCR) is the official compilation and publication of the regulations adopted, amended, or repealed by state agencies to the Administrative Procedure Act (APA). The CCR is properly adopted regulations that have been filed with the Secretary of State and have the force of law. It is compiled into Titles and is organized into Divisions containing the regulations of state agencies. The Office of Administrative Law (OAL) contracts with Barclays, a division of Thomson-Reuters to provide a free online version of the Official CCR .
California DREAM Act	The California Dream Act, and the application process, allows students interested in attending eligible California colleges, universities, and career education programs to apply for state financial aid. This program is unrelated to the federal Deferred Action for Childhood Arrivals (DACA) program. (Source: https://www.csac.ca.gov/california-dream-act)
Categorical Fund	State aid (funding) intended to provide financial support for specific educational programs, operational functions, or financial activities. With categorical funds, priorities are set by the state to enact what state officials view as the most desirable programs. By its very nature, categorical funding is narrowly directed, and as such, district flexibility is limited. (Source: https://www.americanprogress.org/issues/education-k-12/reports/2013/11/18/79510/categorical-funds-the-intersection-of-school-finance-and-governance/)
Census Day	The day of the class meeting that is nearest 20% of the number of days the course is scheduled to meet. When the census day falls on the first day the class meets, census is taken on the second day.
Concurrent Enrollment	Refers to programs where students are enrolled in two schools simultaneously, also known as dual enrollment. Many dual enrollment programs involve high school students concurrently taking college classes, most often at a community college. Others are specially developed programs where students take classes to receive both high school and college credit from the same class at the same time. (Source: https://www.edmit.me/blog/how-to-save-on-college-tuition-with-concurrent-enrollment)
Course Length Multiplier (CLM)	Course Length Multiplier (CLM) is the number of days the course is scheduled to meet.
Dual Enrollment	<i>Refer to Concurrent Enrollment above.</i>
Duplicated Enrollment	<i>Refer to Student Enrollment below.</i>
Education Code – California	The collection of all the laws directly related to California’s public K-12 schools and community colleges. Education Code are the laws resulting from legislation and requires legislation to be changed. EDC can also be changed by budget action. Ed Code always supersedes Title 5 regulation. Governance of Ed Code was amended by AB 1725 in 1988. (Resource: https://www.cde.ca.gov/re/lr/cl/) California Education code (EDC)
Faculty Obligation Number (FON)	After AB 1725 passed, the full-time faculty obligation number (FON) was established in 1988-89 to document that at least 75-percent of instructional hours is taught by full-time (FT) faculty. Essentially, the regulations require that each district increase the number of FT employed proportionately with its increase in funded credit full-time equivalent students (FTES). Concurrently, the state Chancellor’s Office determined the number of FTEF positions for each district as a baseline for subsequent calculations. The FON for each college (district) is calculated annually in _____ and is reported to the state Chancellor’s Office.
Fiscal Year (FY)	GCCCD’s fiscal year begins July 1 and ends June 30. This is typically noted as FY 19-20, FY 20-21, and so forth. (Resource: GCCCD Annual Audit Information)
Full-Time (FT) Faculty	Full-Time (FT) Faculty are instructors who are hired to work first on contract (tenure-track) and then become regular instructors after tenure is granted. The faculty at GCCCD, including full-time academic/instructor positions, including those with classroom and non-classroom assignments, are represented by the American Federation of Teachers (AFT), Local 1931 . Full-time Faculty shall not exceed 1.4 FTEF.
Full-Time Equivalent Faculty (FTEF)	FTEF represents the percent of time a faculty member is paid to perform the teaching function. When calculating FTE ratios, programs use their institution’s definition of full-time student loads and faculty teaching loads, including part-time students and faculty at their percentage of full time. In FTEF, a faculty member’s actual workload is standardized against the teaching load. Thus, FTEF does not represent an actual number of faculty members; it is a conceptual measure workload at an academic

	<p>department, or an institution. The formula to calculate FTEF is expressed by the equation below:</p>
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- $FTEF = WFCH / \text{Contract teaching load of the discipline where } WFCH = \text{standard course hours}$
- Example: [$3 / 15 = 0.20$]

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Full-Time Equivalent Student (FTES)	<p>FTES is a standard statewide measure of student enrollment at an academic department, or an institution. FTES is a key performance indicator, productivity measure, and funding rate. FTES represents neither student headcount nor student enrollment, but it is a conceptual measure of student enrollment. The formula to calculate FTES is expressed by the equation below:</p> <ul style="list-style-type: none"> • $FTES = (\text{Weekly student contact hours} \times \text{Census enrollment} \times \text{Term Length Multiplier}) / 525$ where TLM = 17.5 • Example: FTES for a class that meets 3 hours/week with 30 students enrolled on census day and TLM of 17.5. [FTES = (3 hours/week x 30 x 17.5 weeks/semester) / 525 = 3.00] <p>When districts report FTES to the state, they report it by the following categories, as funding varies based on student residency and the credit/noncredit status of courses:</p> <ul style="list-style-type: none"> • Students who are California residents • Students who are not California residents (nonresidents) • Students enrolled in credit courses • Students enrolled in noncredit courses (with or without enhanced funding)
Guided Pathways (GP)	<p>Guided pathways are a framework for redesigning an entire community college to improve the student experience for everyone, from entry through graduation. GP initiatives involve reforms in A&R processes to help students identify their goals early in their academic careers, improvements in how students are supported throughout their courses of study, clear “maps” for each program of study that guides students as they select courses, and programs that (ideally) are aligned with career opportunities in the labor market. At the CCC level, the GP framework rests on four (4) pillars: create clear curricular pathways to employment and further education; help students choose and enter their pathway; help students stay on their path; and ensure that learning is happening with intentional outcomes (Source: CCC Guided Pathways).</p>
Instructional Efficiency (WSCH/FTEF)	<p>WSCH is a proxy for revenue generated by the class. FTEF is a proxy for instructional cost. The ratio, WSCH per FTEF, could be interpreted in terms of cost-efficiency or instructional quality. GCCCD has established _____ as the target WSCH/FTEF standard.</p>
Part-Time (PT) Faculty	<p>Also referred to as Adjunct Faculty. Part-Time (PT) Faculty are instructors who are hired to work part-time with up to _____ FTEF. The faculty at GCCCD, including part-time (temporary) academic/instructor positions, including those with classroom and non-classroom assignments, are represented by the American Federation of Teachers (AFT), Local 1931.</p>
Pathways Navigation	<p>A focus on on-boarding and completion geared toward career and academic pathways that allows robust career and academic intake, differentiated orientations, and career planning before general education planning. Related to the Guided Pathways framework (https://cccgp.cccco.edu/).</p>
Restricted General Fund	<p>Funds (revenues and expenditures) that are restricted for specific purposes due to law, regulation, or board policy. Funds restricted by board action may be called “designated” or “committed” to differentiate them from funds that are restricted by external agencies.</p>
SB 68	<p>Senate Bill 68 passed in 2017. This public postsecondary education exemption from nonresident tuition was approved by the governor and filed with the Secretary of State on Oct. 5, 2017. This legislation amended Education Code, section 68130.5, changing the criteria for students eligible for a nonresident tuition exemption, as previously defined in Assembly Bill 540 (2001). SB 68 expands the requirements of AB 540/ AB 2000 to include attendance at California Community Colleges and attainment of an associate’s degree. (Source: https://www2.calstate.edu/attend/student-services/resources-for-undocumented-students/Pages/about-ab-540-and-the-california-dream-act.aspx)</p>
Section 504	<p>Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: <i>“No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...”</i> At the postsecondary educational level, a qualified student with a disability is a student with a disability who meets the academic and technical standards requisite for admission or participation in the institution’s educational program or activity. At the postsecondary level, the recipient is required to provide students with appropriate academic adjustments and auxiliary aids and services that are necessary to afford an individual with a disability an equal opportunity to participate in a school’s program. Recipients are not required to make adjustments or provide aids or services that would result in a fundamental alteration of a recipient’s program or impose an undue burden. (Source: https://www2.ed.gov/about/offices/list/ocr/504faq.html)</p>

Student Enrollment	Student enrollment is a duplicated count of students . Students may be enrolled in more than one course and would be counted in each course for the term.
Student Equity and Achievement Program	The Student Equity and Achievement Program requires colleges to implement the Guided Pathways framework offering a clear path to a stated goal, to provide all students with an education plan based on that goal, and to toss aside outdated and inaccurate placement policies that are keeping far too many from completing their goals in a timely manner. It's all about giving every student an equitable chance. (Source: https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Special-Populations/What-we-do/Student-Equity)
Student-Centered Funding Formula (SCFF)	The primary mechanism for funding community college districts is the Student-Centered Funding Formula (SCFF). The SCFF determines the total funds for a district and is all about ensuring community colleges are funded, at least in part, in how well their students are faring. The state also allocates funds through categorical programs, which have different allocation formulas and restrictions. The SCFF calculates general apportionments – discretionary funds available to community college districts – using three (3) allocations or calculations: <ul style="list-style-type: none"> • Base Allocation – current factors (primarily credit FTES) • Supplemental Allocation – counts of low-income students • Student Success Allocation – counts of outcomes related to the <i>Vision for Success</i>, with “premiums” for outcomes of low-income students (Source: https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula)
Student headcount	Student headcount is an unduplicated count of students . It is an actual number of individual students enrolled. Students may enroll in one more courses in a term, but they are counted only once for the term.
Student Success Allocation	The Student Success Allocation is based on the counts of successful outcomes in eight measures. In addition, through the Student Success Allocation, a district receives additional funds for the same eight outcomes attained by students who received Pell Grants and College Promise Grants.
Supplemental Allocation	The Supplemental Allocation is based on the number of low-income students enrolled, as determined by the number of Pell Grant recipients, College Promise Grant recipients, and AB 540 students.
Term Length Multiplier (TLM)	The term length multiplier (TLM) for each college is set by the CCC Chancellor’s Office based on the college’s academic calendar. The TLM is based on the number of weeks in primary term with at least three days of instructions and/or examination. The maximum TLM is 17.5 for semesters.
Title 5 (related to CCR)	Title 5 – Education (CCR) Title 5 is part of the California Code of Regulations and is derived and approved by the Board of Governors from the California Education Code. Division 6 of Title 5 applies to California Community Colleges. Title 5 is regulation with the force of law.
Unduplicated Head Count	<i>Refer to Student headcount above.</i>
Universal Design (for Learning) - UDL	Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. <ul style="list-style-type: none"> • UDL Guidelines include engagement (the WHY of learning/affective networks), representation (the WHAT of learning/recognition networks), and action and expression (the HOW of learning/strategic networks). (Source: http://www.cast.org/our-work/about-udl.html#.XnUXx4hKiIM) • Why UDL? Classrooms are filled with students who: have different needs, come from different educational backgrounds, have different attention spans and interests, have different language abilities, and have different cultural backgrounds. • Video (2:52 minutes): What is Universal Design for Learning (UDL)?
Unrestricted General Fund	Funds (revenues and expenditures) that are not limited to a specific purpose.
Vision for Success (CCC)	The CCC system’s vision is to the point: making sure students from all backgrounds succeed in reaching their goals and improving their families and communities. The CCC’s North Star is the system’s Vision for Success . The framework for achieving the Vision for Success goals is Guided Pathways . California’s community colleges are supported through the Vision Resource Center .
Weekly Student Contact Hours (WSCH)	WSCH is an acronym for weekly student contact hours. It represents a total number of hours faculty contacted students weekly in an academic department or institution. The formula to calculate WSCH is expressed by the equation below: <ul style="list-style-type: none"> • WSCH = • Example:

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