Decision Making: A Guide to Planning and Governance
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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 premier 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, staff, 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 11/4/14, College Council)

**Orange Coast College Mission Statement**

Orange Coast College serves the educational needs of our diverse local and global community. The college empowers students to achieve their educational goals by providing high quality and innovative programs and services leading to academic degrees, college transfer, certificates in career and technical education, basic skills, and workforce development to enable lifelong learning.

The college promotes student learning and development through fostering a respectful, supportive, participatory, and equitable campus climate of student engagement and academic inquiry. (Endorsed 9/15/15, College Council; Approved 6/18/16, 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 (11/18/14 College Council meeting). 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 (12/18/14).

**Community:** Foster a culture that serves, engages and connects the campus to the local and global community.

**Learning:** Assure students receive a quality education with academic support to become self-directed and successful lifelong learners.

**Access:** Create equitable access through effective and innovative pathways and programs.

**Stewardship:** Sustain and improve programs, physical and human resources, and infrastructure though processes that ensure accountability, continuous improvement and long-term viability.

**Student & Employee Engagement:** Promote active and collaborative participation leading to meaningful connections 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: Changes 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, staff 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, staff, 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 College Council Executive Cabinet 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, staff, 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, staff, 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

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 College Council Executive 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, staff, 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 members — both full- 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 anagogic 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 within disciplines
2. Degree and certificate 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 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 as mutually agreed upon.
In instances where the Board of Trustees and the Academic Senate(s) cannot reach mutual agreement, existing policy shall remain in effect unless continuing with such policy exposes the District to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the Board of Trustees may act, after a good faith effort to reach agreement, but only for compelling legal, fiscal, or organizational reasons (Title 5, 53203d2).

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 (f)).

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).

Adopted May 5, 1993
Revised May 18, 2011
Replaces CCCD Policy 060-1-10, Spring 2011
Renumbered and ratified 11-6-13

Role of Staff

Classified staff members are valued for the critical role they play in providing support to the other three major constituency groups (i.e., faculty, administration and students). They are expected to have a strong voice in 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 staff members will assume the role of administrative support for the committee. Classified staff participation in participatory governance shall include the following:

1. College and district encouragement, and support of classified staff to engage in participatory governance;
2. Recognition of the need for all college constituencies to participate in the decision-making process;
3. Opportunities for classified staff to participate in the formulation and development of district and college policies and procedures and, in those processes, for jointly developing recommendations for action by the governing board that have or will have a significant effect on classified staff;
4. Participation made possible by support from supervisors that allows and encourages classified participation (e.g., adjusting workloads, exercising flexibility and substitution, etc.)
5. Classified representation and participation on district and college committees;
6. Classified committee members selected by classified employees.
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 Board Policy #3901 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 staff, students and the community;
- Ensure that the teaching of students and the quality of programs and services improve through participatory governance processes;
- Serve as an advocate for all constituencies;
- Serve on and coordinate campus committees as appropriate.
- Consider Mission, Vision, 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, staff 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 District Board;
- Oversee and approve absences, including personal and professional leaves;
- Determine and assign duties of faculty and classified staff in accordance to the contracts;
- Respond to staff and student grievances, as well as resolve personnel conflicts;
- Oversee conditions 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 for 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 actions 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-year plans (incorporating program review and SLO assessment)
- Participatory Governance structure

Terminology

- College Vision: A realistic, credible, attractive future for the College
- College Mission: Declaration of an organization’s purpose
- College Core Values (5): Enduring beliefs or principles that the College’s individuals hold in common and endeavor to put into action.
  - For OCC, C-L-A-S-S: Fundamental issues the College must address; they give direction for accomplishing the mission
- College Strategic Goals (5): Means of achieving or moving toward a goal. Measurable and quantifiable.
  - Supported by progress measures (SMART) through College-level core indicators/key performance indicators (KPI)
- College Strategic Objectives: Broadly stated means of developing resources to achieve goals/objectives
  - College-wide initiatives developed across wings
  - Department/Division strategies
    - Program review/other plans
    - Supported by department KPIs or outcomes assessment

Consolidation of strategies leads to revision of College Strategic Objectives
College Planning & Resource 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 Comprehensive 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 an “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.

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, taking into account the District’s Strategic Master Plan and technology plan.

Resource Plans include:

- Facilities Master Plan
- Technology Plan
- Enrollment Management Plan

Resource committees review ARRs to ensure consistency with the Educational Master Plan. The committees 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 three 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 three-year strategic plans that result from this process are integrated into the appropriate 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. The program review process is documented in the college’s Program Review Guide. 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 Resource Requests (ARR)

Each department identifies any resource needs that are necessary to achieve the strategic goal(s) by completing an Annual Resource Request (ARR). 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 (AUOs) 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 Program Review. Results of assessments are reported annually and used to make improvements in programs and services.

TracDat System for Documenting Program Review, SLOs/AUOs and Planning

TracDat is an integrated database that collects and stores information related to these vital processes. TracDat is accessed through the Office of Institutional Effectiveness Portal Site (https://occportal.orangecoastcollege.net/Departments/Administration/InstitutionalEffectiveness/Pages/TracDat-Test.aspx), Faculty, staff and managers with access are automatically authenticated into TracDat. Access is overseen by the Office of Institutional Effectiveness. These general permission rules apply:

- Managers are provided update access to their unit(s)
- For instructional divisions, the division dean and department chair/faculty lead are provided update access to unit(s)
- Each department manages their TracDat unit(s) and managers/department chairs/leads request either update or inquiry access for other members

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.
PLANNING AND DECISION MAKING PROCESS CHARTS

1. Strategic Planning Process
2. Annual Budget Review and Development Process Timeline
3. Annual Resource Request (ARR) Process
4. Resource Allocation Process
5. Alignment of College and District Continuous Improvement Processes
6. Full-time Faculty Hiring
7. Classified and Management Hiring
8. Notice of Vacancy
Strategic Planning Process

Foundational

Accreditation Standards  District Goals  State & Federal Regulations

6 Year Cycle

Develop Educational Master Plan (College Goals/Objectives)  Accreditation

3 Year Cycle

Review College Mission/Vision/Values  Update Educational Master Plan (College Objectives where applicable)  Comprehensive Program Review  Wing Plans

1 Year Cycle

Annual Status Updates
- Wing Plans
- Program review initiatives
- Campus Educational Master Plans initiatives
- SLO/AUO assessment

Annual Resource Requests (ARRs)
- Prioritize by:
  1) Department, 2) Division, 3) Wing
- President’s Cabinet integrates wing priorities and recommends funding to College Council (after College Budget Council review)

Review Educational Master Plan progress

College Council

Oversight of strategic planning processes
- Mission
- Educational Master Plan
- Annual Resource Requests

Recommendations to the President

College-wide Issue Management

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Annual Budget Review and Development Process Timeline (Chronological)

**September**
- ARRs are finalized for next fiscal year (Annual Technology, Equipment, Facilities, Staff)
- Wing prioritization of hiring (Non-Faculty) using ARRs
- Requests for on-going funding (3rd third request of one-time funding) submitted to Budget Committee for next year.
- Program Review begins
- College Budget Committee reviews prior year expenditure summary
- Board of Trustees Approve Adopted Budget for current year
- Budget Development Review begins

**October**
- College Budget Committee makes recommendation for one one-time funding for the next year
- Hiring Prioritization (Faculty) from Instructional Planning Council for next year
- ARRs prioritized by Wing Planning Councils, priorities integrated by Executive Team and reviewed by College Council

**November**
- President/District decides number of Full-Time Faculty to hire next year
- ARRs priorities finalized for next year one-time and next fiscal year funding
- College Budget Committee makes recommendation to President regarding one-time funding requests for next year
- College Budget committee evaluates process and makes recommendations for improvement
- District develops Assumptions for next Fiscal Year Budget

**December**
- One-time funding requests are processed for next year

**January**
- Governor releases proposed State Budget

**February**
- Fiscal Services distributes Budget Development sheets to Managers
- Fiscal Services budgets new positions (Faculty)
- Spring Training
- On-going funding recommendations are made to President
- Program review completed

**March**
- Program Review and Wing Planning updates/alignment for one year out
- Budget Committee reviews Preliminary Tentative Budget based on Budget Review and Revenue Estimates
- Budget Worksheets are due
- Fiscal Services prepares Tentative Budget

**April**
- Preliminary development of ARRs for one year out
- Appropriate Vice President reviews budget worksheets and new one-time funding requests for next year

**May**
- Governor releases Budget May Revise
- Fiscal Services processes Budget Worksheets
- Review of Wing Planning (one year out) with College Council
- Tentative Budget due for next fiscal year

**June**
- Board of Trustees approves Tentative Budget for next fiscal year

**July**
- President makes final recommendation on budget allocation (Adopted) for new year
- State Budget due for new year

**August**
- Adopted Budget prepared for Board of Trustees approval for current year

**September**
- ARRs are finalized for next fiscal year (Annual Technology, Equipment, Facilities, Staff)
- Wing prioritization of hiring (Non-Faculty) using ARRs
- Requests for on-going funding (3rd third request of one-time funding) submitted to Budget Committee for next year.
- Program Review begins
- College Budget Committee reviews prior year expenditure summary
- Board of Trustees Approve Adopted Budget for current year
- Budget Development Review begins
Annual Resource Request (ARR) Process

1. Departments/Programs complete program review (Sept - Dec; three-year cycle)
2. Three-year strategic plans are developed/updated by wing councils based on the college objectives and program review (March - May)
3. Departments develop their ARRs based on strategies in the three-year strategic plan and program review. Mission critical needs may be allocated in current fiscal year (May - Sept)
4. Wing Councils prioritize ARRs and forward to President’s Cabinet and Institutional Effectiveness (Sept - Oct)
5. Institutional Effectiveness forwards applicable ARRs to resource committees (Technology, Facilities and Professional Development Advisory Committee) for consistency/conflict review. Feedback provided to President’s Cabinet (Oct-Nov)
6. See Resource Allocation Process

The President and Vice Presidents are responsible for communicating the outcomes and next steps to their areas.
### Resource Allocation Process

**Manager** reviews the existing budget and alternatives with the vice president. If no alternative is available, VP forwards to PC.

**Beyond the scope of the budget (BSBs) that cannot wait until next budget cycle**

**Annual Resource Review** (see ARR Process) (Sept-Dec)

**President’s Cabinet (PC)**
- Create integrated prioritized list from wing priorities (ARRs) (Dec-Jan)
- Review BSBs and Notice of Vacancies, and recommend to President (as requested)

**College Budget Council**
- Review funding recommendations for budget development and advise College Council

**College Council Executive Cabinet**
- Review ARR recommendations and calendar for College Council. (Jan - March)
- Status of BSBs and Notice of Vacancies are posted on the President’s Cabinet Portal site.

**College Council**
- Review integrated ARR priorities (from President’s Cabinet) and gives recommendations (to the President.) (March – May)

**President** accepts, denies or sends recommendations back for further review

**Publish decision**
Alignment of College and District Continuous Improvement Processes

A six-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 comprehensive program review and SLO/AUO assessment three-year cycles are completed prior to the development of the college’s accreditation self-evaluation report.

Coast District and Colleges
Timeline of Continuous Improvement Processes

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<tbody>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
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<tr>
<td>GCC Educational Master Plan</td>
<td>Update/develop new three year plan</td>
<td>Update/develop new three year plan</td>
</tr>
<tr>
<td>Comprehensive Program Review (Colleges) &amp; Three-Year Plan</td>
<td>Update &amp; monitor</td>
<td>Update &amp; monitor</td>
</tr>
<tr>
<td>Prioritize Resource Requests from Comprehensive Program Review/Three-Year Plan</td>
<td>Prioritize annual updates</td>
<td>Prioritize annual updates</td>
</tr>
<tr>
<td>Evaluation of continuous improvement processes</td>
<td>Conduct evaluation</td>
<td>Discuss/implement improvements</td>
</tr>
<tr>
<td>Accreditation Mid-Term Report</td>
<td>Write and Submit</td>
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<tr>
<td>Accreditation Institutional Self-Evaluation</td>
<td>Plan</td>
<td>Write</td>
</tr>
<tr>
<td>Comprehensive Accreditation Team Visit</td>
<td>Visit in spring</td>
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</table>

Making Decisions: A Guide to Planning and Governance
Full-time Faculty Hiring

Faculty hiring with justification based on Comprehensive Program Review (CPR) and Faculty Hiring Philosophy completed. Requests are justified according to Faculty Hiring Philosophy. The faculty hiring data is provided by Institutional Research.

(Sept-Oct)

Division dean meets with faculty to solicit division feedback and determine department priority. Division process and prioritization documents sent to the Institutional Effectiveness Office for posting and populating the hiring rubric.

(Oct)

Instructional Wing Planning Council (IPC) prioritization is done by a subcommittee for Faculty Hiring composed of one dean from each division, and one IPC faculty rep from each division. The VPI and Academic Senate President co-chair the subcommittee Final Prioritization presented to Academic Senate for information. Instructional Wing Planning Council (IPC) prioritization submitted to College Council for endorsement.

(Oct-Nov)

College Council reviews hirings and recommends final prioritization to President.

(Nov)

President makes final hiring decision and communicates decision campus-wide.

(Nov)
**Classified Staff and Manager Hiring Process**

Planning for new classified 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 appropriate Vice President.
- 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 a 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.

**The Notice of Vacancy process is:**

```
Notice of Vacancy Form completed by hiring manager and routed to fiscal for budget verification.

Hiring manager routes to VP for approval and placement on President’s Cabinet agenda.

Vice President brings completed form to President’s Cabinet for approval.

If approved, President signs and Vice President routes to HR Director who notifies EEO/recruitment officer.

EEO/Recruitment specialist enters into Neogov for District Approval and notification to hiring manager for approval.

District Recruitment places item on Chancellor’s Cabinet Agenda
```
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 Structure).
Governance 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.

**Administrative**
- Administrative Leadership Team
- College Council Executive Cabinet
- President’s Cabinet

**Participatory Governance (All Constituents)**
- Accreditation Coordinating Council
- Administrative Services Planning Council
- College Budget Committee
- Facilities Planning Committee
- Institutional Advancement & Effectiveness Planning Council
- Institutional Effectiveness Committee
- Instructional Planning Council
- International & Multicultural Committee
- Professional Development Advisory Committee
- Student Services Planning Council
- Student Success & Enrollment Committee
- Technology Committee

**Academic Senate**
- Academic Freedom Committee
- Academic Rank
- Academic Standards Committee
- Basic Skills Task Force
- Curriculum Committee
- Honors Program Advisory Committee
- Online Advisory Board
- Part-time Faculty Committee
- Professional Development Institute
- Transparency Committee
- Umoja Committee

**Classified Senate**

**Student Senate**

**Teams, Task Forces, & Advisory Groups (Examples)**
- Academic Petition Council
- Catalog/Schedule Team
- Commencement Planning Team
- Emergency Management Team
- Senior Day Planning Team
- Student Success & Support Program Advisory Group

**Collective Bargaining (CFE, CFCE, CCA)** - not part of participatory governance.

Responsibilities:
- Prioritization & alignment of resources/positions
- Personnel issues
- Implementation
- Budget Oversight
- Emergency Requests

Responsibilities:
- Recommendations
- Oversight
- Consultation
- Dialogue

Responsibilities:
- Make appointments to participatory governance councils/committees, and discuss issues related to classified participation in governance

Responsibilities:
- Make appointments to participatory governance councils/committees, and items stipulated in Title 5, Section 51023.7

Responsibilities:
- Ad hoc/Task oriented (end date)
- Seasonal
- Facilitation of tasks
- Advisory

Responsibilities:
- Negotiated items such as working conditions, salaries, benefits (per CCCD collective bargaining agreements)
The following includes the responsibilities, annual agenda guidelines, and membership for planning councils, planning committees, and cabinets (refer to Planning Committee Structure diagram). Annual agenda guidelines are established by the College Council Executive Cabinet 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 Structure Page 25) 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 12) annually to discuss attendance and participation expectations of the committee.

What type of group do I need?

- Is the group a Participatory Governance body?
  - NO
  - VARIETY
- Does the group address a specific subject/project/issue, or a wide variety of issues?
  - SPECIFIC
  - YES
  - NO
- Do you make recommendations directly to the President?
  - YES
  - NO
- Is the subject/project/issue recurring?
  - YES
  - NO
- Is the group a representative body for a single constituent group?
  - YES
  - NO

- COUNCIL
- TEAM/WORK GROUP
- COMMITTEE
- TASK FORCE
- SENATE
- CABINET
Planning Council and Committees’ Responsibilities, Annual Agenda Guidelines & Membership

The following includes the responsibilities, annual agenda guidelines, and membership for planning councils, planning committees, and cabinets (refer to Planning Committee Structure diagram). Annual agenda guidelines are established by the College Council Executive Cabinet 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 Structure Page 25) 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 12) annually to discuss attendance and participation expectations of the committee.

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<th>Responsibilities</th>
<th>Annual Agenda Guidelines</th>
<th>Membership</th>
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</table>
| Academic Senate | Faculty (AB 1725)             | 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: | Fall:  
• Orientation and review of the Participatory Governance Document  
• Verify representation on participatory governance councils/committees | 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 |
|                 |                                | 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 | Spring:  
• Assign representatives to participatory governance councils/committees | |
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</table>
| Accreditation Coordinating Committee          | Participatory   | • 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 | Co-chairs:  
  Vice President, Instruction Program Review Coordinator  
  Members:  
  President, Academic Senate Transparency Committee (1)  
  Vice President, Administrative Services  
  Vice President, Student Services Classified Senate (2)  
  Student Senate (1)  
  Institutional Effectiveness Curriculum Classified Staff (1)  
  On-line Advisory Board Coordinator (1)  
  Instructional Dean (1)  
  Student Services Program Review Coordinator |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                               |
| Administrative Services Planning Council      | Participatory   | Responsible for creating the foundation for participation of all constituent groups in the planning process after program review. The APC vets, discusses and priorities (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 updated Three-Year Strategic Plan to the College Council Executive Cabinet 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.A | Chair:  
  Vice President, Administrative Services  
  Members:  
  Managers (from Admin. Services)  
  Classified Staff (from Admin. Services departments)  
  Academic Senate (1)  
  Student (1 - appointed through SGOCC)  
  Working Groups:  
  Emergency Management Team  
  Public Safety Committee |
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<tr>
<td>Classified Senate</td>
<td>Classified Senate</td>
<td>The Orange Coast College Classified Senate - constituted as a voluntary membership body of classified staff which recognizes the value of higher education at Orange Coast College - sees its mission as:  • Advocating the value and contributions that classified staff 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 staff in shared governance at the college and District levels.  • Supports classified staff in achieving personal professional goals.</td>
<td>Fall:  • Orientation and review of the Participatory Governance Document  • Verify representation on participatory governance councils/committees  Spring:  • Assign representatives to participatory governance councils/committees</td>
<td>Chair:  President, Classified Senate  Elected E-board  Members:  All Classified</td>
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<tr>
<td>College Budget Committee</td>
<td>Participatory Governance</td>
<td>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 meeting and College Council. It ensures that resource allocations are based on college-wide strategic planning efforts. <em>(Annual Budget Review and Development Process Timeline)</em></td>
<td>Fall:  • Orientation and review the Participatory Governance Document  • Verify/confirm committee membership  • Based on self-evaluation process, develop annual Council 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</td>
<td>Co-Chairs:  President, Academic Senate  Vice President, Administrative Services  Members:  Academic Senate (4)  Admin. Leadership Team (1)  Classified Senate (3)  Student Senate (3)  College Council (1)  Admin. Planning Council (1)  Instructional Planning Council (1)  Student Services Planning Council (2)  Institutional Advancement &amp; Effectiveness Planning Council (1)  Student Success and Enrollment Management Committee (1)  Facilities Planning Committee (1)  Technology Committee (1)  Foundation (1)</td>
</tr>
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<td>Two members of this Committee will be designated as Accreditation Co-chairs for the purpose of identification of evidences of practices that demonstrate how the standard is being met.</td>
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</table>

**College Council**

**Participatory Governance**

The College Council represents faculty, staff, 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
- Receive a report from the College Council Executive Committee recommending the assignment of annual agenda items (for participatory governance committees) and make recommendation to the college president
- Receive a recommendation for college-wide annual priorities (from Educational Master Plan) from the College Council Executive Cabinet and make recommendation to the college president
- Review committee self-evaluation action plan
- Discuss 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

**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 (as assigned by the College Council Executive Cabinet)

**Support for Accreditation Standard/s:** I.A., I.B., IV.C.

**Chair:**
College President

**Members:**
- President, Academic Senate
- Classified Senate, President
- Classified Senate (2)
- Academic Senate (3)
- Student Senate (2)
- Administrative Leadership Team (1)
- Wing Representatives (1 from each wing)
- Participatory Governance Council/ Committee Reps (1 each):
  - Accreditation
  - Enrollment Management
  - Facilities
  - College Budget
  - Program Review
  - Staff Development
  - SLO/Assessment
  - Technology
  - International Multicultural

**Ex-Officio:**
- Vice Presidents
- Director, Institutional Effectiveness
- Director, Technology

Two members of this Committee will be designated as Accreditation Co-chairs for the purpose of identification of evidences of practices that demonstrates how the standard is being met.
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</table>
| College Council Executive Cabinet | Administrative  | A task force of the College Council that creates the agendas for College Council, sets the annual agenda guidelines for planning councils and planning committees, integrates the three-year strategic plans, and establishes the college’s annual priorities. | Fall:  
• Orientation and review the Participatory Governance Document  
• Communicate the college-wide annual priorities to all college constituents  
• Communicate annual agenda guidelines to participatory governance committee via the committee chairs  
• Create the planning calendar for councils and committees  
• Establish goals for the academic year  
Spring:  
• Request reports on completion of annual agenda guidelines from council/committee chairs  
• Prepare a summary report for College Council that outlining progress of annual agenda guidelines and college-wide priorities  
Summer:  
• Create annual college priorities based on the Educational Master Plan and forward to College Council for recommendation to the president  
• Establish participatory governance committees’ annual agenda guidelines and forward to College Council for recommendation to the president | Chair: Director, Institutional Effectiveness  
Members: College President  
Vice Presidents  
Director, Foundation  
Director, Marketing & Public Relations  
President, Academic Senate  
President, Classified Senate  
President, Student Government of OCC |
| Facilities Planning Committee    | Participatory Governance | Provides consultation to the Administrative Wing for the creation and review of the Facilities Master Plan.  
And other issues related to facilities issues 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 Research 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  
Co-Chairs: President, Academic Senate  
Vice President, Administrative Services  
Members: Academic Senate (8)  
Classified Senate (5)  
Admin. Leadership Team (5)  
Student Service (3)  
College Council Representative (1)  
Foundation (1)  
Director, Maintenance & Operations  
Two members of this Committee will be designated as Accreditation Co-chairs for the purpose of identification of evidences of practices that demonstrate how the standard is being met. | Co-Chairs: President, Academic Senate  
Vice President, Administrative Services  
Members: Academic Senate (8)  
Classified Senate (5)  
Admin. Leadership Team (5)  
Student Service (3)  
College Council Representative (1)  
Foundation (1)  
Director, Maintenance & Operations  
Two members of this Committee will be designated as Accreditation Co-chairs for the purpose of identification of evidences of practices that demonstrate how the standard is being met. |
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</table>
| Institutional Advancement & Effectiveness Planning Council | Participatory Governance | 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. | • 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. | Chair:  
  College President  
  **Members:**  
  Director, Institutional Effectiveness  
  Director, Foundation  
  Director, Marketing & Public Relations  
  Classified Senate from Wing (1)  
  Academic Senate (1)  
  Executive Assistant to the President  
  Student Senate Representative  
  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. |
|                                            |                 | 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  
  • Forward updated Three-Year Strategic Plan to the College Council Executive Cabinet 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:** IV.A. |
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<td>Institutional Effectiveness Committee</td>
<td>Participatory Governance</td>
<td>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</td>
<td>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</td>
<td>Chair: Director, Institutional Effectiveness Members: • Academic Senate (2) Program Review Coordinator • SLO &amp; Assessment Coordinator Program Review (SS&amp;AS) (2) Classified Senate (1) Instructional Dean (1) Student Senate (1) Institutional Research Analyst (1) Two members of this Committee will be designated as Accreditation Co-chairs for the purpose of identification of evidences of practices that demonstrate how the standard is being met.</td>
</tr>
<tr>
<td>Instructional Planning Council (IPC)</td>
<td>Participatory Governance</td>
<td>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.</td>
<td>Fall: • Orientation and review the Participatory Governance Document • Verify/confirm committee membership • Based on self-evaluation process, develop annual Council Goals • 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 • Faculty hiring and priorities developed • Establish goals for the academic year</td>
<td>Co-chairs: • Vice President, Instruction Council Member (Rotates monthly) Members: • Academic Senate, President Academic Senate, Vice President Academic Senate, Senator at Large (1) Student Senate (1) Classified Senate (2 - Instruction &amp; Student Service Wings) Director, Community Education/Career Services Director, Food Services Director, Marine Programs Online Coordinator (1) Honors Coordinator (1) Basic Skills Initiative Coordinator (1) Program Assessment &amp; Improvement Coordinator (1) Program Review Coordinator (1)</td>
</tr>
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| International and Multicultural Committee | Participatory Governance | 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.                                                                                                                                                                                                 | 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 | Co-chairs:  
  Faculty (1)  
  Administrative Leadership Team (1)  

  Member:  
  Student, International Club  
  Student, International Business  
  Others as applicable |
| President’s Cabinet             | Administrative                        | Administrative oversight and coordination between wings.                                                                                                                                                                                                                                                                                                                                                                                                                | Fall:  
  • Receive prioritized ARRs from planning councils  
  • Integrate and prioritize ARRs  
  • Communicate and publish prioritization & key decisions  
  • Establish goals for the academic year  

  Support for Accreditation Standard/s: IV.A., III.A. | President  
  Vice Presidents  
  Executive Director of Institutional Advancement |

  Support for Accreditation Standard/s: II.A.  

  Division Faculty Representatives:  
  • Business & Computing (1)  
  • Consumer & Health Sciences (1)  
  • Counseling (1)  
  • Kinesiology & Athletics (1)  
  • Library (1)  
  • Literature & Languages (1)  
  • Math & Sciences (1)  
  • Social & Behavioral Sciences (1)  
  • Technology (1)  
  • Visual & Performing Arts (1)  

  Division Deans (10):  
  • Business & Computing  
  • Consumer & Health Sciences  
  • Counseling  
  • Kinesiology & Athletics  
  • Library  
  • Literature & Languages  
  • Math & Sciences  
  • Social & Behavioral Sciences  
  • Technology  
  • Visual & Performing Arts  

  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.
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<tr>
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<th>Responsibilities</th>
<th>Annual Agenda Guidelines</th>
<th>Membership</th>
</tr>
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</table>
| Professional Development Advisory Committee    | Participatory Governance | 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)  
  - Receive Staff Development ARRs from the Office of Research and review to ensure consistency with supplemental plan (Staff Development Plan). Report potential problems, trends or conflicts with existing infrastructure to the President’s Cabinet  
  - Review supplemental plan developed by administrative function  
  - Conduct professional development needs assessment on a college-wide departmental, and individual level by employee category (faculty, classified, managerial and confidential)  
  - Develop, implement and improve course offerings offered through the office of Professional Development on an ongoing basis  
  - Establish goals for the academic year  
  - 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  
 |                                               |                          | Spring:  
  - 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  |                                                                 | Chair:  
  Director, Personnel Services or Designee  
  Co-chair determined by committee members  
  Members:  
  Academic Senate (1)  
  Classified Senate (2)  
  Admin. Leadership Team (1)  
  SLO Coordinator  
  Chair of the Faculty PDI (Vacant)  
  Foundation (1)  
  Program Review Coordinator  
  Part-Time Faculty Member (1)  
  HR Professional Development Coordinator |
| Student Senate                                  | Student Senate           |  
 |                                               |                          | Fall:  
  - Orientation and review the Participatory Governance Document  
  - Verify/confirm committee membership  
  - Establish goals for the academic year  | All Students:  
  Elected Board  |  
 |                                               |                          | Spring:  
  - Assign representatives to participatory governance councils/committees |                                                                 |  

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| Student Services Planning Council             | Participatory Governance | 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:  
  • Discuss program review and SLO assessment results  
  • Integrate department plans and update Three-Year Strategic Plan  
  • Forward updated Three-Year Strategic Plan to the College Council Executive Cabinet for integration and development of college-wide plan  
  • First review of draft ARRs for fall  
  • Council Goals for use in goal development (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. | Chair: Vice President, Student Services  
  Members:  
  Dean, Student Services  
  Dean, Enrollment Services Management/Staff from each of the Student Services Departments: (Only 1 vote per department)  
  • ASOCC  
  • Bookstore  
  • CALWORKs  
  • Children’s Center  
  • Enrollment Services  
  • EOPS/CARE/Foster Youth  
  • Financial Aid  
  • Health Center  
  • International Center  
  • SSSP Equity  
  Academic Senate Representative (1)  
  Classified Senate Representative (1)  
  Student Senate Representatives (2)  
  Admin. 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. |
| Student Success and Enrollment Management Committee | Participatory Governance | Reviews enrollment data and provides consultation/recommendations to applicable constituents/committees to increase student success and enrollment management | Fall:  
  • Orientation and review the Participatory Governance Document  
  • Verify/confirm committee membership  
  • Review College Three-Year Plan (integrated Three-Year Strategic Plan from CCEC) 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  
  
  Chairs: Academic Senate Representative  
  Vice President, Instruction  
  Vice President, Student Services  
  Members:  
  Academic Senate (3)  
  Classified Senate (2)  
  Student Senate (1)  
  Director, Enrollment Services (1)  
  Basic Skills Coordinator (1)  
  Student Equity Coordinator (1)  
  Student Success and Program Coordinator  
  Dean, Student Success and Support programs (1)  
  Marketing & Public Relations (1)  
  Dean, Counseling (1)  
  Instructional Dean (1) |
<table>
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| Technology Committee | Participatory Governance | 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. | 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  
Supported for Accreditation Standard/s: II.C.  
Co-chairs: Manager, User Support & Help Desk  
Faculty member serving on committee*  
Members: Institutional Advancement & Effectiveness Wing (1)  
Student Services Wing (1)  
Administrative Services Wing (1)  
Online Faculty 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. | Career and Technical Programs (1)  
International Center (1)  
Athletics (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.  
*Faculty co-chair is elected by the 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. |
|                 |                 | 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  
Supported for Accreditation Standard/s: III.C.  
Co-chairs: Manager, User Support & Help Desk  
Faculty member serving on committee*  
Members: Institutional Advancement & Effectiveness Wing (1)  
Student Services Wing (1)  
Administrative Services Wing (1)  
Online Faculty 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. |
SECTION 5: GLOSSARY OF COMMONLY USED TERMS AND ACRONYMS

Terms

**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 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.

**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.

**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 Board Policy 7837, and in the Role of Faculty section of the Decision Making Document.

**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, staff, 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.

**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.

**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, 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 72 districts and 112 colleges which constitute the system. The 17-member Board, appointed by the State's Governor, formally interacts with state and federal officials and other state organizations.

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.

Bookstore Advisory Committee Reporting to the Dean of Student Services the Committee works as a liaison between students, faculty, staff, 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 72 districts, 112 colleges and enrolls more than 2.9 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 ten major divisions. Website: www.cccco.edu.

Cap An enrollment limit set by the CCCCCO 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.

**CCCApply** 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 staff, 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 18-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 Staff** 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 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, staff, and students for strategic planning and issue management, using transparent communication, collegiality and shared ideas that work together for the best interests of the people, the learning, and the future of Orange Coast College. College Council is the lead participatory governance body with final recommendation authority to the President.

College Council Executive Cabinet (CCEC) A task force of the College Council that creates the agendas for College Council, sets the annual agenda guidelines for planning councils and planning committees, integrates the Three Year Strategic Plan, and establishes the college’s annual priorities.

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.

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 child care, 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.

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

**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.

**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 4-5 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.

**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.

**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.

**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.

**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 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 in 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.

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.

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.

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, staff, students and administrators in policy discussions at the local and state levels.

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

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

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

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.

**Program Review Committee** The Program Review Committee ensures continuous program improvement through evidence-based analysis of a program in order to understand a program’s strengths, identify key areas of improvement and create a workable plan for achieving the desired improvements for Instructional Program Review. The program review committee is an ad hoc committee of the Academic Senate.

**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 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.

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, staff, 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.

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

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

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

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

State Scheduled Maintenance (SSM) Program that provides a 50-50 match for specific scheduled maintenance projects. The District is required to submit a 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 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 Success and Support Programs (formerly Matriculation) A system-wide initiative with the purpose of ensuring that all student complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the SSSP process: admissions, orientation, assessment and testing, counseling, and student follow-up.

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 sub group 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 managers and program leads 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 TracDat database is developed and managed by the OCC Office of Institutional Effectiveness.

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

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AACC</td>
<td>American Association of Community Colleges</td>
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<tr>
<td>AAWCC</td>
<td>American Association of Women in Community Colleges</td>
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<tr>
<td>AB</td>
<td>Assembly Bill</td>
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<td>ACA</td>
<td>Assembly Constitutional Amendment</td>
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<td>ACBO</td>
<td>Association of Chief Business Officers</td>
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<tr>
<td>ACCCA</td>
<td>Association of California Community College Administrators</td>
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<tr>
<td>ACCE</td>
<td>Association of Community and Continuing Education</td>
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<tr>
<td>ACCJC</td>
<td>Accrediting Commission for Community and Junior Colleges</td>
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<tr>
<td>ACCT</td>
<td>Association of Community College Trustees</td>
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<tr>
<td>ACCTLA</td>
<td>Association of California College Tutoring and Learning Assistance</td>
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<td>ACHRO</td>
<td>Association of Chief Human Resources Officers</td>
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<td>ACR</td>
<td>Assembly Concurrent Resolution</td>
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<td>ACT</td>
<td>American College Testing</td>
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<td>ADA</td>
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<td>AFT</td>
<td>American Federation of Teachers</td>
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<td>AICCU</td>
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<td>APAHE</td>
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<td>APC</td>
<td>Administrative Planning Council</td>
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<td>API</td>
<td>Academic Performance Index</td>
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<tr>
<td>ARCC</td>
<td>Accountability Report for Community Colleges</td>
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<td>ARR</td>
<td>Annual Resource Request</td>
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<tr>
<td>ASOCC</td>
<td>Associated Students of Orange Coast College</td>
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<tr>
<td>ASACC</td>
<td>American Student Association of Community Colleges</td>
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<td>ASCCC</td>
<td>Academic Senate for the California Community Colleges</td>
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<td>ASP</td>
<td>Academic Senate President</td>
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<tr>
<td>ASSIST</td>
<td>Articulation System to Stimulate Inter-institutional Student Transfer</td>
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<tr>
<td>AUO</td>
<td>Administrative Unit Outcome</td>
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<tr>
<td>BAM</td>
<td>Budgeting and Accounting Manual</td>
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<tr>
<td>BOG</td>
<td>Board of Governors</td>
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<td>BOGFW</td>
<td>Board of Governors Fee Waiver</td>
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<td>BSB</td>
<td>Beyond the Scope of Existing Budget</td>
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<td>BSI</td>
<td>Basic Skills Initiative</td>
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<tr>
<td>CACCRAO</td>
<td>California Association of Community College Registrars and Admissions Officers</td>
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<tr>
<td>CALPASS</td>
<td>California Partnership for Achieving Student Success</td>
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<td>CALSACC</td>
<td>California Student Association of Community Colleges</td>
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<td>CALWORKS</td>
<td>California Work Opportunity and Responsibility for Kids</td>
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<td>CARE</td>
<td>Cooperative Agencies Resources for Education</td>
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<tr>
<td>Acronym</td>
<td>Full Form</td>
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<td>CARL-S</td>
<td>California Academic and Research Libraries</td>
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<td>CBC</td>
<td>College Budget Committee</td>
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<td>CBO</td>
<td>Chief Business Officer</td>
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<td>CCC</td>
<td>California Community Colleges</td>
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<td>CCCAAA</td>
<td>Community College Counselors/Advisors Academic Association for Athletics</td>
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<td>CCCCO</td>
<td>California Community Colleges Chancellor's Office</td>
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<td>CCCI</td>
<td>California Community College Independents</td>
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<td>CCCCS</td>
<td>California Community College Classified Senate</td>
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<td>CCCAA</td>
<td>California Community College Athletic Association</td>
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<tr>
<td>CCCSAT</td>
<td>California Community College Satellite Network</td>
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<tr>
<td>CCCCSSAA</td>
<td>California Community College Chief Student Services Administrators Association</td>
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<td>CCCT</td>
<td>California Community College Trustees</td>
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<td>CCCD</td>
<td>Coast Community College District</td>
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<td>CCIA</td>
<td>Community College Internal Auditors</td>
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<td>CCEC</td>
<td>College Council Executive Cabinet</td>
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<td>CCLC</td>
<td>Community College League of California</td>
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<td>CCLDI</td>
<td>Community College Leadership Development Institute</td>
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<td>CCPRO</td>
<td>Community College Public Relations Organization</td>
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<td>CFE</td>
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<td>Course Identification Numbering System</td>
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