Orange Coast College
Decision Making Document

A Guide to Planning and Governance

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Orange Coast College Decision Making Document

SECTION 1: INTRODUCTION

The purpose of this document is to describe the structure, operational relationships, mechanisms, and agreements for making transparent and inclusive decisions at Orange Coast College that affect the well-being of our institution. We believe that the document represents the united voice of all constituents, and we are committed to our continued success as a premiere institution of higher learning. As a living document, it is updated as needed by the College Council. The College Council conducts a thorough review of this document every three years based on an evaluation prepared by the Institutional Effectiveness Committee.

The contents of this document derive from collegial consultation with a representative inclusive sample of faculty, classified professionals, administrators, and students. Our decision-making is guided by our college Mission Statement, College Values (C-L-A-S-S) and College Strategic Goals. (See Educational Master Plan 2016-2021)

Orange Coast College Vision Statement

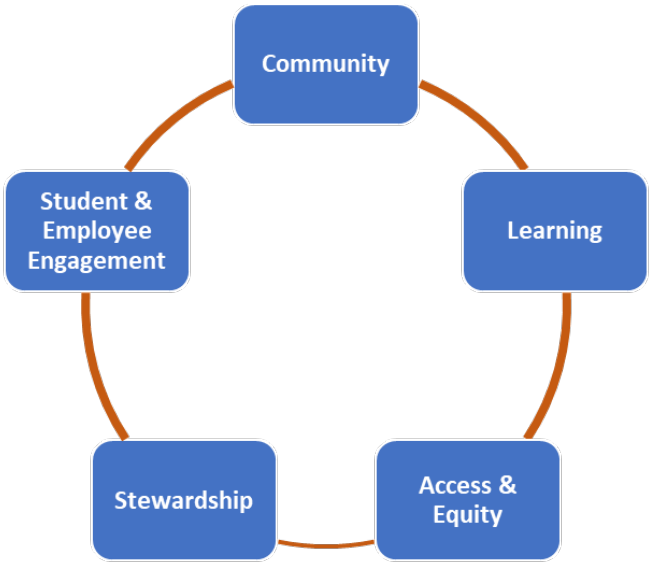
To be the standard of excellence in transforming lives through education. (Approved 11/4/2014, College Council)

Orange Coast College Mission Statement

Orange Coast College serves the educational needs of a diverse local and global community. The College empowers students to achieve their goals by providing high quality, culturally responsive, and innovative programs and services through pathways leading to degrees, transfers, certificates, foundational skills, workforce development, and lifelong learning.

The college promotes student development, learning, and equitable outcomes by fostering a respectful, inclusive, caring, and participatory campus climate of student engagement and academic inquiry. (Endorsed 9/7/2021, College Council; Approved 11/3/2021, CCCD Board of Trustees)

Orange Coast College Values (C-L-A-S-S)



The five college values were derived from campus dialogue, reviewing Program Review plans, goals, and strategies and analysis discussed at the campus planning retreats held in 2007/2008. In fall 2010, a number of campus-wide forums contributed to updating the master plan and the values were re-affirmed. In 2014, the Institutional Effectiveness Committee proposed to College Council a change to the values that combined the value of "Sustainability" with the value of "Stewardship." Student and Employee Engagement was suggested as an addition. College Council endorsed this change in fall 2014 after consultation with constituent groups and campus-wide input through the OCC Lookout process (11/18/2014 College Council meeting). Further refinement of the college's goals and values occurred during the Educational Master Plan Refresh 2021-2027 by intentionally adding an equity focus to the college values by re-naming "Access" to "Access & Equity". These

values continue to guide the college's planning process in its planning councils and in campus-wide Program Review

Orange Coast College Strategic Goals

During the Educational Master Plan review College Council recommended that the Values and Strategic Goals be viewed as distinct but aligned with one another (12/18/2014).

- ***Community****:* Foster an inclusive, diverse, race-conscious, and equitable culture through growing partnerships with local and global communities.
- ***Learning****:* Equitably engage all students in an inclusive, high-quality education geared towards maximizing their knowledge and lived experiences and facilitating the completion of their goals.
- ***Access & Equity****:* Create equitable access through effective and innovative pathways, programs, and services that result in increased student success.
- ***Stewardship****:* Create, Sustain, and improve programs, physical and human resources, infrastructure, and processes that ensure accountability, long-term viability, continuous improvement, equity, and environmental sustainability.
- ***Student & Employee Engagement:*** Foster a culture of care leading to meaningful connections, collaborative participation, and supportive spaces among people, places, and ideas within the College.

Timeline for Decision Making Document Review

The review of this document is overseen by the College Council. This document will be reviewed according to the following three-year cycle:

- Annually: Challenges and/or clarifications to roles, committees, and processes
- Every three years: Full document review

The review is announced by College Council and feedback is solicited according to this cycle. Changes requested outside of this cycle will be considered by College Council on a case-by-case basis.

SECTION 2: THE COLLEGE CULTURE

College Philosophy for Making Decisions

To improve our planning and decision-making, Orange Coast College commits itself to a culture of transparency, collegiality, inclusiveness, evidence, student learning and assessment. This serves as the foundation for participatory governance at the college, which values the contribution of each of its constituents—faculty, students, classified professionals, and managers—in the decision-making structures and processes that we have adopted.

The college embraces continuous improvement, as demonstrated by the periodic review of this document and other planning and resource allocation documents at the college. This document is aligned with the Mission Statement and the Educational Master Plan, which explicitly details the college's values (C-L-A-S-S) and goals. The Educational Master Plan provides the direction for making decisions at Orange Coast College, while this document outlines the process.

The college lives by the following principles during the decision-making process:

Collegiality and Inclusiveness

The college commits itself to creating a culture of collegiality and respect for all constituents. All participatory governance committees include representatives from each constituent group. The chairs of the committees may vary as well. The college recognizes the value of participation in decision-making processes at the college, and seeks to encourage faculty, classified professionals, students, and managers to join committees and participate in discussions.

We expect all committee members to respect one another as we share ideas, participate in dialogue, and express views and analyses during meetings. Committee members participate in governance with the understanding that professional disagreements do not warrant incivility. We may disagree with one another; we should express those disagreements; but we should do so in a civil manner. We overcome our disagreements democratically through majority rule. Many of our decisions, however, are reached through consensus, after thoughtful discussions.

To increase participation in the decision-making process, the college may convene town halls and open forums to which the entire college community is invited. The Office of the President will organize such events, publicize them in advance and encourage maximum participation to achieve quality discussions. An anonymous electronic survey system, OCC Lookout, also is used to solicit campus-wide input on policies, procedures, and campus planning.

Student Learning & Assessment

“How does it benefit our students?” is a central question that motivates committee members to put students and their needs at the center of our deliberations and discussions. Faculty, classified professionals, and managers work collaboratively and cooperatively to focus on broad issues that affect student learning and improve outcomes. The search for continuously improving our institution is grounded in our student-centered, collaboratively developed vision. This vision focuses our educational community as we help our students realize their educational goals. Of course, such questions require that we make evidence-based decisions.

Culture of Evidence

The college utilizes evidence to support its decisions. Evidence must be accurate, valid, and standardized to ensure consistency and greater precision in the interpretation of the data. The focus should be on using longitudinal data, benchmarks, and best practices. Much of the evidence for decision-making is the result of analyses from the campus-wide comprehensive program review process. In addition to program reviews conducted by departments, the Office of Institutional Effectiveness will provide a variety of statistics and data

to inform discussion and decision-making. Information may include the results of surveys, data that we are required to report to the state like success and retention rates, as well as internal and external scans from documents such as the OCC Atlas and Educational Master Plan. The college is committed to using information to make better decisions. Each committee is encouraged to contact the Office of Institutional Effectiveness to seek out relevant analytics.

Innovation

The college supports innovative ideas and practices to stimulate improvement and progress. The college recognizes that change is inevitable but will not change for the sake of change alone. We will change if it is better for our students. We encourage the expression of ideas and approaches because we recognize that they may better serve our students. We will implement ideas and approaches when we have evidence to support the case that our students will learn more, become more likely to achieve their educational goals, and have an improved experience at the college.

Transparency and Communication

Transparency and communication are essential to making our decision-making processes work. The college is committed to making its processes transparent, and to communicating decisions to all college constituents. We recognize that communication is at the center of transparency. Our college leadership commits itself to encouraging the participation of all constituents. This requires that all constituents have the opportunity to become informed about our processes and outcomes, that such information is easily accessible, and that the leadership is available to explain processes and decisions to those who may have questions. Transparency is dependent on the commitment of the campus community by being and participating in committees, campus activities and taking advantage of information gathering opportunities. To this end, all committee meetings are open to the college community; faculty, classified professionals, students, and managers are invited to attend committee meetings, even if they are not members. Beginning in fall 2012, the following will be published on the OCC portal for participatory governance councils and committees:

- Membership (names of constituent representatives)
- Key decisions
- Meeting minutes
- Participatory governance committee monthly newsletter

Role of Constituents in the Decision-Making Process

Ultimately the president of the college has the authority for making campus decisions. However, if it is unclear as to how a decision should be made, the President's Cabinet will review the decision and route it to the appropriate body. Our processes are based upon the understanding that our decisions generally impact more than one constituent group or entity.

The college is committed participatory governance, the spirit of collegiality, and academic freedom in its decision-making processes. The defined roles of faculty, classified professionals, students, and administrators in decision-making processes came from the original Shared Governance document (June 1993). The philosophy statements for each group were taken primarily from the Shared Governance Manual (October 2007).

In addition to the campus governance structure, the Board of Trustees is responsible for setting district policy and priorities, and collective bargaining units negotiate working conditions, salaries, and benefits with the district.

Role of Faculty

Faculty member both full-time and part-time play an important role in all matters of decision making related to governance. They have an especially important role in matters pertaining to instruction, such as curriculum. Moreover, their input is considered especially vital when decisions are being formulated that are directly related to their particular field of expertise. The role of Orange Coast College's faculty is composed of carrying out (a) teaching, (b) service, and (c) applied research to improve student or program success as well as in making contributions to their respective academic fields and to the profession. However, of these, the teaching role is the most important because faculty members, as subject experts, spend the majority of their time in teaching-related work.

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

The postsecondary educational model embraced by Orange Coast College ensures an acceptance of the tradition of participatory governance, the spirit of collegiality and academic freedom. This heritage of shared governance is the cornerstone of faculty involvement and the basis of the authority of the Academic Senate in matters pertaining to educational policy and curriculum decision-making under the 10 +1. The role of faculty is grounded on the collegial governance model as an interdependent decision-making body. Each faculty member has the responsibility for contributing to the development of educational policy as well as academic and professional matters under the 10 + 1 as noted in the Coast Community College District Board Policy and Administrative Procedure #2510 and Title 5, Section 53200(c).

The Board of Trustees of the Coast Community College District, or such representatives as it may designate, will rely primarily upon the advice and judgment of the Academic Senate(s) in developing policies involving the following academic and professional matters (numbering sequence parallels Section 53200(c) of Title 5):

1. *Curriculum, including establishing prerequisites and placing courses with disciplines*
2. *Degree and certificate requirements*
4. *Educational program development*
5. *Standards or policies regarding student preparation and success*
7. *Faculty roles and involvement in accreditation processes, including self-study and annual reports*
8. *Policies for faculty professional development activities*
9. *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 Academic 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 Coast Community College District, 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 matters (numbering sequence parallels Section 53200(c) of Title 5):

3. *Grading policies*
6. *District and College governance structures, as related to faculty roles*
10. *Processes for institutional planning and budget development*
+1. *Other academic and professional matters and 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).

An Academic senate may assume such responsibilities and perform such functions as may be delegate to it by the Board of Trustees or its designee. The appointment of faculty members to serve on college committees shall be made, after consultation with the Chancellor or designee, by the Academic Senate (Title 5, 53203).

Administrative Retreat Rights: The Board of Trustees, in making its determination, is to rely primarily on the advice and judgment of the Academic Senates to determine the minimum qualifications of an administrator seeking faculty status. These procedures are to be mutually agreed upon between the Board of Trustees and the Academic Senates (California Education Code§ 87458 and Board Policy #7901).

Curriculum Committee: The composition of the Curriculum Committee is to be established through mutual agreement between the Academic Senate and management (Title 5 Code of Regulations § 55002(a)(1)).

Equivalencies: Equivalencies to minimum qualifications process, criteria, and standards are to be agreed upon by the Board of Trustees or designee and the Academic Senates (California Education Code§ 87359).

Faculty Hiring: Faculty hiring criteria, policies, and procedures are to be agreed upon by the Board of Trustees or designee and the Academic Senates (California Education Code § 87360).

- *Board Policy #7901*
- *Adopted June 20, 1990*
- *Renumbered from CCCD Policy 050-1-16, Spring 2011*
- *Renumbered from CCCD Policy 7815*
- *Revised September 2, 2015*

Role of Classified Professionals

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 governance matters because of their unique perspectives, their experience, and their commitment to the overall success and well-being of the college. When chosen as a voting member of a participatory governance group it does not imply that classified professionals will assume the role of administrative support for the committee. Classified professional participation in participatory governance shall include the following:

- College and district encouragement, and support of classified professionals to engage in participatory governance.
- Recognition of the need of 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, for jointly developing recommendations for action by the governing board that have or will have a significant effect on classified professionals.
- Participation made possible by support from supervisors that allows and encourages classified professional participation (e.g., adjusting workloads, exercising flexibility and substation, etc.)
- Classified professional representation and participation on district and college committees.
- Classified professional committee members selected by classified professionals.

Role of Students

Students also are valued for their unique perspective. 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 *(Coast Community College District BP/AP #2510 and Title* 5 *Section 51023.7).*

Role of Administrative Leadership

Orange Coast College administrators are charged with performing duties unique to their roles on the campus. These duties, which are exclusive to their employment responsibilities as managers, include but are not limited to:

Participatory Governance

- Consult collegially but expeditiously to serve classified professionals, 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.
- Serve on and coordinator campus committees as appropriate.
- Consider Mission, Vision, and Values in all decision making.

Planning, Fiscal & Compliance

- Anticipate and plan for the future direction of college programs and services.
- Consider and represent campus-wide needs and interests in the decision-making process.
- Be accountable for developing and overseeing budgets for college programs and services.
- Respond to outside regulatory and community agencies.

Human Resources

- Assist staff to achieve their professional goals and potentials.
- Carry out the requirements of District contracts, including labor contracts.
- Coordinate search committees for faculty, classified professionals, and administrative hiring in accordance with shared policies.
- Fulfill individual contractual obligations for the duration of tenure as administrative employees.
- Make final selection and/or employment recommendations to President/Chancellor/District Board of Trustees.
- Oversee and approve absences, including personal and professional leaves.
- Determining and assign duties of faculty and classified professionals in accordance with the contracts.
- Respond to staff and student grievances, as well as resolve personnel conflicts.
- Oversee condition of employee working environments.
- Initiate progressive disciplinary action when necessary.

Role of District and Board of Trustees

Board Policy 2200 The Board of Trustees governs on behalf of the citizens of the Coast Community College District in accordance with the authority granted and duties defined in Education Code Section 70902 and accreditation standards.

The Board is committed to fulfilling its responsibilities, including, but not limited to the following:

- Represent the public interest.
- Establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations.
- Hire and evaluate the Chancellor.
- Work with the Chancellor to hire and evaluate the Secretary of the Board.
- Work with the Chancellor to appoint and oversee the work of the District General Counsel, District External Auditor and District Lobbyist.
- Delegate authority to the chief executive to effectively lead the District.
- Assure fiscal health and stability of the District.
- Monitor institutional performance and educational quality.
- Advocate and protect the District.

The Board has specific responsibilities, including, but not limited to the following areas:

- Approve the appointment of all District employees.
- Participate in Board Committees and Auxiliary Organizations.
- Advise the Student Trustee.
- Issue direction to the District's chief negotiator.
- Approve all attorneys and investigators that perform service to the District;
- Review all personnel matters and reports concerning employee discipline;
- Conduct a biennial self-evaluation exercise;
- Approve college plans and programs;
- Set academic standards and graduation requirements in accordance with state law and accreditation standards and policies;
- Adopt the District's annual budget;
- Set standards for student conduct;
- Approve all fees;
- Authorize grants, gifts, and scholarships;
- Adopt the District's academic calendar;
- Facilitate staff recognition activities;
- Consult with the Board of Governors, as necessary.

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 better decisions because there is broad commitment to their successful implementation.

Role of Committee Members in Participatory Governance

- Prepare for meetings by reviewed agendas and supporting materials.
- Serve as communication liaisons to their constituencies.
- Communicate regularly with their constituencies both formally and informally to represent discussions.
- Regularly provide factual explanations of policies, processes, and decisions to their constituency.
- Use any of their areas of expertise to inform discussions.
- Attend all meetings. Members cannot delegate their vote or duties to proxies. If regular attendance is going to be an issue, members should request a replacement from their constituency and the Committee Chair. Frequent absences may be referred back to their constituency for review.
- Engage in respectful discussion, especially when expressing dissenting opinions. Discourse should focus on interests and issues and not personalities and motives.
- Hold themselves and others accountable for the tone and content of their contributions.
- Determine and support agreed upon decision-making processes and accept decisions taken using these processes.
- Familiarize themselves with the Decision-Making Document, commonly used terms, and their definitions.
- Commit to the role of constituent group representative when consensus is being formed or a vote is required.

Committee Self-Evaluation

The Committee Self-Evaluation process for planning councils and participatory governance committees occurs on a three-year cycle and utilizes evidence internally from the committee and externally from its constituent base to facilitate dialogue. Each committee uses the *Eight Factor Model of Committee Effectiveness* as the framework for their self-evaluation. This tool is used to diagnose the strengths and weaknesses of a committee in order to improve the way the committee is functioning as a group, and also to improve the results the committee is achieving. Results and action plans from the self-evaluation are reported to College Council and acted upon to improve committee results, morale, focus, communication, processes, and the committee structure as a whole.

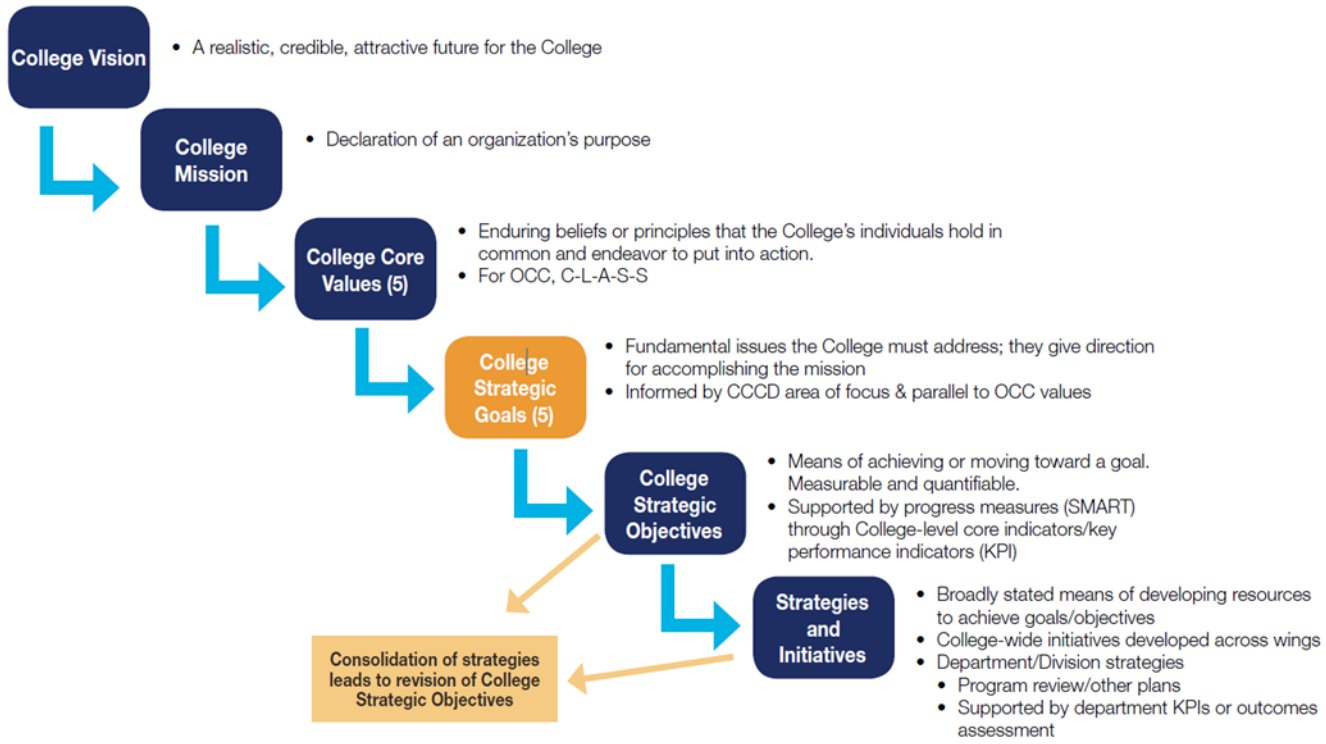
SECTION 3: OVERVIEW OF PLANNING AND SEQUENCES FOR KEY COLLEGE DECISIONS

Educational Master Plan

The College Council oversees the creation of the Educational Master Plan six-year plan that is reviewed annually for progress and every three years comprehensively. The Educational Master Plan includes the college's strategic goals objectives and initiatives. It is developed using the following resources:

- Planning assumptions
- Accreditation Standards
- District Strategic Plan
- State and Federal Regulations
- Campus-wide forums
- Progress/completion of each of the Wing Planning Council's 3–6-year plans (incorporating program review and SLO/AUO assessment)
- Participatory Governance structure

Terminology



College Planning & Resources Allocation

Orange Coast College's Educational Master Plan outlines the college's planning process and how comprehensive program reviews and SLO assessment relate to the mission and vision and are the basis for the college's planning process.

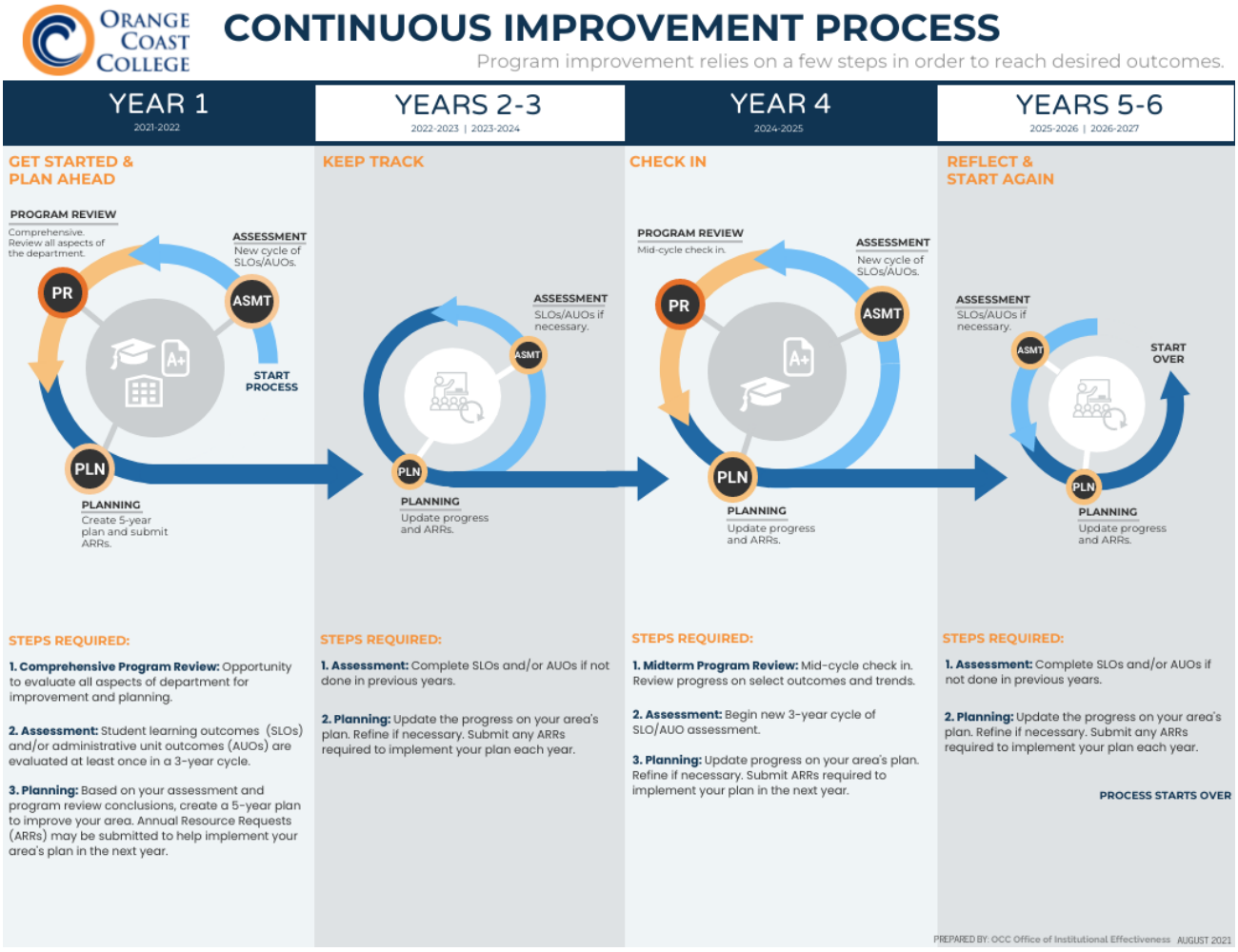
Each of the college wings (Institutional Advancement & Effectiveness, Instruction, Student Services, and Administrative Services) develops a three-year strategic plan (called a Wing Plan) describing each department's/program's strategies/initiatives and expected outcomes, which are tied to college strategic goals and objectives. Each department/program initiatives related to the master plan are initially identified in either their Comprehensive or Midterm Program Review.

Resource needs arising from the wing's three-year strategic plans are documented in the Annual Resource Requests (ARRs). Annual Resource Requests include facilities, technology, equipment, professional development, supplies, human resources (not including full-time faculty), and "other" category. ARRs are reviewed annually and prioritized by the following:

- Departments/Divisions
- Wing Planning Councils
- Campus-wide integration by the Orange Coast College President's Cabinet

The college's main planning council, the College Council, oversees these processes and provides feedback and endorsement to the President before the prioritizations are finalized.

The college's integrated program review, outcomes assessment, planning, and resource allocation model is depicted in the graphic below.



Resource Plans

To support the completion of the Educational Master Plan, specific plans have been developed in focused areas. The administration, in direct consultation with the appropriate committee, ultimately is responsible for the development of resource plans, considering the District's Strategic Master Plan and District's Technology plan.

College Resource Plans include:

- Facilities Master Plan
- Technology Plan
- Strategic Enrollment Management Plan
- Student Equity Plan
- Diversity, Equity, Inclusion & Accessibility 1.0 Plan

Resource committees review ARRs to ensure consistency with the Educational Master Plan. The committee report potential problems, trends, or conflicts with existing infrastructure to President's Cabinet during the prioritization process.

Program Review

The purpose of program review is continuous program improvement. All campus departments conduct a Comprehensive Program Review (CPR) every six years in order to review their role in achieving the college's mission, understand their program's strengths, identify key areas for improvement and create a workable plan for achieving the desired improvements and outcomes. The six-year department plans that result from this process are integrated into the appropriate three-year strategic wing plans, directly link to the Educational Master Plan, and are reviewed annually. CPR also produces department level plans that improve or enhance a department/program but may not be explicitly linked to the master plan. The CPR process results in campus-wide planning driven by data analysis and guided by the college's goals for effective decision-making. After three-years, all campus departments conduct a Midterm Program Review (MPR) that serves as a check-in point and for the department to assess their progress over the past three years. During MPR, departments will review their initially set six-year plans and will conduct a substantive review/revision for the remainder of the six-years. From these updates, three to six-year strategic wing plans will be renewed/developed by the wings. MPR consists of an analysis of their most recent cycle of outcomes assessment (SLO/AUO/PSLO), department planning progress, external factors, and other relevant data. MPR leads to the revision of existing planning strategies for another three-year cycle or addition of new strategies. The program review processes are documented in the college's Program Review Guides. The ARR process allows for requests to be made based on assessment evidence that may occur outside of a program/department's program review cycle.

Annual Planning Updates and Annual Resource Requests (ARR)

Each department identifies any resource needs that are necessary to achieve their planning strategies aligned with the college's strategic goal(s) by completing an Annual Resource Request (ARR) after updating their planning strategies annually. All ARRs are reviewed by the applicable resource committees and prioritized through the various planning councils, then submitted to the President's Cabinet for an integrated prioritized recommendation. The integrated prioritized recommendation is sent to College Council for review and endorsement and the College Budget Committee for resource allocation and budget development.

Integration of Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUO) Assessment

Student Learning Outcomes are developed and assessed for all courses, instructional programs, and some student services programs. Administrative Unit Outcomes are developed for all campus support services. Each department is responsible for the implementation of their course and program SLO or AUO

assessment. The college's Institutional SLOs are directly linked to General Education Outcomes. The faculty assessment and improvement coordinator in consultation with the faculty are responsible for the ISLO/GE outcomes assessment. Learning outcome plans and assessment results are synthesized and documented in the Comprehensive and Midterm Program Reviews. Results of assessments are reported annually and used to make improvements in programs and services. Planning strategies can be added annually through the Annual Planning Update process and resource requests can be made through an Annual Resource Request (ARR). All SLOs and AUOs are assessed on a three-year cycle ending the year prior to a Comprehensive or Midterm Program Review year.

Nuventive Solutions System for Documenting Program Review, SLO/AUOs and Planning

Solutions is an integrated database that collects, and stores information related to these vital processes. Solutions is accessed through the Office of Institutional Effectiveness Portal Site. Faculty, classified professionals, and managers with access are automatically authenticated into Solutions. Access is overseen by the Office of Institutional Effectiveness. These general permission rules apply:

- Each department manager is provided update access to their Solutions unit(s) and managers/department chairs/leads request either update or inquiry access for other members.
- For instructional divisions, the division dean and department chair/faculty lead are provided update access to unit(s) under their purview; however, the division dean will only be given view access to course SLO units.

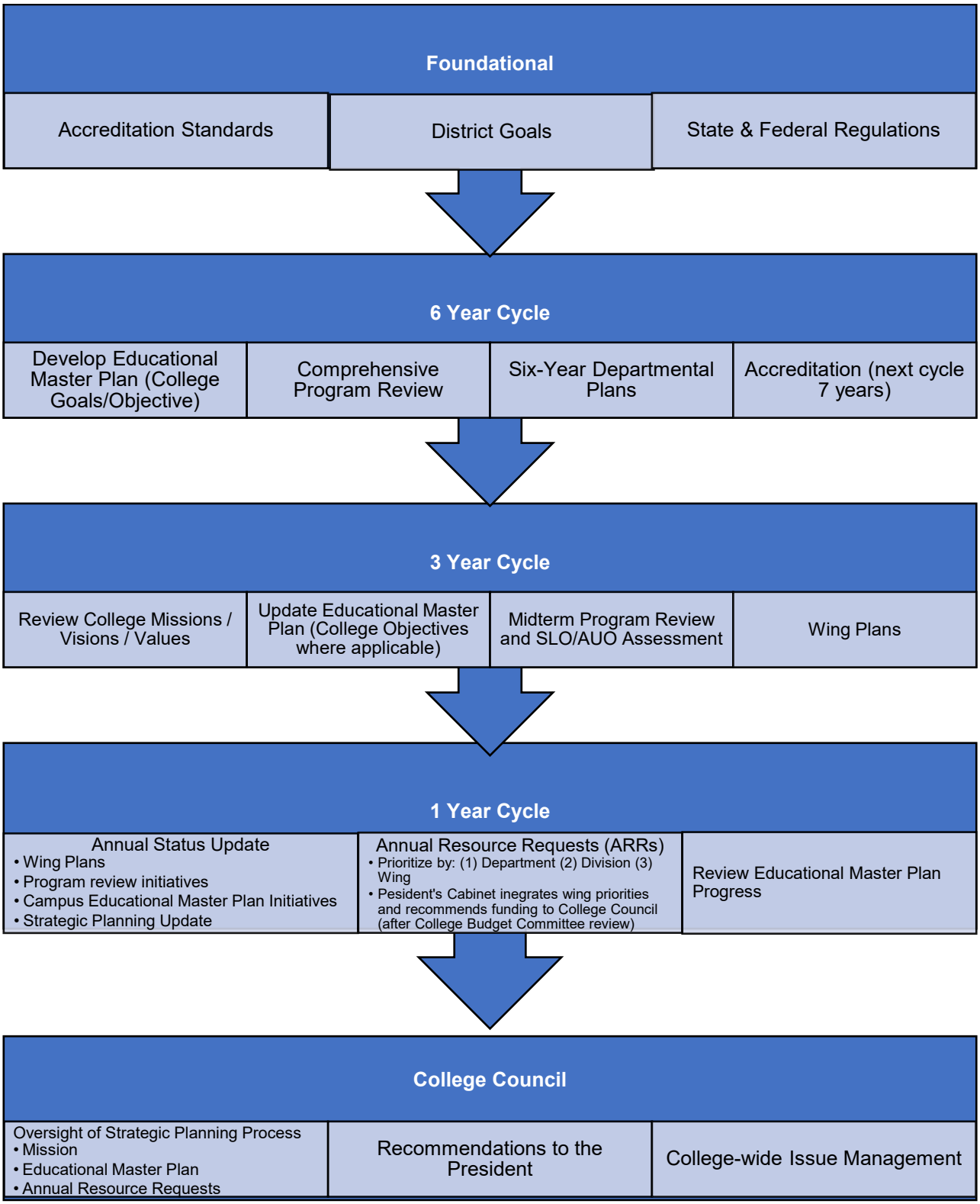
Beyond the Scope of the Budget Requests (BSB)

BSBs accommodate unexpected needs outside of the college's formal planning and resource allocation processes. BSB should not include personnel requests or ongoing expenses. The Resource Allocation Process Chart illustrates how the BSB process is integrated and requested.

Planning and Decision-Making Process Charts

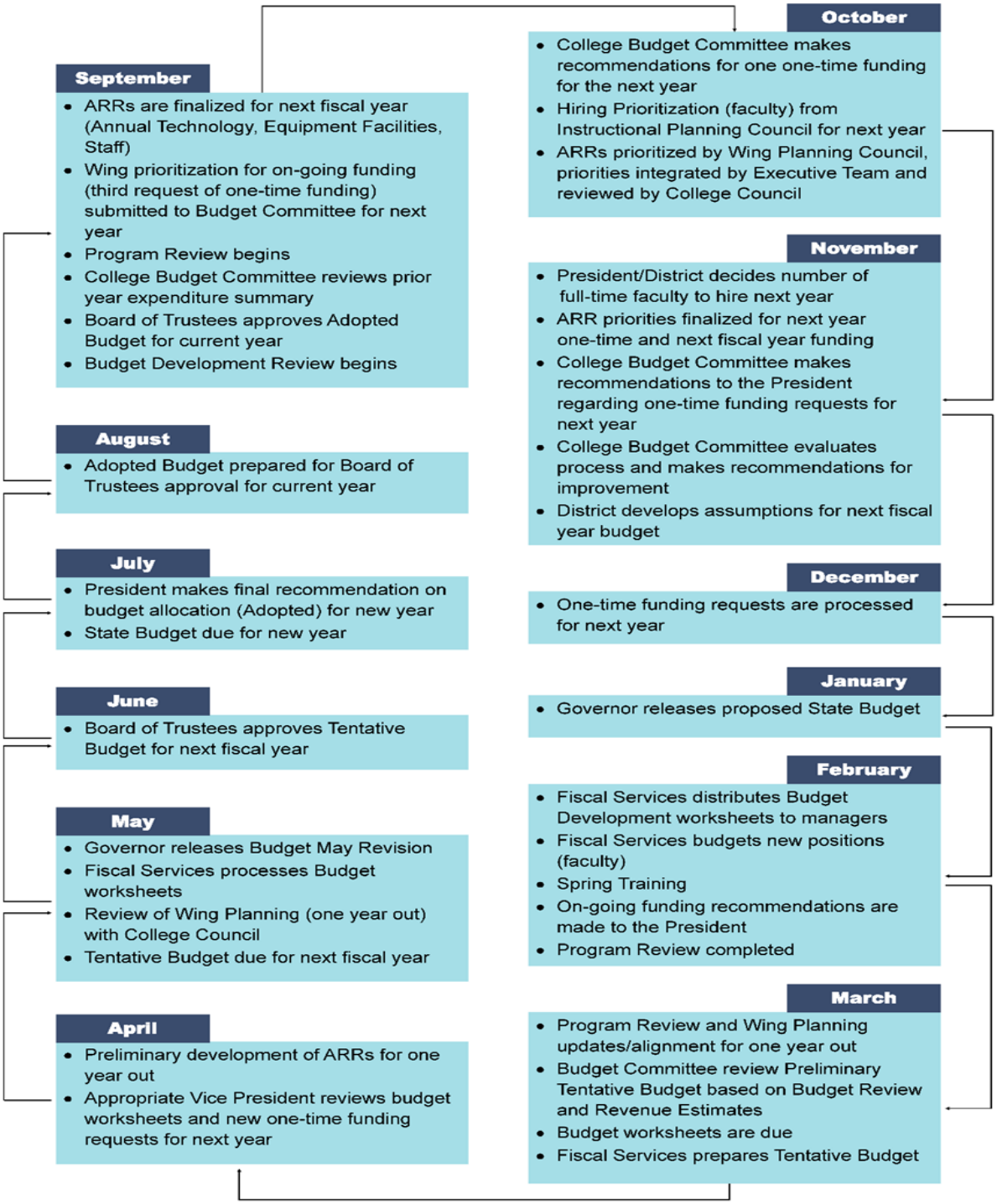
- Strategic Planning Process
- Annual Budget Review and Development Process Timeline
- Annual Resource Request (ARR) Process
- Beyond the Scope of the Budget (BSB) Process
- Alignment of College and District Continuous Improvement Processes
- Full-time Faculty Hiring Prioritization Process
- Classified Professional and Management Hiring Process
- Notice of Vacancy Process

Strategic Planning Process

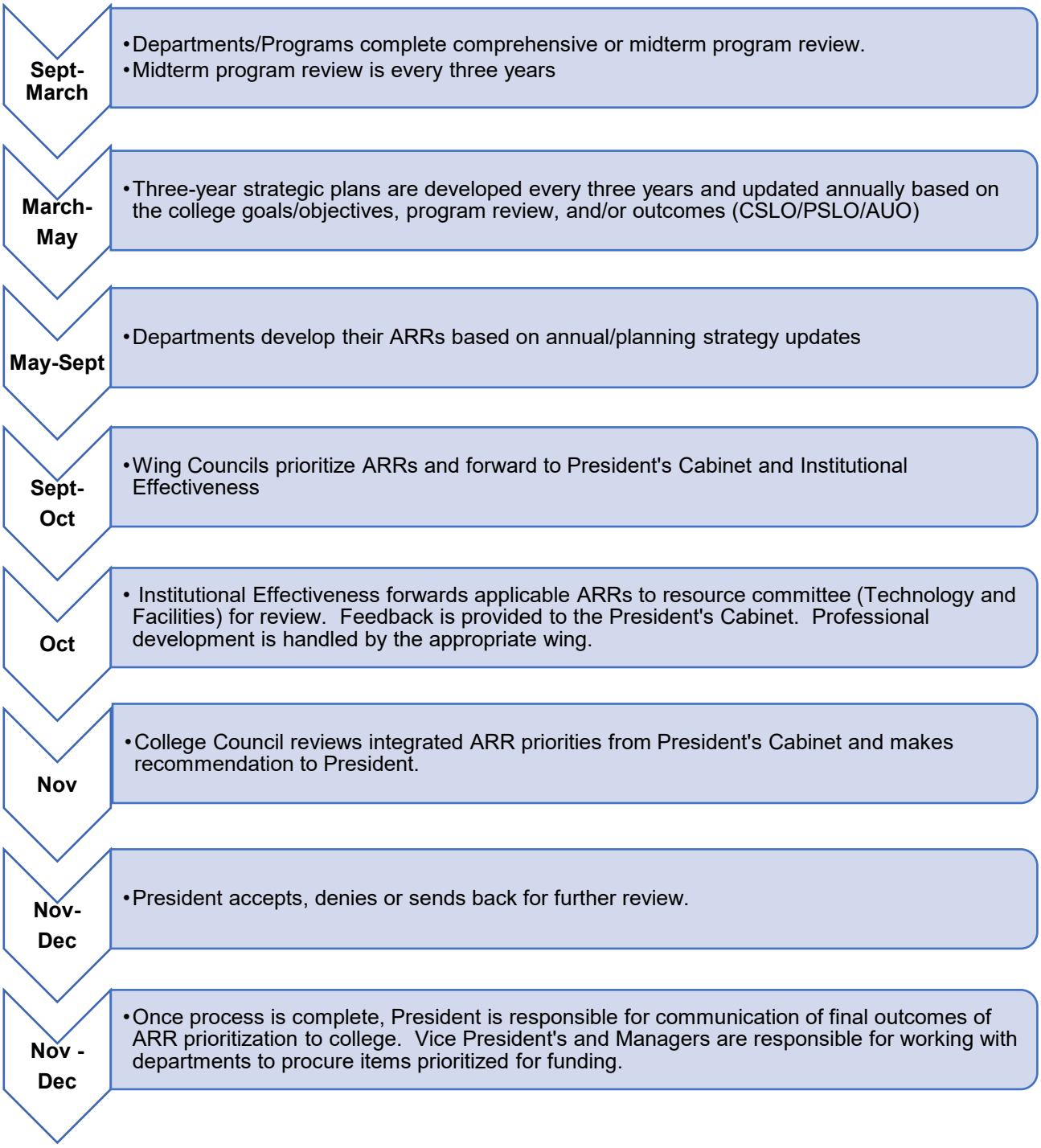


Annual Budget Review and Development Process Timeline (Chronological)

All deadlines are campus deadlines. Each wing may create their own internal deadlines.

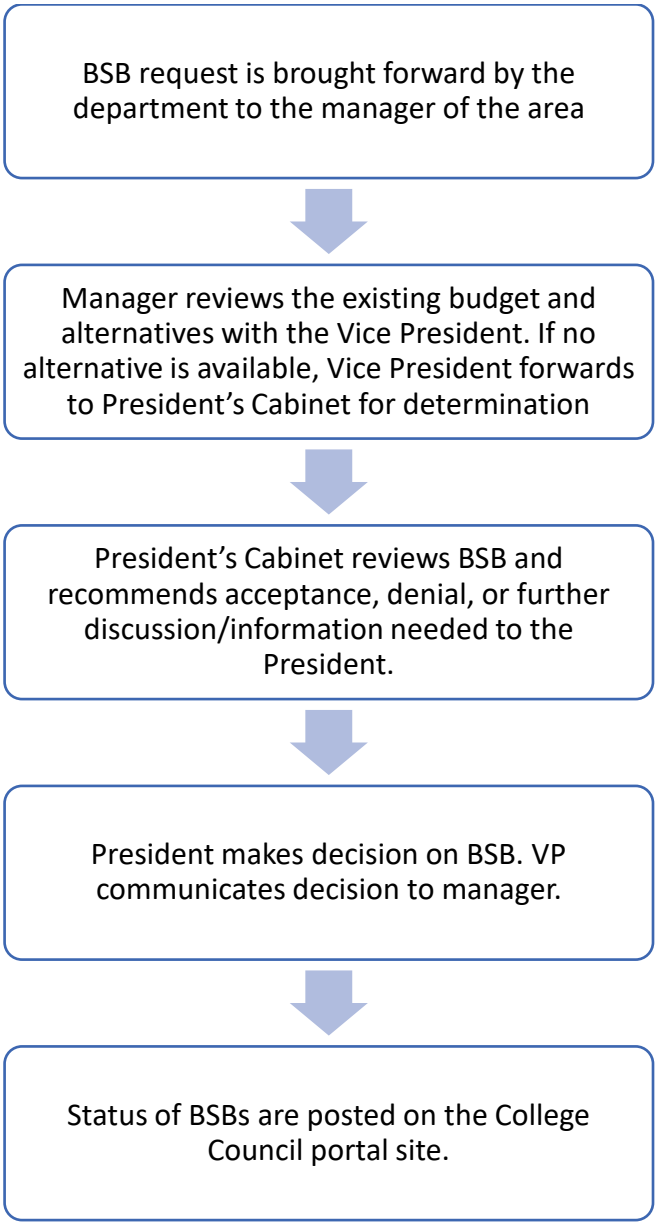


Annual Resource Request (ARR) Process



Beyond the Scope of the Budget (BSB) Process

Beyond of the Scope of the Budget (BSB) requests are those that cannot wait until next budget cycle are brought forward by the department to the manager of the area. BSB requests can be brought forward at any time of the year and require justification of why they were not included in the program's annual planning and annual resource requests (ARRs).



An annual equipment repair budget is available for unplanned repairs. Please access the Equipment Repair Funding Request Form from the OCC Website Annual Equipment Repair Budget Link

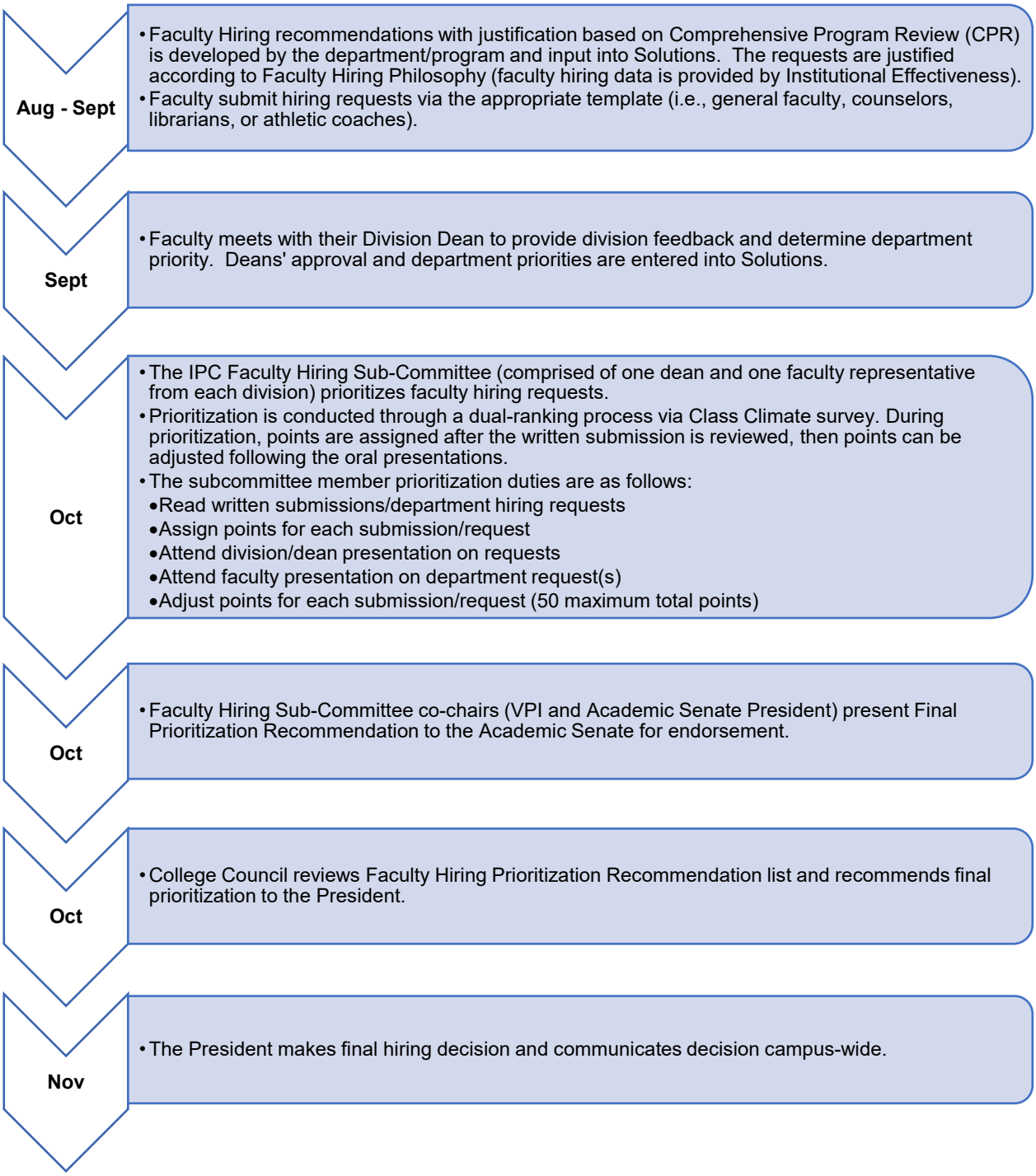
Alignment of College and District Continuous Improvement Processes

A seven-year review cycle has been developed collaboratively with the Coast Community College District. This cycle ensures alignment between district planning and college planning. It also aligns with the college's accreditation cycle to ensure that program review (comprehensive and midterm) and SLO/AUO assessment cycles are completed prior to the development of the college's accreditation self-evaluation report.

Coast District and Colleges – Timeline of Continuous Improvement Processes

	2013-2019 Cycle						2019-2026 Cycle						
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7
Task	2013-14	2014-15	2015-16	2016-17	*2017-18*	2018-19	2019-20	2020-21	2021-22	2022-23	*2023-24*	2024-25	2025-26
District-Wide Strategic Plan	Update			Update			Update			Update			
College Master Plans		Update			Update			Update			Update		
Program Review			CPR Write Reports			MPR Write Reports			CPR Write Reports			MPR Write Reports	
ISLOs			Assess	Close the Loop	Assess	Close the Loop	Assess	Close the Loop	Assess	Close the Loop	Assess	Close the Loop	Assess
PSLOs						Assess & Close the Loop			Assess & Close the Loop			Assess & Close the Loop	
CSLOs & AUOs		End Cycle	Begin Cycle		End Cycle	Begin Cycle		End Cycle	Begin Cyce			End Cycle	Begin Cycle
Planning Strategies (3-Year Plan)						Extend plan			Develop Plan			Extend Plan	
Annual Planning Updates & Prioritize Resource Requests	Update & Prioritize	Update & Prioritize	Update & Prioritize	Update & Prioritize	Update & Prioritize	Update & Prioritize	Update & Prioritize	Update & Prioritize	Update & Prioritize	Update & Prioritize	Update & Prioritize	Update & Prioritize	Update & Prioritize
Biennial Review of Career Education Programs	Review Select Programs	Review Select Programs	Review Select Programs	Review Select Programs	Review Select Programs	Review Select Programs	Review Select Programs	Review Select Programs	Review Select Programs	Review Select Programs	Review Select Programs	Review Select Programs	Review Select Programs
Comprehensive Evaluation of Processes	Evaluate	Discuss & Revise		Full Evaluation	Discuss & Revise		Interim Evaluation	Discuss & Revise (as needed)		Full Evaluation	Discuss & Revise		Interim Evaluation
Accreditation Mid-Term Report			Write							Write			
Accreditation Self-Evaluation				Plan	Write	Submit					Plan	Write	Submit
Accreditation Team Visit						Visit							Visit

Full-Time Faculty Hiring Prioritization Process



Note: Full-Time Faculty Hiring Prioritization Process does not apply to full-time categorically funded faculty.

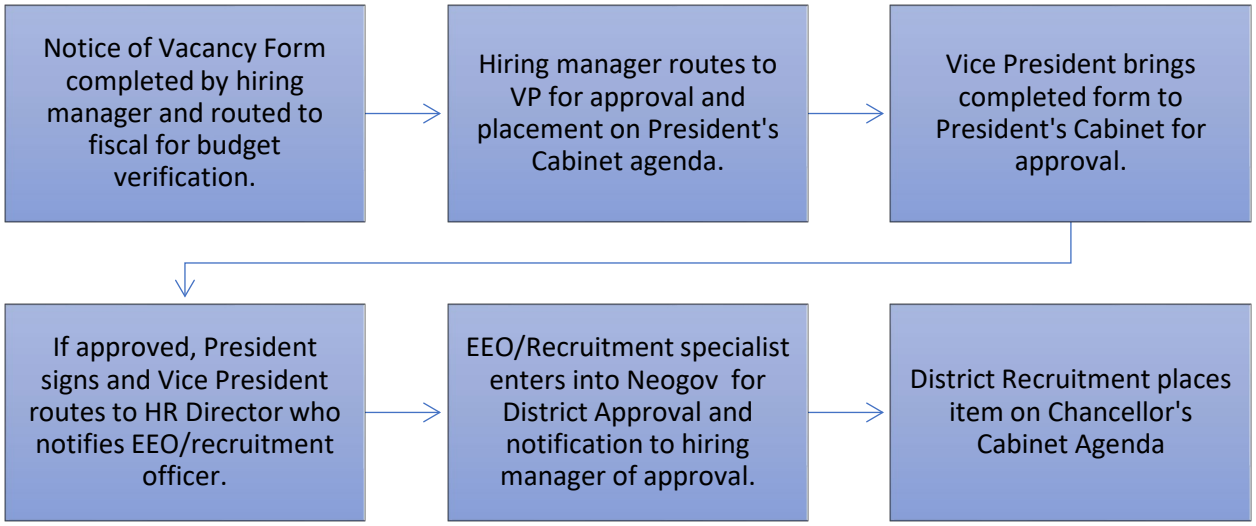
Classified Professional and Manager Hiring Process

Planning for new classified professional and manager hires is an annual process triggered by the Annual Resource Requests (ARR). New positions in the ARR, in most cases, are justified through the Comprehensive Program Review (CPR) process. Positions identified for hire not justified through the CPR require an additional justification detailing why the position was not cited in the CPR and why it is needed.

Recognizing that emergency and replacement hires will be needed outside of this annual process, the following steps are followed.

- Vacant positions will be evaluated for permanent replacement or hourly backfill. A Notice of Vacancy form is completed by the hiring manager and forwarded to President's Cabinet through the process below.
- Positions identified for permanent replacement by the President's Cabinet will be evaluated against the current annual hiring priorities.
- Funding sources are a critical variable to hiring decisions and can be determining factor in how and when vacancies are hired.
- Positions deemed a higher priority than existing annual prioritization will be communicated by the Vice Presidents to their areas. They should be identified at the beginning of the process.
- Note: Process may be modified during Board of Trustees adoption (or imposition) of a hiring freeze.

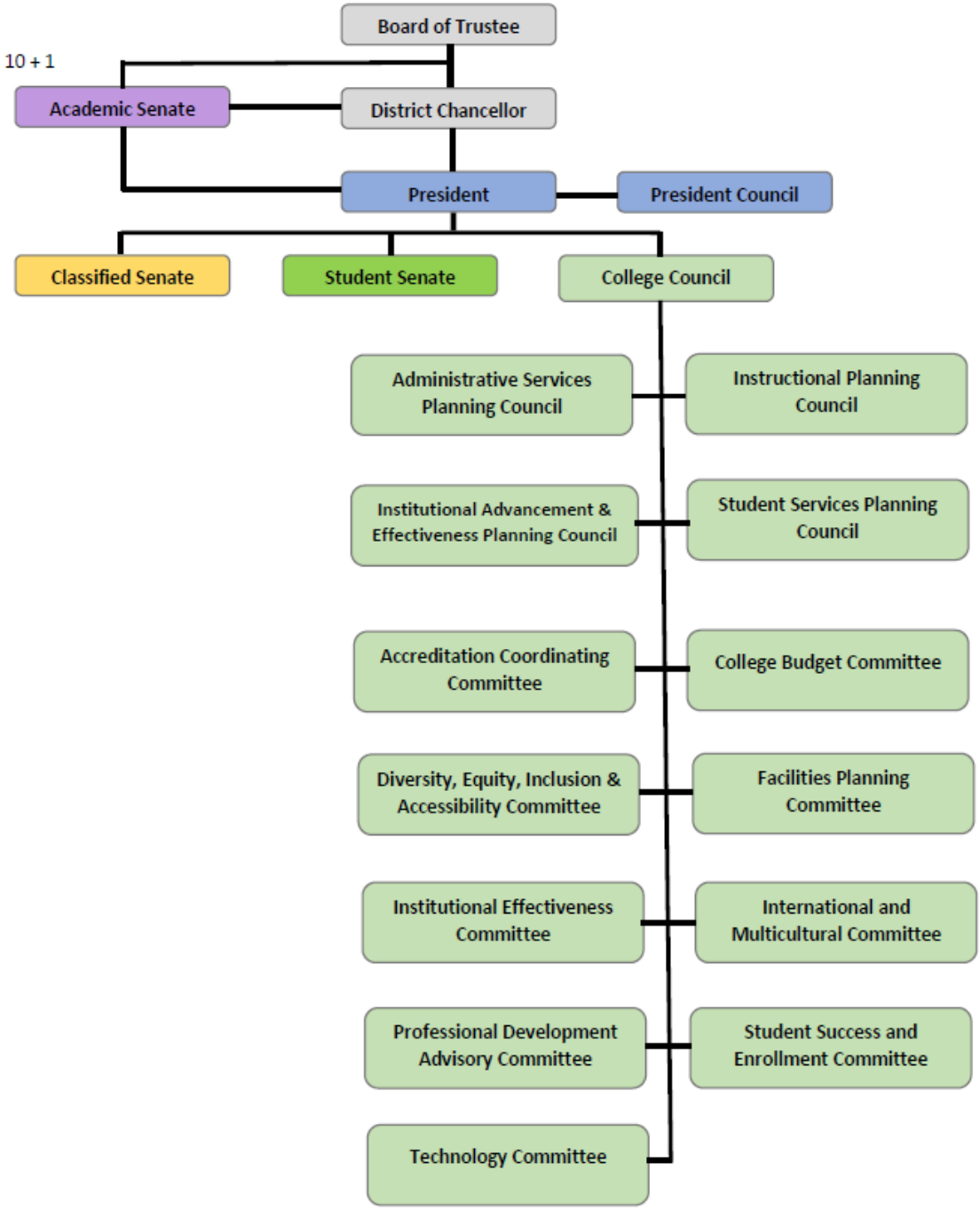
Notice of Vacancy Process



SECTION 4: PLANNING & GOVERNANCE

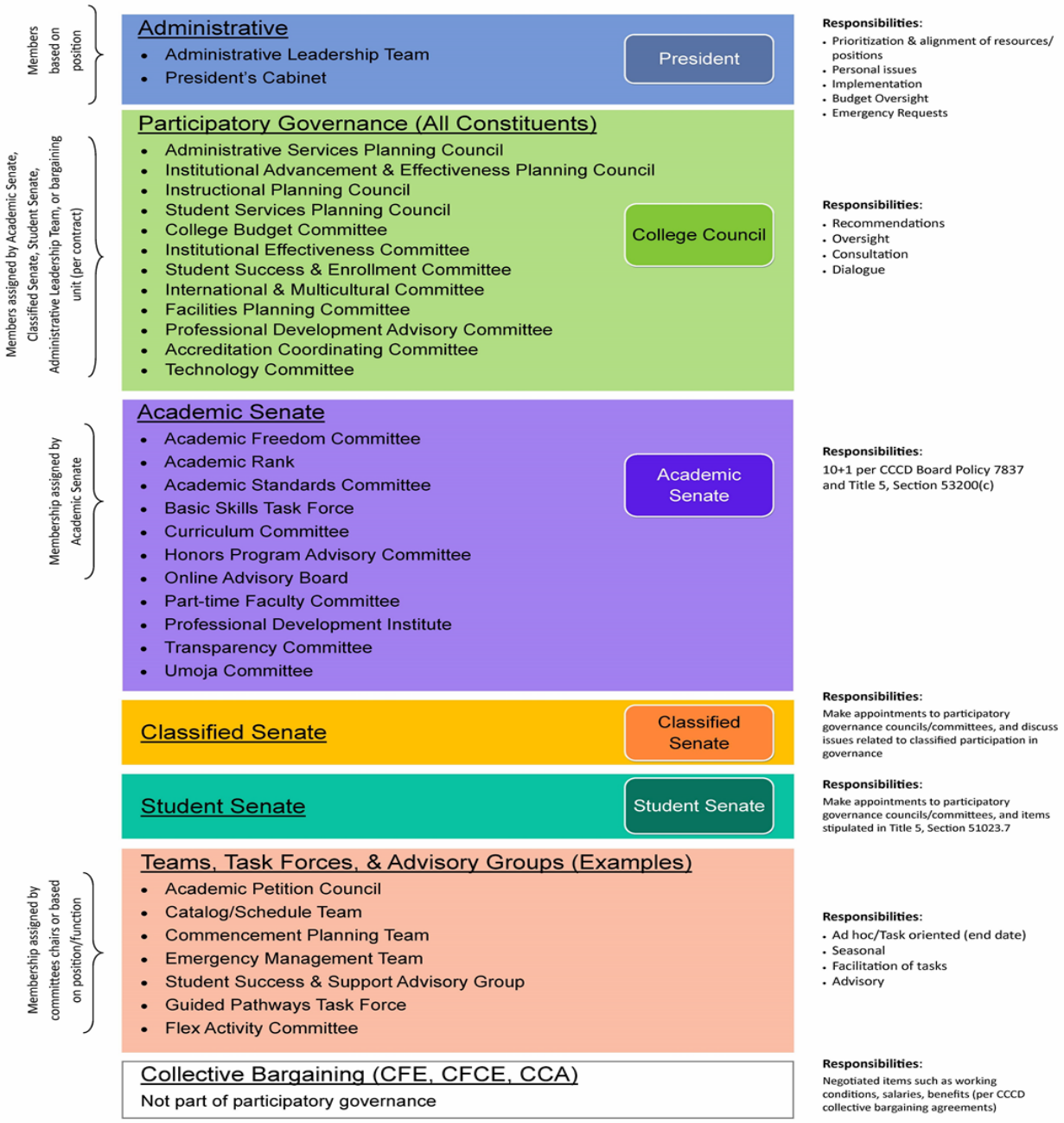
Planning Committee Structure

The diagram below represents the college's planning committee structure, which is not the same as the college's administrative structure. The planning councils are directly aligned with the administrative structure whereas the other planning committees represent focused campus-wide planning areas. The committees are color-coded based on their governance classification (see Governance and Operating Structure).

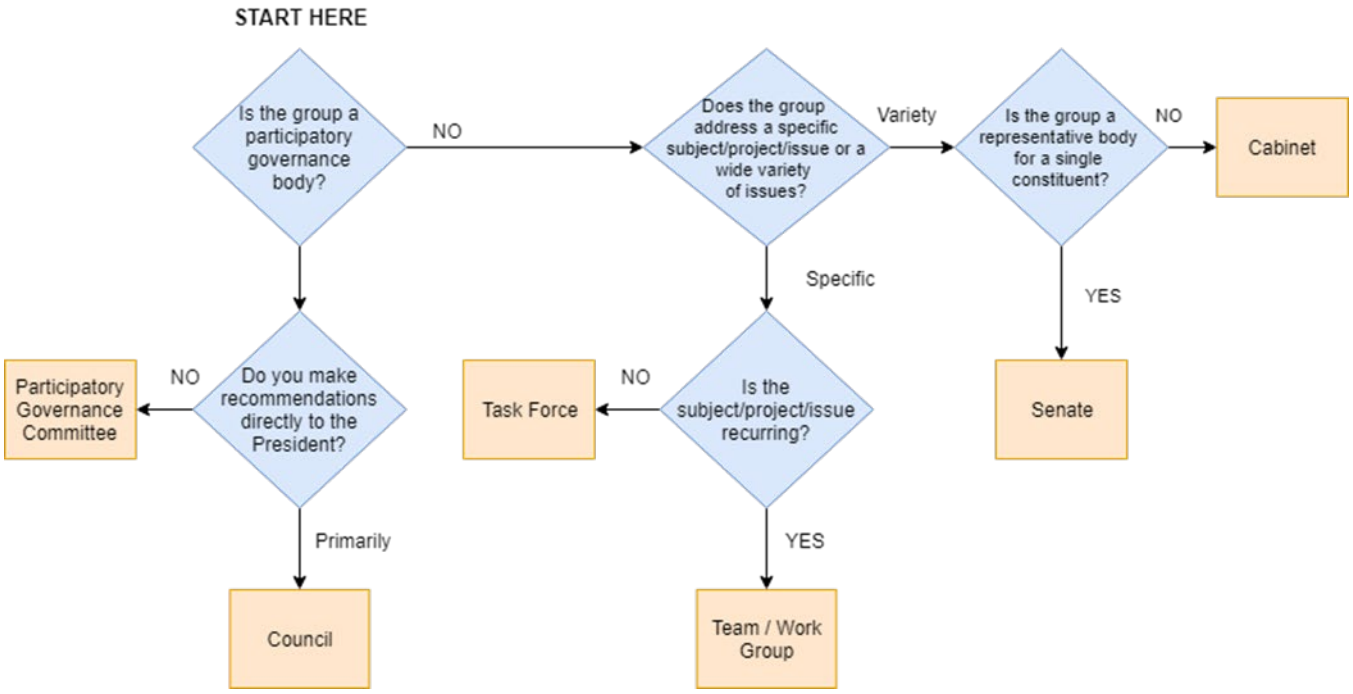


Governance and Operating Structure

The diagram below represents the college's governance structure. It identifies how members are assigned to councils/committees and the type of responsibilities for each group.



Participatory Governance Groups



Planning Council and Committees' Responsibilities, Annual Agenda Guidelines and Membership

The following includes the responsibilities, annual agenda guidelines, and membership for planning councils, planning committees, and cabinets (refer to Planning Committee Structure diagram on page 28). Annual agenda guidelines are established by the College Council to facilitate the completion of required planning processes and the college's goals as stated in the Educational Master Plan. Membership on all planning councils and planning committees is reviewed on an annual basis. Unless stipulated by position, members are appointed by their respective constituent group (see Governance and Operating Structure Page 29) for a two-year cycle (one-year for student representatives). Members may be reappointed by their constituent groups. It is important that committees review "Role of Committee's Member's Participation and Collegiality" (page 15) annually to discuss attendance and participation expectations of the committee.

Committee: Academic Senate (Faculty – AB 1725)

Responsibilities	Annual Agenda Guidelines	Membership
Academic roles and responsibilities: The Board of Trustees of the Coast Community College District, or such representatives as it may designate, will *rely primarily* upon the advice and judgment of the Academic Senate(s) in developing policies involving the following academic and professional matter: 1. Curriculum, including establishing prerequisites and placing courses within disciplines 2. Degree and certificates requirements 5. Standards or policies regarding student preparation and success 4. Educational program development 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports 8. Policies for faculty professional 9. Processes for program review The Board of Trustee of the Coast Community College District, 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 matters: 3. Grading Policies 6. District and College governance structures, as related to faculty roles 10. Processes for institutional planning and budget development +1. Other academic and professional matters as mutually agreed upon.	**Fall:** Orientation and review of the Participatory Governance Document Verify representation on participatory governance councils/committees **Spring:** Assign representatives to participatory governance councils/committees **Support for Accreditation Standard/s: II.A., IV.A.**	**Chair:** President, Academic Senate **Members:** Senators (1 from each Division) Full-time Senators-at-Large (9) Part-time Senators-at-Large (3) Student Senate (1) Non-voting

Committee: Accreditation Coordinating Committee (Participatory Governance)

Responsibilities	Annual Agenda Guidelines	Membership
Serves to communicate accreditation standards and process to the campus community as well as ensuring campus-wide participation. Creates and disseminates an annual planning calendar for the completion of program review, assessment, and other related accreditation goals. Oversees the production of reports to the ACCJC and ensures authenticity of these documents. Monitors and reports progress on the implementation of accreditation recommendations and standards.	**Fall:** Orientation and review the Participatory Governance document Verify/confirm committee membership Based on self-evaluation process, develop annual Council Goals Establish goals for the academic year **Spring:** Review committee membership including term limits Report progress on committee self-evaluation action plan Receive progress report SLO/AUO assessment and program review **Support for Accreditation Standard/s: All Standards, Eligibility Requirements (ERs), Quality Focused Essay (QFE)**	**Co-Chairs:** Accreditation Liaison Officer Institutional Effectiveness Coordinator **Members:** President, Academic Senate President, Classified Senate Academic Senate (2) Vice President, Administrative Services Vice President, Instruction Vice President, Student Services Classified Senate (1) CFCP (2) Student Senate (1) Institutional Effectiveness Dean Curriculum Classified Professional (1) Curriculum Committee Chair (1) On-line Advisory Board Coordinator (1) Instructional Dean (1) Student Services Program Review Coordinator (1) Two members of this Committee will be designated as Accreditation Co-chairs for the purpose of identification of evidence of practices that demonstrate how the standard is being met.

Council: Administrative Services Planning Council (Participatory Governance)

Responsibilities	Annual Agenda Guidelines	Membership
Responsible for creating the foundation for participation of all constituent groups in the planning process after program review. The APC vets, discusses and prioritizes (where appropriate) to make recommendations to the College Council.	**Fall:** Orientation and review the Participatory Governance document Verify/confirm committee membership Based on self-evaluation process, develop annual Council Goals Prioritize Administrative Services Wing's ARRs (for the next fiscal year), and forward to the Office of Research for dissemination to appropriate planning committees AND to the President's Cabinet for integration and campus prioritization Oversee Service Evaluations – Fall Survey Oversee start of Program Review Cycle Establish goals for the academic year **Spring:** Oversee Program Review Discuss program review and AUO assessment results Integrate departmental plans and update Three-Year Strategic Plan Forward Strategic Plan to the College Council for integration and development of college-wide plan First review of draft next year ARRs Evaluation of Council Goals for use in goal development (fall) Make reports to College Council as needed Council Self-Evaluation (every third year) Review committee membership **Support for Accreditation Standard/s: III.B., III.C.**	**Chair:** Vice President, Administrative Services **Members:** Managers (from Administrative Services) Classified Professionals (from Administrative Services departments) Classified Senate (3) (from any departments) CFCP (3) (from any departments) Student Services Planning Council (1) Academic Senate (1) Student (1 - appointed through SGOCC) **Working Groups:** Emergency Management Team Public Safety Committee Two members of this Committee will be designated as Accreditation Co-chairs for the purpose of identification of evidence of practices that demonstrate how the standard is being met.

Committee: Classified Senate

Responsibilities	Annual Agenda Guidelines	Membership
The Orange Coast College Classified Senate - constituted as a voluntary membership body of classified professionals, which recognizes the value of higher education at Orange Coast College - sees its mission as: Advocating the value and contributions that classified professionals provide to the learning environment. Providing quality service to promote student success. Cooperating with other organizations in the interest of enriching the educational environment at Orange Coast College. Serving as a liaison between the California Community Colleges' senates. Promoting the participation of classified professionals in shared governance at the college and District levels. Supports classified professionals in achieving personal professional goals.	**Fall:** Orientation and review the Participatory Governance document Verify representation on participatory governance councils/committees **Spring:** Assign representatives to participatory governance councils/committees **Support for Accreditation Standard/s: None**	Chairs: President, Classified Senate Elected E-board **Members:** Institutional Advancement and Effectiveness Wing Senator (1) Student Services Wing Senators (3) Administrative Services Wing Senators (3) Instruction Wing Senators (4) Full-time Senators-at-Large (6) Part-time Senators-at-Large (2) Student Senate Non-voting (1)

Committee: College Budget Committee (Participatory Governance)

Responsibilities	Annual Agenda Guidelines	Membership
College Budget Committee is charged with assisting with the budget development process and monitoring all college budget issues. A representative from the committee serves on the District Budget Advisory Committee and College Council. It ensures that resource allocations are based on college-wide strategic planning efforts. (Annual Budget Review and Development Process Timeline)	**Fall:** Orientation and review the Participatory Governance document Verify/confirm committee membership Based on self-evaluation process, develop annual goals Review prior year Expenditure Summary and carry forward balance Adopted Budget Update Planning Assumptions – Financial Section Receive ARR prioritizations for Next Budget Year from the President's Cabinet Use ARR trends for next year's Budget Development, Spring Training and Planning Assumptions Campus communications Oversee Budget Development Process Establish goals for the academic year Recommend one-time funds for next fiscal year (ARR Process) **Spring:** Spring Training (Professional Development) Update Planning Assumptions Campus communication Review requests for on-going fund and allocations Review long-term obligations Oversee Budget Development Evaluation of Committee Goals for use in goal development (fall) Committee Self-Evaluation (every third year) Revises the College's Financial Plan **Support for Accreditation Standard/s: III.B., III.D.**	**Co-Chairs:** President, Academic Senate Vice President, Administrative Services **Members:** Academic Senate (4) Administrative Leadership Team (1) Classified Senate (2) Student Senate (3) College Council (1) Administrative Services Planning Council (1) Instructional Planning Council (1) Student Services Planning Council (2) Institutional Advancement & Effectiveness Planning Council (1) Student Success and Enrollment Committee (1) Facilities Planning Committee (1) Technology Committee (1) Foundation (1) CFCP (2) CFE/AFT (1) CDMA (1) Two members of this Committee will be designated as Accreditation Co-chairs for the purpose of identification of evidence of practices that demonstrate how the standard is being met.

Council: College Council (Participatory Governance)

Responsibilities	Annual Agenda Guidelines	Membership
The College Council represents faculty, classified professionals, and students for strategic planning and college-wide issue management and procedural review, using transparent communication, collegiality and shared ideas that work together for the best interests of the people, the learning, and the future of Orange Coast College.	**Fall:** Orientation and review the Participatory Governance document Verify/confirm committee membership Based on self-evaluation process, develop annual Council Goals Oversee planning timeline Recommend the assignment of annual agenda items (for participatory governance committees) and make recommendation to the college president Receive a recommendation for college-wide annual priority (from Educational Master Plan) and make recommendation to the college president Review committee self-evaluation action plan Discussion implications of planning assumptions and data from Institutional Effectiveness Review ARR and faculty hiring priorities from President's Council Review vision, mission values (every three years) Review Educational Master Plan progress Establish goals for the academic year Make strategic or operational recommendations based on Institutional Effectiveness data to College Council, Planning Councils, Committees and/or President's Cabinet **Spring:** Review committee membership including term limits Report progress on committee self-evaluation action plan Receive progress report SLO and AUO assessment and program review Receive reports from participatory governance committee chairs on completion of annual agenda guidelines Make strategic or operational recommendations based on Institutional Effectiveness data to College Council, Planning Councils, Committees and/or President's Cabinet **Support for Accreditation Standard/s: I.A., ERs**	**Co-Chairs:** College President Dean, Research, Planning & Institutional Effectiveness **Members:** President, Academic Senate President, Classified Senate Classified Senate (1) CFCP (2) Academic Senate (3) Student Government OCC (2) Administrative Leadership Team (1) Wing Representatives (1 from each wing planning council) Participatory Governance Council/ Committee Reps (1 each): Accreditation Student Success & Enrollment Facilities College Budget Institutional Effectiveness Professional Development Technology International & Multicultural Diversity, Equity, Inclusion and Accessibility **Ex-officio (voting members):** Vice Presidents Director, Technology Multicultural Center Coordinator Two members of this Committee will be designated as Accreditation Co-chairs for the purpose of identification of evidence of practices that demonstrate how the standard is being met.

Committee: Diversity, Equity, Inclusion & Accessibility Committee

Responsibilities	Annual Agenda Guidelines	Membership
The DEIA Committee is responsible for providing the oversight and evaluation of the DEIA Plan. The Committee will: Prioritize DEIA Plan goals and objectives for the year Provide updates on the accomplishment of those goals and objectives to College Council Communicate to the campus on progress in the implementation of DEIA Plan Facilitate the updating of the DEIA Plan per the established cycle Develop and monitor indicators and measures for the evaluation of the plan outcomes	**Fall:** Orientation and review the Participatory Governance document Verify/confirm committee Membership Based on self-evaluation process, develop annual committee goals Establish and monitor DEIA accountability measures and review college core indicators aligned with DEIA Plan Facilitate prioritization of DEIA Plan goals and objectives for the year through Student Senate, Academic Senate, Classified Senate, Administrative Leadership Team, Wing Planning Councils and College Council Review DEIA Annual Resource Request (ARR) to ensure consistency with DEIA Plan. Report potential problems, trends, or conflicts with existing plans to the President's Cabinet. **Spring:** Report progress on committee self- evaluation goals Evaluate the DEIA Plan by receiving progress reports on DEIA goals and objectives. Evaluate and monitor progress on Student Equity Plan Facilitate updates to DEIA Plan and Student Equity Plan Communicate to College Council progress in meeting DEIA Plan and Student Equity Plan goals **Support for Accreditation Standard/s: ACCJC Policy on Social Justice and related standards**	**Chairs:** Faculty Administrator Classified Professional Student Representative **Committee Support Members** Assoc. Students OCC (4) Classified Senate (2) CFCP (2) Academic Senate (4) – to include PT Faculty representation Management (4) – to include representation from each Wing **Ex-Officio Members (Non-Voting):** Manager, Student Equity Faculty Coordinator, Multicultural Center Associate Dean, Global Engagement Center Umoja Coordinator CLEEO Coordinator Puente Coordinator Flex Coordinator Online Faculty Coordinator Director, MESA Title IX Coordinator/ Grievances Director of Marketing & Public Relations Vice President (TBD) Director, DSPS/ARC Director, Maintenance & Operations Director, Mental Health Services Dean, Research, Planning, and Institutional Effectiveness Director, Human Resources Reports to: College Council

Committee: Facilities Planning Committee (Participatory Governance)

Responsibilities	Annual Agenda Guidelines	Membership
Provide consultation to the Administrative Wing for the creation and review of the Facilities Master Plan, and other issues related to facilities such as bond projects: plans, progress, impact (traffic flow, parking issues, building access, hazard zone), and completion	**Fall:** Orientation and review the Participatory Governance document Verify/confirm committee membership Based on self-evaluation process, develop annual committee goals Review Planning Assumptions Oversight and recommendation for campus facility issues Receive Facilities ARRs from the Office of Institutional Effectiveness and review to ensure consistency with supplemental plan (Facilities Master Plan). Report potential problems, trends, or conflicts with existing infrastructure to the President's Cabinet. Make recommendations to President's Cabinet on ARR trends observed, where appropriate Review supplemental plan developed by administrative function Campus oversight of General Obligation Funds/ Facility Funds Make reports to College Council as needed Receives updates on Public Safety and Emergency Operations Establish goals for the academic year **Spring:** Oversight and recommendation for campus facility issues Campus oversight of General Obligation Funds/Facility Funds Evaluation of Facilities Master Plan progress and alignment with the Educational Master Plan/Three-Year Strategic Plans Receives updates on Public Safety and Emergency Operations Committee self-evaluation (every third year) Review committee membership **Support for Accreditation Standard/s: III.B.**	**Co-Chairs:** President, Academic Senate Vice President, Administrative Services **Members:** Academic Senate (8) Classified Senate (3) CFCP (3) Student Senate (3) Administrative Leadership Team (5) College Council Representative (1) Foundation (1) Director, Maintenance & Operations Environmental Sustainability Coordinator (1) Two members of this Committee will be designated as Accreditation Co-chairs for the purpose of identification of evidence of practices that demonstrate how the standard is being met.

Council: Institutional Advancement & Effectiveness Planning Council (Participatory Governance)

Responsibilities	Annual Agenda Guidelines	Membership
Responsible for creating the foundation for participation of all constituent groups in the planning process after program review for the wing. The IAEPC vets, discusses, and prioritizes (where appropriate) to make recommendations to the College Council	**Fall:** Orientation and review the Participatory Governance document Verify/confirm committee membership Based on self-evaluation process, develop annual Council Goals Prioritize Institutional Advancement & Effectiveness Planning Wing's ARRs (for the subsequent academic year), and forward to the Office of Research for dissemination to appropriate planning committee AND to the President's Cabinet for integration and campus prioritization Prioritize hiring using ARRs Oversee start of Program Review Cycle Establish goals for the academic year **Spring:** Discuss program review and SLO/AUO assessment results Integrate departmental plans and update Three-Year Strategic Plan Annual Staffing Plan Forward updated Three-Year Strategic Plan for the integration and development of college-wide plan First review of draft ARRs for Fall Evaluation of Council Goals for use in goal development (fall) Council self-evaluation (every third year) Review committee membership **Support for Accreditation Standard/s: III.A.**	**Chair:** College President **Members:** Dean, Institutional Effectiveness Director, Foundation Director, Marketing & Public Relations Director, Human Resources Classified Senate from Wing (1) CFCP from Wing (1) Academic Senate (2 with 1 from Flex Activity Committee) Student Senate (1) Executive Assistant to the President Two members of this Committee will be designated as Accreditation Co-chairs for the purpose of identification of evidence of practices that demonstrate how the standard is being met.

Committee: Institutional Effectiveness Committee (Participatory Governance)

Responsibilities	Annual Agenda Guidelines	Membership
The Institutional Effectiveness Committee is responsible for: Oversight and evaluation of program review/SLO processes and continuous improvement Evaluation of college-wide planning process Oversight of committees' self-evaluation process Identifying trends based on internal/external scans and planning assumptions	**Fall:** Orientation and review the Participatory Governance document Verify/confirm committee membership Based on self-evaluation process, develop annual Committee Goals Establish evaluation and institutional survey calendar Monitor and track continuous improvement processes Review and discuss data, trends, and planning assumptions Review results of "institutional effectiveness" surveys Establish goals for the academic year **Spring:** Review committee membership Committee self-evaluation (every third year) Make recommendations based on process evaluations/assessment Review results of "institutional effectiveness" surveys Review and discuss data, trends, and planning assumptions Monitor and track continuous improvement processes Conduct the evaluation of the Decision-Making Document (every third year) **Support for Accreditation Standard/s: I.B., I.C.**	**Co-Chairs:** Tri-Chair (1 Faculty, 1 Classified Professional, and Dean, Research, Planning & Institutional Effectiveness) **Members:** Academic Senate (2) Classified Senate (1) CFCP (1) Student Senate (2) Institutional Effectiveness Faculty Coordinators (3) Program Review Coordinators – Student Services & Administrative Services (2) Instructional Dean (2) Institutional Research Analyst (2) Accreditation Liaison Officer (1) SSSP (1) Student Equity (1) Two members of this Committee will be designated as Accreditation Co-chairs for the purpose of identification of evidence of practices that demonstrate how the standard is being met.

Council: Instructional Planning Council (IPC) - (Participatory Governance)

Responsibilities	Annual Agenda Guidelines	Membership
Responsible for creating the foundation for participation of all constituent groups in the planning process after program review. The IPC vets, discusses and prioritizes (where appropriate) to make recommendations to the College Council. An IPC subcommittee consisting of the division faculty representatives and division deans determines priorities for faculty hiring annually.	**Fall:** Orientation and review the Participatory Governance document Verify/confirm committee membership Based on self-evaluation process, develop annual Council Goals Faculty hiring and priorities developed Establish goals for the academic year **Spring** Prioritize Instruction Wing's ARRs (for the subsequent academic year), and forward to the Office of Research for dissemination to appropriate planning committees AND to the President's Cabinet for integration and campus prioritization Discuss program review and SLO assessment results Integrate departmental plans and update Three-Year Strategic Plan for the integration and development of college-wide plan Evaluation of Council Goals for use in goal development Council self-evaluation (every third year) Review committee memberships **Support for Accreditation Standard/s: II.A.**	**Co-chairs:** Vice President, Instruction Council Member (Rotates monthly) **Members:** President, Academic Senate Vice President, Academic Senate Academic Senate, Senator at Large (1) Student Senate (2) Classified Senate (1 – Instruction and/or Student Service Wings. 1 per wing balanced with CFCP representative) CFCP (1 – Instruction and/or Student Service Wings. 1 per wing balanced with Classified Senate representative) Dean, CTE/Grants Director, Food Services Director, Waterfront Campus Online Coordinator (1) Basic Skills Initiative Coordinator (1) Institutional Effectiveness Faculty Coordinator (1) Honors Coordinator (1) Division Faculty Representatives (10): Business & Computing Consumer & Health Sciences Counseling Kinesiology & Athletics Library Literature & Languages Math & Sciences Social & Behavioral Sciences Technology Visual & Performing Arts Every Division Dean (10)

Two members of this Committee will be designated as Accreditation Co-Chairs for the purpose of identification of evidence of practices that demonstrate how the standard is being met. Council membership is mutually agreed between the Academic Senate and Administration.

Committee: International and Multicultural Committee (Participatory Governance)

Responsibilities	Annual Agenda Guidelines	Membership
The International and Multicultural Committee sponsors international and multicultural activities on campus, provides outreach to local international community, shares information to the campus and interacts with campus multicultural cohorts, supports the inclusion of global and multicultural content in the curriculum, monitors and makes recommendations concerning the campus climate, supports campus efforts to close opportunity gaps, supports the development of the Multicultural Center, and supports the institutionalization of the OCC CLEEO Project and the UMOJA Community.	**Fall:** Orientation and review the Participatory Governance document Verify/confirm committee membership Based on self-evaluation process, develop annual Committee Goals Annual calendar of events Establish goals for the academic year **Spring:** Evaluation of Council Goals for use in goal development (fall) Council self-evaluation (every third year) Review committee membership **Support for Accreditation Standard/s: None**	**Co-Chairs:** Faculty (1) Administrative Leadership Team (1) **Members:** Academic Senate (12) Classified Senate (2) CFCP (2) Student Senate (2) Administrative Leadership Team (1) Academic and Student Services Department Representatives (1 each): CLEEO Umoja Puente Student Equity Multicultural Center Coordinator Global Engagement Center ASOCC Veteran's Services DSPS EOPS/CARE Guardian Scholars CalWorks TOP

Cabinet: President's Cabinet (Administrative)

Responsibilities	Annual Agenda Guidelines	Membership
Administrative oversight and coordination between wings.	**Fall:** Receive prioritized ARRs from planning councils Integrate and prioritize ARRs Communicate and publish prioritization and key decisions Establish goals for the academic year **Spring:** Monitor established goals **Support for Accreditation Standard/s: III.A., IV.A., IV. B., IV.C., IV.D.**	Members: President Vice Presidents (3) Executive Director of Institutional Advancement Dean, Institutional Effectiveness Director, Human Resources Director, Marketing & Public Relations Two members of this Committee will be designated as Accreditation Co-chairs for the purpose of identification of evidence of practices that demonstrate how the standard is being met.

Committee: Professional Development Advisory Committee (Participatory Governance)

Responsibilities	Annual Agenda Guidelines	Membership
Provides consultation to the Institutional Advancement and Effectiveness Wing for the creation and review of the Professional Development Plan (not PDI).	**Fall:** Orientation and review the Participatory Governance document Verify/confirm committee membership Based on self-evaluation process, implement/monitor action plan (every third year) Review the college supplemental plan (professional development plan) developed by administrative function (HR Professional Development Office) Conduct professional development needs assessment on a college-wide departmental, and individual level by employee category (every other year) Develop, implement, and improve course offerings offered through the office of Professional Development on an ongoing basis Establish professional development goals for the academic year – post goals on the PDAC page and make them available and accessible during meetings and planning conversations **Spring:** Prior to the start of the spring semester, have a strategic meeting to discuss goals and plan for spring (optional) Review committee membership Implement plans for professional development programs Evaluation of professional development progress and alignment with the Educational Master Plan/Three-Year Strategic Plans Committee Self-Evaluation (every third year) Review and assess evaluation forms for program outcomes Review gap analysis from the needs assessment for progress of programs Set goals from gap analysis and evaluation outcomes for following year **Summer:** Have a strategic meeting to discuss goals and plan for fall (optional) **Support for Accreditation Standard/s: III.A.14**	**Co-Chairs:** Director, Human Resources or Designee Co-chair determined by committee members **Members:** Academic Senate (2) Part-time faculty Full-time faculty Classified Senate (1) CFCP (2) At-large appointee Classified Professional Development appointee Student Senate (1) Administrative Leadership Team (1) IE Coordinator (Ex-Officio – voting) Foundation (1) Faculty PDI or designee (1) HR Training & Development Specialist (Ex-Officio from HR – voting) Flex Activity Committee Chair (Ex-Officio – voting) Two members of this Committee will be designated as Accreditation Co-chairs for the purpose of identification of evidence of practices that demonstrate how the standard is being met.

Committee: Student Senate

Responsibilities	Annual Agenda Guidelines	Membership
Administers $1 million budget providing financial resources to OCC clubs and programs. Makes important decisions on student related issues. Works alongside of faculty and administrators to discuss issues that directly affect the community and campus.	**Fall:** Orientation and review the Participatory Governance document Verify/confirm committee membership Establish goals for the academic year **Spring:** Assign representatives to participatory governance councils/committees **Support for Accreditation Standard/s: None**	All Students Elected Board

Council: Student Services Planning Council (Participatory Governance)

Responsibilities	Annual Agenda Guidelines	Membership
Responsible for creating the foundation for participation of all constituent groups in the planning process after program review. The SSPC vets, discusses, and prioritizes (where appropriate) to make recommendations to the College Council.	**Fall:** Orientation and review the Participatory Governance document Verify/confirm committee membership Based on self-evaluation process, develop annual Council Goals Prioritize Student Services Wing's ARRs (for the subsequent academic year) and forward to the Office of Research for dissemination to appropriate planning committees AND to the President's Cabinet for integration and campus prioritization Establish goals for the academic year **Spring:** Discussion program review and SLO assessment results Integrate departmental plans and update Three-Year Strategic Plan Forward updated Three-Year Strategic Plan to the College Council for integration and development of college-wide plan First review of draft ARRs for fall Evaluation of Council Goals for use in goal development (fall) Council self-evaluation (every third year) Review committee membership **Support for Accreditation Standard/s: II.C.**	**Co-chairs:** Vice President, Student Services Co-chair determined by committee members **Members:** Dean of Students Dean, Enrollment Services Dean, Student Success and Support Services Dean, Counseling Associate Dean, Title IX & Student Relations Management/Classified Professionals from each of the Student Services Departments: (Only 1 vote per department) ASOCC Bookstore CALWORKs Children's Center DSPS Enrollment Services EOPS/CARE/Foster Youth Financial Aid Global Engagement Center Health Center Mental Health Services Housing & Residential Student Success and Support Programs (SSSP) Student Equity Counseling Transfer Center Student Success Project Coordinator Academic Senate (1) Classified Senate (1) CFCP (1) Student Senate (2) Administrative Services Planning Council (1) Instructional Planning Council (1) Two members of this Committee will be designated as Accreditation Co-chairs for the purpose of identification of evidence of practices that demonstrate how the standard is being met.

Committee: Student Success and Enrollment Committee (Participatory Governance)

Responsibilities	Annual Agenda Guidelines	Membership
Reviews enrollment data and provides consultation / recommendations to applicable constituents / committees to increase student success and enrollment management. Mission of the Student Success & Enrollment Committee is to improve student access, success, and completion by reviewing, monitoring, and making recommendations on all aspects of the student life cycle for Orange Coast College students	**Fall:** Orientation and review the Participatory Governance document Verify/confirm committee membership Review College Three-Year Plan (integrated Three-Year Strategic Plan from -President's Cabinet) to ensure consistency with supplemental plan (Enrollment Management Plan). Report potential problems or conflicts with existing infrastructure to the President's Cabinet Based on self-evaluation process, develop annual Committee Goals Review Enrollment Management Plan strategies for the year Make Reports to College Council as needed Establish goals for the academic year **Spring:** Discuss program review and SLO assessment results Three-Year Strategic Plan update Evaluation of Enrollment Management Plan progress and alignment with the Educational Master Plan/Three-Year Strategic Plan Council self-evaluation (every third year) Review committee membership **Support for Accreditation Standard/s: II.B, II.C.**	**Chairs:** Academic Senate Representative Vice President, Instruction Vice President, Student Services **Members:** Academic Senate (3) – 2 Full-Time / 1 Part-Time Classified Senate (1) CFCP (1) Student Senate (2) Counselor from Retention, Outreach or Enrollment (1) Dean, Enrollment Services Dean, Counseling Dean, Instructional (2) Faculty Scheduler (1) Institutional Effectiveness (1) Student Equity Manager (1) Student Success and Support Program (SSSP) Manager (1) Marketing & Public Relations (1) Resource Members: Adult Education Program (1) Athletics (1) CTE/Grants (1) Dean of Students Dean, Student Success and Support Services Director, Enrollment Services Financial Aid (1) Global Engagement Center (1) Outreach Specialist (1) Student Success Coordinator (1) Student Programs Project Coordinator (1) Two members of this Committee will be designated as Accreditation Co-chairs for the purpose of identification of evidence of practices that demonstrate how the standard is being met.

Committee: Technology Committee (Participatory Governance)

Responsibilities	Annual Agenda Guidelines	Membership
In cooperation with the District Consultation Council's Technology subcommittee, the Technology Committee facilities access to, instruction in, and support for technology, as well as assists with the necessary planning to evaluate and prioritize new and ongoing campus technology goals.	**Fall:** Orientation and review the Participatory Governance document Verify/confirm committee membership Based on self-evaluation process, develop annual Committee Goals Review Planning Assumptions Oversight and recommendations for college technology needs and issues Receive Technology ARRs from the Office of Research and review to ensure consistency with supplemental plan (Technology Plan). Report potential problems, trends or conflicts with existing practices to the President's Cabinet. Review supplemental plan developed by administrative function Make reports to College Council as needed Establish goals for the academic year **Spring:** Oversight and recommendation for campus technology needs and issues Review and/or revise college technology plan Evaluation of annual committee goals Review college technology plan with District to ensure consistency Revises Technology Plan Committee self-evaluation (every third year) Review committee membership **Support for Accreditation Standard/s: III.C.**	**Chairs:** Director, Academic and User Support Faculty member serving on committee **Members:** Institutional Advancement & Effectiveness Wing (1) Student Services Wing (1) Administrative Services Wing (1) Online Faculty Coordinator (1) Administrative Leadership Team (1) Academic Senate (5) Classified Senate (2)** Student Senate (2) CFCP (2)** **Ex-officio (voting):** Director, Academic and User Support Online Faculty Coordinator *Faculty co-chair is elected by the committee **No more than one of the Classified professional representatives be a member of the IT department. Two members of this Committee will be designated as Accreditation Co-chairs for the purpose of identification of evidence of practices that demonstrate how the standard is being met.

SECTION 5: GLOSSARY OF COMMONLY USE TERMS AND ACRONYMS

Terms

AB 19: College Promise program to reduce the cost of community college tuition for first time college students.

AB 705: Legislation passed in 2017 effecting placement in Math, English, & ESL by eliminating current assessment testing. The legislation also mandates the probability for a student to enter and complete transfer level math and English in one year and ESL to English transfer in 6 semesters.

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

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

Academic Petition Council: The role of the Academic Petition Council is to act on petitions for exceptions to academic regulations and catalog policies. The council is co-chaired by a representative from the Academic Senate and an administrator from Student Services (non-voting member).

Academic Senate (OCC): 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 BP/AP 2510, and in the Role of Faculty section of the Decision-Making Document.

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

Accessibility: The design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them. Accessibility includes the provision of accommodations and modifications to ensure equal access to employment and participation in activities for people with disabilities, the reduction or elimination of physical and attitudinal barriers to equitable opportunities, a commitment to ensuring that people with disabilities can independently access every outward-facing and internal activity or electronic space, and the pursuit of best practices such as universal design.

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.

Accreditation Coordinating Committee: Reporting to the College Council, the Accreditation Coordinating Committee (ACC) provides the overall planning, guidance, response, and preparation for the self-evaluation, mid-term report, and other report requirements from ACCJC/WASC. The Committee is responsible for communicating accreditation standards and processes to the campus community as well as ensuring campus-wide participation. ACC creates and disseminates the calendar for self-evaluation and follow up reports. The Committee oversees the production of reports to the ACCJC (including substantive change) and ensures authenticity of these documents. The ACC monitors and reports progress on the implementation of accreditation recommendations and standards.

Actionable Improvement Plan (AIP): Formerly called Planning Agendas; AIP's are structured plans for improvement related to the college's most recent accreditation self-evaluation.

Administrative Services Planning Council (ASPC): Reporting to the College Council, the Administrative Services Planning Council (ASPC) coordinates the human resources that provide financial and fiscal responsibility, campus facilities and facility maintenance, safety and security, technology, and the campus infrastructure for students, classified professionals, and community users of Orange Coast College. The Administrative Services Planning Committee receives and proposes recommendations that improve the student experience, customer service, morale, and function on Orange Coast College's campus.

Administrative Unit Outcomes: Statements about the expected understanding, experience, or provision a client receives through a procedure, activity, or service. AUOs are related to services provided, which enable students and faculty to engage in teaching and learning, thereby supporting student success.

Adopted Budget: Legislatively required that each District adopt a fiscal year budget by Sept. 15 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 College Council 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) or administrative body.

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

Annual Resource Requests: The process by which departments/divisions are allocated one-time monies. Campus-wide prioritization for the allocation of funds for ARRs is based on evidence from program review, wing strategic plans, and department and campus-wide prioritizations.

Apportionment: Federal, state, or local monies distributed to college districts or other governmental units according to certain formulas. For Orange Coast 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" campus, which are comparable to, or acceptable in lieu of, specific course requirements at a "receiving" campus.

Associated Students of Orange Coast College (ASOCC): The Associated Students of Orange Coast College represents the students on student-related matters. It consists of students from Orange Coast College's student body. The ASOCC focuses on issues that students have, represents the students of OCC on and off campus, and researches/advocates for the students legislatively. They participate throughout the college by appointing representatives to shared governance committees.

Associated Students Fiscal Affairs Council: Associated Student Fiscal Affairs Council asserts that the wise use of funds available to the students enhances the experience that every student has when s/he attends OCC. To this end, the Student Senate, through ASOCC Fiscal Affairs, provides for a wide variety of programs and activities, generally categorized in the following ways: programs that provide physical, emotional and financial support; programs that enhance co-curricular activities; activities that maintain ASOCC as a self-sustaining program; support services that promote access and retention; and extra-curricular activities that provide college experiences such as clubs, social activities and community service projects.

Bagley-Keene Act: The state law that establishes notice and open meeting requirements for state bodies, including the Board of Governors.

Base: A foundation to which comparisons are made when projecting a current condition; also refers to ongoing funding to which additions or subtractions are made in the annual budget.

Basic Aid District: A community college or K-12 district that does not receive state funds because its revenues from local property taxes provide more than it would receive under state funding formulas. Orange Coast College is not in a basic aid district.

Basic Skills Committee: Reporting to the Academic Senate the Basic Skills Committee will advance the Basic Skills Initiative (BSI) at Orange Coast College.

Beyond Scope of the Budget (BSB): Request for funds in OCC's planning process that was not included in the Annual Resource Reviews and cannot be funded within the departments or divisions allocated budget. BSBs accommodate unexpected needs outside of the college's formal planning and resource allocation processes. BSB should not include personnel requests (see Full-Time Faculty, Classified Professional, and Manager hiring process).

Block Grant: The provision of state or federal funds for distinct purposes, in a single allocation that allows local discretion in spending among those purposes.

Board of Governors (BOG): The Board of Governors of the California Community Colleges sets policy and provides guidance for the 73 districts and 116 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.

Bookstore Advisory Committee: Reporting to the Dean of Student Services the Committee works as a liaison between students, faculty, classified professionals, Business Services, and the bookstore vendor to assist in providing quality services from the vendor, and to make recommendations to the vendor for improvement/changes in services to students, faculty, and the college.

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 Act: The bill the Governor signs for the budget to become law is the Budget Act. Prior to the Budget Act, budget bills voted on in each house are usually referred to a conference committee to resolve differences that exist between the Senate and Assembly Budget Bills. In 2010 Proposition 25 changed the vote required to pass the Budget Act from two-thirds to a majority vote in each house. June 15 is the Constitutional deadline for the Legislature to pass the Budget Bill.

Budget Change Proposal: A request developed by a state agency and provided to the Department of Finance to request changes in the amount of money the state provides for any purpose.

Budgeting and Accounting Manual (BAM): The authority of regulation in accordance with Title 5 Section 59011 of the California Code of Regulations (CCR), is distributed as part of the Board of Governors' responsibility to define, establish, and maintain the budgeting and accounting structure and procedures for the California Community Colleges as defined in California Education Code (EC) Section 70901.

Cabinet: Administrative body that meets regularly to address administrative issues. Designated as an advisory and recommending body to the president or a vice president.

California Community College Chancellor's Office (CCCCO): The California Community Colleges is the largest higher education system in the nation. The system is comprised of 73 districts, 116 colleges and enrolls more than 1.8 million students. Community colleges provide basic skills education, workforce training and courses to prepare students to transfer to four-year universities. Colleges also provide opportunities for personal enrichment and lifelong learning. The Chancellor's Office operates under the direction of the state chancellor who is guided by the Board of Governors. The Chancellor's Office is charged with providing leadership, advocacy, and support of the California Community Colleges. Serving as the administrative branch of the California Community Colleges system, the Chancellor's Office is also responsible for allocating state funding to the colleges and districts. Located in Sacramento, the Chancellor's Office includes the offices of the chancellor and vice chancellors who oversee the work of nine major divisions.

California Promise Grant (formerly Board of Governors Enrollment Fee Waiver (BOGFW)): A state-funded program that waives enrollment fees for California residents if they are (a) recipients of CalWORKs, SSI or General Assistance benefits; (b) are in low-income households based on income and family size; or (c) have financial need according to federal standards for student financial aid.

Cap: An enrollment limit set by the CCCCO beyond which districts do not receive funds for additional students.

Capacity Load Ratio: This number is computed by comparing the total number of students that a classroom or laboratory could accommodate during the primary hours of a week with the number of students that actually use the classroom or laboratory during that same time frame. For example: If a classroom could hold 40 students for 50 hours per week, then its capacity would be 40 times 50 which equals 2000. If the actual number of students utilizing that room for any given week was 1000 then the capacity load ratio would be 2000/1000 or exactly 2.00. As a percentage that would be 200%. That says that the capacity is 200% of the usage or load. A high percentage shows low usage while a low percentage shows a high usage. The percentage is computed separately for classrooms, laboratories, offices, and other miscellaneous types of rooms. If the ratio is too high, then the State will indicate that the district will not qualify for capital outlay funding for that type of facility. In addition, the operating costs for the District will be high if the ratio is too high.

Capital Outlay: The acquisition of, or additions to, fixed assets, including land or existing buildings, improvements of grounds, construction of buildings, additions to buildings, remodeling of buildings, or equipment.

Capital Projects: Funds that are used for the acquisition or construction of capital outlay items, e.g., buildings, major equipment.

Carry Forward Balance: Closing account balance from the previous accounting period, carried over as the opening account balance for a new accounting period.

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.

CCC Apply: A California Community Colleges website (www.cccapply.org,) that supports a common online admissions application accepted by most colleges in the system. It also provides information about campus programs and services and is the primary student portal to the system for those who do not enter through a specific college.

CCC Confer: The state-wide audio and e-conferencing system via telephone and the Internet that allows communication and collaboration for all classified professionals, faculty, and administrators in the California Community College system.

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

CDS Code: A series of numbers assigned to a California community college and utilized as a database to track, sort, and identify community college campuses. Orange Coast College's CDS code is 30 66639 3055258.

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 third week) and is based on 20-percent of the meeting pattern for courses scheduled less than 16 weeks.

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

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

Certificates of Achievement: Approved by the CCCCO and granted by colleges to students for specific vocational and workforce training programs that do not require general education or elective units and are usually 16-plus units.

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

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

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

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

Clery Act: The Jeanne Clery Act, a consumer protection law passed in 1990, requires all colleges and universities who receive federal funding to share information about crime on campus and their efforts to improve campus safety as well as inform the public of crime in or around campus. This information is made publicly accessible through the university's annual security report.

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

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

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

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

College Council: College Council represents faculty, classified professionals, 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 Orange Coast College. College Council is the lead participatory governance body with final recommendation authority to the President.

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

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

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

Community College League of California: The Community College League of California is a nonprofit public benefit corporation whose voluntary membership consists of the 72 local community college districts in California.

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.

Competitive Cal Grant: A limited number of Cal Grants to help pay college expenses, available on a competitive basis to students who are not recent high school graduates or otherwise don't qualify for an Entitlement Cal Grant.

Comprehensive Program Review (CPR): An in-depth and rigorous review process where each department evaluates its alignment with the college's mission and goals, the impact of internal and external factors, institutional effectiveness measures, student achievement data, outcomes assessment results, and resources. The process culminates in the development of planning strategies that are monitored annually and from which resource requests can be made.

Conference Committee: A legislative committee at the State level that settles differences between Assembly and Senate versions of bills — or House and Senate bills — in the federal arena.

Continuous Improvement Processes: Processes that support the evaluation of courses and programs, development of initiatives/improvement plans and resulting resource allocation. These processes are comprehensive program review, SLO/AUO assessment, wing plans and resource allocation (including Annual Resource Requests).

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

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

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

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

Council Participatory Governance group designated to act as a recommending body to College Council. College Council acts as the advisory/recommending body to the president responsible for college-wide oversight and planning.

Course Outline of Record (COR): A Course Outline of Record defines the content, objectives, methods of instruction and evaluation, sample textbooks and instructional materials for a course, and is filed with the California Community College State Chancellor's Office.

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

Degree Works: A degree audit and tracking system that provides an accessible and organized way for students to monitor their academic progress.

Department of Finance: A state agency that represents the Governor's office in shaping budgetary priorities and controlling state spending.

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.

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

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

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

Diversity: The proportionate representation across all dimensions of human difference, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, age, and disability status.

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

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

Early College High School: A program, funded by a $9 million grant from the Gates Foundation to the Foundation for California Community Colleges to support the creation of small high schools that provide students the opportunity to finish 4 years of high school and the equivalent of 2 years of college during a 4 to 5-year period. Orange Coast College does not have this program.

Economic and Workforce Development Program: California Community College program that supports regional centers and system-wide initiatives to address current and emerging workforce development needs. It links colleges and employers so that training programs are up to current industry standards, students have immediate employment options upon graduation, and business innovation and development is supported.

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.

Educational Employment Relations Act: This regulates collective bargaining for K-12 and community college district; it is also called the Rodda Act.

Educational Research Information Center (ERIC): A federally funded repository for information about a variety of higher education issues, including, community colleges.

Eligibility Requirements (ERs): ACCJC requirements that represent the minimum qualifications for institutions to meet to be or remain eligible for accredited status.

Emergency Management Committee: An operational taskforce that examines and makes recommendations with respect to emergency preparedness and public safety.

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

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

Enrollment Management: The term used to describe processes related to setting priorities for initial and continuing student enrollment.

Entitlement Cal Grant: A grant to help pay educational expenses available to all California resident high school graduates who apply in their senior year and meet income and GPA requirements.

Equity: Equity involves creating opportunities for equal access and success in higher education among historically underrepresented student populations, such as ethnic and racial groups whose exclusionary practices have systematically disadvantaged.

Equalization: State funds provided to address the historic disparity in funding per FTE student among community college districts.

Equipment Repair Fund: Funding source available for emergency equipment repairs and replacements. It is not intended for new equipment purchases. Approval and allocations are given through the appropriate Vice President's offices.

Ex-officio: A voting or non-voting Appointee to a council or committee based on their position at the college.

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

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

Facilities Planning Committee: Reporting to the College Council 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.

Faculty Load and Compensation (FLAC): Module in Banner and related campus procedures by which faculty compensation is calculated.

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

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

Financial Aid Appeals Committee: The Financial Aid Appeal Committee reviews student appeals for the extension and/or reinstatement of student financial aid as related to the application of policy, procedures, and practices relative to the administration of Federal, and state student financial aid programs.

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

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

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

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

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

Fund for Instructional Improvement: A competitive grant program administered by the Chancellor's Office that focuses on innovative curriculum and faculty and staff development projects. The program is not currently funded.

Fund for the Improvement of Postsecondary Education: A federal competitive grant program that supports innovative programs in higher education.

Fund for Student Success: A competitive grant program administered by the Chancellor's Office that originally focused on innovative models of service and learning delivery. Limited funds currently support MESA and Middle College High School grants to selected colleges and the system's contribution to administration of the Puente program.

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

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

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

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

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

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

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

Growth 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.

Guided Pathways: Program State funding for structuring the college around assisting student to make college and career plans early, enter the college on a pathway, and structured curriculum and services to keep student on their path to meet their goals.

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.

Inclusion: We are inclusive when we are committed to structuring our educational system so that all students, regardless of race, disabilities, gender, family structure, etc., are educated together as a community. All voices are heard and valued equally.

Institutional Advancement and Effectiveness Planning Council (IAEPC): Reporting to the College Council, the IAEPC develops, implements, evaluates continuously and revises, if necessary, IAE (President's Office, Marketing and Public Relations, Institutional Advancement, Institutional Effectiveness and Human Resources) plans and initiatives, both long-and short-term.

Institutional Effectiveness Committee: Responsible for the oversight and evaluation of program review, SLO/AUO, committee self-evaluation and other continuous improvement processes. The committee reports directly to College Council.

Institutional Effectiveness Partnership Initiative (IEPI): The Institutional Effectiveness Partnership Initiative is a collaborative effort to advance the institutional effectiveness of California Community Colleges, significantly reduce the number of accreditation sanctions and audit issues and enhance the system's ability to serve students effectively. A central part of the IEPI is a set of college-wide indicators and targets for each college to set that are required by the State Chancellor's Office.

International and Multicultural Committee: The International and Multicultural Committee sponsors international and multicultural activities on campus, provide outreach to local international community, share information to the campus and interact with campus multicultural cohorts.

Independent College: A non-public institution of higher education.

Instructional Planning Council (IPC): Reporting to the College Council the Instructional Planning Council develops, implements, evaluates continuously and revises, if necessary, Instruction's plans and initiatives, both long- and short-term.

Interjurisdictional Exchange: A type of contract that allows the Chancellor's Office to temporarily hire an employee from a local community college district to work in the Chancellor's Office or conversely to allow a Chancellor's Office employee to work at a district.

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

Intersegmental Major Program Articulated Curriculum: A joint effort of the UC, CSU and CCC Academic Senates to define common lower-division coursework in college majors.

Key Performance Indicator: Regular performance measures used to evaluate how successfully a department or program is conducting activities or operations. KPIs help determine how well and how efficiently and effectively the program, service, or operation is meeting the mission of the college. From a measurement perspective, KPIs are used to gauge the progress being made toward achieving specific administrative unit outcomes, or AUOs.

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

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

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

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

Mathematics Engineering Science Achievement: A state-funded grant program administered by UC to encourage educationally disadvantaged students to seek careers in math, science, and engineering.

Matriculation: A state-funded categorical program and campus 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.

Measure C (2002): A $370 million bond measure that financed facility and infrastructure improvements at the colleges within the Coast Community College District — Orange Coast College, Golden West College, and Coastline Community College.

Measure M (2012): A $498 million bond measure that financed facility and infrastructure improvements at the colleges within the Coast Community College District — Orange Coast College, Golden West College, and Coastline Community College.

Measure M- Citizens Oversight Committee: Required under GO39 regulations, the Measure M – Citizens Oversight Committee is composed of local citizens that monitor the expenditure of funds acquired after the passage of Measure M.

Midterm Program Review (MPR): An interim process where each department assessed its progress towards goals and strategies set forth in its Comprehensive Program Review. MPR focuses on the departments planning progress, the impact of recent external factors, results of recent outcomes assessment, and relevant student achievement data. The process culminates in the carryover of existing or development of new planning strategies that are monitored annually and from which resource requests can be made.

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.

MyOCC: The Coast Community College District portal (not the same as the OCC Portal — see below). Faculty members utilize MyOCC to gain access to class rosters, grading systems, and other pertinent course/student related information. Students use MyOCC to register for classes, access their grades, order transcripts, and retrieve other pertinent information about their academics. Staff members use MyOCC 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.

OCC Portal: An intranet used at Orange Coast College. The OCC Portal is used to store, document, and retrieve important announcements, documents, policies, and procedures. It includes agendas, minutes, and other important committee documents.

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 (OCC's OPEID number is 00001250).

Office of the Secretary for Education: The cabinet-level appointment of the Governor charged with providing policy input on pre-Kindergarten through University issues.

One-Stop Centers: Centers that provide comprehensive services related to job training and employment; may involve partnerships with Employment Development Department and other workforce related agencies in addition to community colleges.

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 & Campus Dialogues): Opportunities for campus-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, classified professionals, students, and administrators in policy discussions at the local and state levels.

Participatory Governance Committee/Governance: The College utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness. The college commits itself to creating a culture of collegiality and respect for all constituents. All participatory governance committees/councils are composed of a variety of constituents, and the chairs of the committees/councils may vary, as well. We expect all committee/councils' members to respect one another as we share ideas, participate in dialogue, and express views and analyses during meetings.

Part-time Faculty: Faculty teaching 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.

Phi Theta Kappa: The honors society for community college students.

Planning Council: A participatory governance committee responsible for college-wide oversight and planning (College Council and wing councils).

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.

President's Cabinet: Executive cabinet consisting of the President and Vice Presidents of Administration, Student Services, and Instruction. For planning, this group is responsible for ensuring the completion of the three-year strategic plans, integrated prioritization of ARRs and the determination of BSEB funding (formerly the Executive Team).

Professional Development Advisory Committee: Reporting to the College Council the Professional Development Committee makes recommendations concerning the identification and assessment of professional development and training needs, recommends funding, and reviews staff development and training outcomes.

Professional Development Institute (PDI): The Professional Development Institute 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 (and CPEC) approval.

Program-Based Funding: The formula used to allocate community college general funds according to state standards in five areas: instruction, instructional services and libraries, student services, maintenance and operations, and institutional support.

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

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

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

Proprietary School: A non-public, for-profit, educational entity.

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

Public Employment Relations Board (PERB): The Public Employment Relations Board is a quasi-judicial administrative agency charged with administering the collective bargaining statutes covering employees of California's public schools, colleges, and universities, employees of the State of California, employees of California local public agencies (cities, counties and special districts), trial court employees and supervisory employees of the Los Angeles County Metropolitan Transportation Authority.

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

Quality Focused Essay (QFE): During the preparation of ACCJC's institutional self-evaluation (ISER), the institution will identify two or three areas it has decided to act (action projects) upon and will have significance on the institution over a multi-year period.

Request for Applications (RFA): Used by the Chancellor's Office to solicit applications for grants.

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

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

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

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

Safety & Security Committee: Reporting to the Administrative Services Planning Council the Safety and Security Committee reviews, examines, and makes recommendations concerning the operation of the College with respect to safety and security. Areas considered by the Committee are safety manual, periodic safety inspections, general security of facilities, inspection of hazardous materials and equipment, designation of dangerous areas, general laboratory safety, and all matters concerning risk management.

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.

Scholarship Committee: Reporting to the Student Services Planning Council the Scholarship Committee reviews applications for Orange Coast College scholarships, recommends the selection of award recipients, and recommends policies relative to the administration of the scholarship program.

Senate: Representative body for a particular constituent group.

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

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

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

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

SMART: A goal that is specific, measurable, achievable, realistic, and time bound.

Solutions: An integrated database for the program review, SLO/AUO and planning processes. The database allows faculty, classified professionals, and managers to add, and update required information for each respective process. Users have either update or inquiry access to relevant units and on demand reports can be generated from this system. OCC's Solutions database is developed and managed by the OCC Office of Institutional Effectiveness. Nuventive Solutions is an updated platform that replaced Nuventive TracDat.

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 classified professionals.

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 Five-Year Scheduled Maintenance Plan to the State annually.

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

Student Centered Funding Formula (SCFF): Current funding mechanism for California's Community Colleges based on three calculations. First, a base allocation based on enrollment via traditional FTES calculations. Second, a supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant, and students covered by AB 540. Third, a student success allocation based on outcomes that include the number of students earning associate degrees and credit certificates, transferring to four-year colleges/universities, completing transfer-level math and English within their first year, completing none or more career education units, and attaining the regional living wage.

Student Equity Initiative: Administered through the Student Success and Support Programs unit at the State Chancellor's Office the initiative focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates, and transfer for all students as measured by the success indicators linked to the CCC Student Success Scorecard.

Student Equity Advisory Committee: A task force of the Student Success and Enrollment developed to oversee the Student Equity Initiative.

Student Learning Outcomes (SLOs): Statements describing our intentions about what students should know, understand, and/or be able to do as a result of their educational experience at Orange Coast College. SLOs are used to evaluate interactions that are directly related to student learning through curriculum or a structured program.

Student Services Planning Council (SSPC): Reporting to the College Council the Student Services Planning Council makes recommendations concerning the development, implementation, evaluation, and revision of Student Services' plans and initiatives, both short- and long-term.

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.

Student Success and Enrollment Management Committee: Reporting to the College Council the Enrollment Management Committee is responsible for enrollment management coordination, which includes but is not limited to data review, outreach and recruitment, and retention in order to identify and meet enrollment goals, improve quality and service levels, increase diversity, ensure access and affordability, increase retention and graduation rates, and improve Student Learning Outcomes.

Student Equity and Achievement (SEA) Program (formerly Student Success and Support Program): Supports the California Community Colleges in implementing activities and practices pursuant to the California Community Colleges' Guided Pathways Grant Program and activities and practices that advance the systemwide goal to eliminate achievement gaps for students from traditionally underrepresented groups.

Student Success and Support Programs Advisory Committee: A task force of the Student Success and Enrollment developed to oversee the Student Success and Support Programs Initiative.

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

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

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

Task Force: A working group created by a senate, council, or administrator to address and make recommendations on a particular subject or task. To operate within a defined amount of time and disband once the task is accomplished. Members need not be from a council or committee.

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

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

Teacher and Reading Development Partnerships: A state-funded program to encourage community college students to pursue a career in teaching through development of partnerships with local K-12 districts and CSU campuses. Not currently funded.

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

Technology Committee: The Technology Committee facilitates access to, instruction in, and support for technology, as well as assists with the necessary planning to evaluate and prioritize new and ongoing campus technology goals. The committee reports to the College Council to advocate for campus technology needs and concerns.

Temporary Assistance to Needy Families (TANF): The federal welfare program that replaced Aid to Families with Dependent Children; known in California as CalWORKS.

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

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

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

Title III: Part of the federal No Child Left Behind Act of 2001 specifically targeted to benefit Limited English Proficient (LEP) children and immigrant youth.

Title 4: The portion of the Higher Education Act of 1965 that contains most federal student financial aid programs and their regulations. The Department of Education's office of Federal Student Aid oversees Title IV programs.

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

Title 9: Refers to Title IX of the Education Amendments of 1972 which added to the language of the Higher Education Act of 1965 and stated, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance".

TracDat: An integrated database for the program review, SLO/AUO and planning processes. The database allows faculty, classified professionals, and managers to add, and update required information for each respective process. Users have either update or inquiry access to relevant units and on demand reports can be generated from this system. OCC's Solutions database is developed and managed by the OCC Office of Institutional Effectiveness. Nuventive Solutions is an updated platform that replaced Nuventive TracDat.

Trailer Legislation or Trailer Bill: Legislation that follows other adopted legislation to clean up or correct technical issues. Also refers to legislation implementing provisions of the Budget Act.

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 12-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 Faculty Contact Hours (WFCH): A measure of how many hours the class meets each week (not to be confused with units). WFCH is both a scheduling- and state-reporting variable.

Weekly Student Contact Hours (WSCH): A measure of how many hours' credit students are enrolled in, including lecture, laboratory, and other modes of instruction. This term refers to a computation used for reporting purposes to the Chancellor's Office. For an individual instructor it would be computed by counting the number of students in the instructor's classes each hour for one week and adding all the numbers together. Thus, if an instructor had an average class size of 35 for 15 hours in one week, then that instructor's WSCH would be 35 multiplied by 15 which equals 525. When adjusted for a 16-week schedule this figure is 595. In the apportionment process WSCH always refers to the computation that takes place each semester during the census week. The census week is the week that occurs closest to 20 percent of the way through the semester. During the census week the WSCH for all instructors are combined and the total WSCH determines the amount of apportionment that will be received for courses that operate for the full semester.

Wing: A designation for one of the four administrative areas of the college (Institutional Advancement and Effectiveness Wing, Instructional Wing, Administrative Services Wing and Student Services Wing).

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

Workforce Investment Act: Federal legislation to support workforce training.

Work Group: A working group created to plan, organize, and perform duties for events or recurring tasks or projects.

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

Commonly Used Acronyms

AACC: American Association of Community Colleges

AAWCC: American Association of Women in Community Colleges

AB: Assembly Bill

ACA: Assembly Constitutional Amendment

ACBO: Association of Chief Business Officers

ACCCA: Association of California Community College Administrators

ACCE: Association of Community and Continuing Education

ACCJC: Accrediting Commission for Community and Junior Colleges

ACCT: Association of Community College Trustees

ACCTLA: Association of California College Tutoring and Learning Assistance

ACHRO: Association of Chief Human Resources Officers

ACR: Assembly Concurrent Resolution

ACT: American College Testing

ADA: Americans with Disabilities Act

AFT: American Federation of Teachers

AG: Attorney General

AIA: Association of Instructional Administrators

AICCU: Association of Independent California Colleges and Universities

APAHE: Asian Pacific Americans in Higher Education

APC: Academic Performance Index

ARR: Annual Resource Request

ASOCC: Associated Students of Orange Coast College

ASACC: American Student Association of Community Colleges

ASCCC: Academic Senate for the California Community Colleges

ASP: Academic Senate President

ASPC: Administrative Services Planning Council

ASSIST: Articulation System to Stimulate Inter-institutional Student Transfer

AUO: Administrative Unit Outcome

BAM: Budgeting and Accounting Manual

BOG: Board of Governors

BOGFW: Board of Governors Fee Waiver

BSB: Beyond the Scope of Existing Budget

BSI: Basic Skills Initiative

CACCRAO: California Association of Community College Registrar and Admissions Officers

CAPASS: California Partnership for Achieving Student Success

CALSACC: California Student Association of Community Colleges

CALWORKS: California Work Opportunity and Responsibility for Kids

CARE: Cooperative Agencies Resources for Education

CARL-S: California Academic and Research Libraries

CBC: College Budget Committee

CBO: Chief Business Officer

CCC: California Community Colleges

CCCAAA: Community College Counselors/ Advisors Academic Association for Athletics

CCCCO: California Community Colleges Chancellor's Office

CCCI: California Community College Independents

CCCCS: California Community College Classified Senate

CCCAA: California Community College Athletic Association

CCCSAT: California Community College Satellite Network

CCCCSSAA: California Community College Chief Student Services Administrators Association

CCCT: California Community College Trustees

CCCD: Coast Community College District

CCIA: Community College Internal Auditors

CCLC: Community College League of California

CCLDI: Community College Leadership Development Institute

CCPRO: Community College Public Relations Organization

CDE: California Department of Education

CDS: California Directory of Schools

CENIC: Corporation for Education Network Initiatives in California

CEO: Chief Executive Officer

CEOCC: Chief Executive Officers of the California Community Colleges

CFE: Coast Federation of Educators

CFCP: Coast Federation of Classified Employees

CFIER: California Foundation for Improvement to Employer-Employee Relations

CFT: California Federation of Teachers

CHRO: Chief Human Resources Officer

CI-D: Course Identification Numbering System

CIO: Chief Instructional Officer

CIOCC: Chief Instructional Officers of the California Community Colleges

CISO: Chief Information Systems Officer

CISOA: Chief Information Systems Officers Association

COFHE: Capital Outlay Fund for Higher Education

COFO: Council of Faculty Organizations

COLA: Cost-of-Living Adjustment

COR: Course Outline of Record

CPEC: California Postsecondary Education Commission

CPR: Comprehensive Program Review

CSAC: California Student Aid Commission

CSLO: Course Student Learning Outcome

CSSO: Chief Student Services Officer

CSU: California State University

CTA: California Teachers Association

CTC: Commission on Teacher Credentialing

DED: Data Element Dictionary

DEIA: Diversity, Equity, Inclusion, and Accessibility

DETAC: Distance Education Technical Advisory Committee

DOF: Department of Finance

EAC: Evaluation Appeals Committee

EAP: Early Acceptance Program or Early Assessment Program

ECHS: Early College High School

EDD: Employment Development Department

ED Net: Economic Development Network

EERA: Educational Employment Relations Act

EEO: Equal Employment Opportunity

EOPS: Extended Opportunity Programs and Services

ERAF: Educational Revenue Augmentation Fund

ERIC: Educational Research Information Center

ERs: Eligibility Requirements

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

FLAC: Faculty Load and Compensation

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

HIS: Hispanic Serving Institution

I-ECC: Industry Education Council of California

IAEPC: Institutional Advancement and Effectiveness Planning Council

IE: Institutional Effectiveness

IEPI: Institutional Effectiveness Partnership Initiative

IGETC: Intersegmental General Education Transfer Curriculum

IJE: Interjurisdictional Exchange

ILP: Independent Living Program

IMPAC: Intersegmental Major Preparation Articulated Curriculum

IPC: Instructional Planning Council

IPEDS: Integrated Postsecondary Educational Data System

ISER: Institutional Self-Evaluation Report (formerly Self Study for Accreditation)

ISLO: Institutional Student Learning Outcome

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

MPR: Midterm Program Review

MQs: Minimum Qualifications

NCLB: No Child Left Behind

NSF: National Science Foundation

OAL: Office of Administrative Law

OCR: Office of Civil Rights

OE: Office of Education

OPEID: Office of Postsecondary Education Identification

OSE: Office of the Secretary of Education

P-1: First Principal Apportionment of the 320 Report

P-2: Second Principal Apportionment of the 320 Report

PAF: Personnel Action Form

PD: Professional Development

PERB: Public Employment Relations Board

PERS: Public Employees Retirement System

PGC: Participatory Governance Committee/Council

PRC: Peer Review Committee

PSLO: Program Student Learning Outcome

Q&A: Questions and Answers

QFE: Quality Focused Essay

RAM: Resource Allocation Model

RFA: Request for Application

RFP: Request for Proposals

SAO: Service Area Outcome (see AUO)

SB: Senate Bill

SBE: State Board of Education

SCA: Senate Constitutional Amendment

SCANS: Secretary of Labor's Commission on Achieving Necessary Skills

SCFF: Student Centered Funding Formula

SCO: State Controller's Office

SCR: Senate Concurrent Resolution

SEAP: Student Equity and Achievement Program

SEIU: Service Employees International Union

SGOCC: Student Government Orange Coast College

SLO: Student Learning Outcome

SRTK: Student Right to Know

SSCCC: Student Senate for the California Community Colleges

SSM: State Scheduled Maintenance

SSPC: Student Services Planning Council

SSSP: Student Success and Support Services Program (now SEAP)

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 and Technology Infrastructure Program

UC: University of California

VTEA: Vocational and Technical Education Act

WIA: Workforce Investment Act

WFCH: Weekly Faculty Contact Hours

WSCH: Weekly Student Contact Hours