



ORANGE COAST COLLEGE

**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 premiere institution of higher learning. As a living document, it is updated as needed by the College Council. A thorough review of this document is conducted every three years by the College Council 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*, *Institutional Commitment*, *College Values (CLASS)*, and *College Goals* (see Educational Master Plan 2011-2015).

ORANGE COAST COLLEGE MISSION STATEMENT

Orange Coast College serves the educational needs of our diverse local and global community. The college empowers our 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 and participatory campus climate of student engagement and academic inquiry.

ORANGE COAST COLLEGE VALUES (CLASS)

The five college values were derived from campus dialogue, reviewing Program Review plans, and goals, 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. These values guide the college's planning process in its planning councils and in campus-wide Program Review.

Community: We value a culture that serves, engages, and connects all campus and community members.

Rationale: We believe that the health of our organization is dependent on our diverse campus, open dialogues, inclusive decision making, and community culture.

Learning: We value measured learning outcomes that guide continuous improvement. The Institutional Student Learning Outcomes (ISLOs) are Communication, Thinking Skills, Global Awareness, and Personal Development and Responsibility.

Rationale: We believe that evidence must be used to improve the learning process, which is a holistic process and engages the entire campus.

Access: We value effective and equitable access to support services, learning resources, and instructional programs in a welcoming and supportive atmosphere.

Rationale: We believe equal access and success is achieved by providing pathways to achievement of life-long educational, professional, and personal goals that provide opportunities for an improved quality of life.

Stewardship: We value programs, resources and infrastructure that ensure compliance, accountability and long-term economic viability.

Rationale: We believe in maintaining a fiscally sound educational institution that exceeds the expectations of our students and community.

Sustainability: We value practices that maintain and improve the environment and contribute to the quality of life for future generations.

Rationale: We believe in fulfilling our responsibility to current and future generations, recognizing that change is ongoing and necessary for continual improvement.

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 collegiality, inclusiveness, evidence, student learning and assessment, and transparency. 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 (CLASS) 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 are composed of a variety of constituents, and 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 Executive Cabinet of College Council will organize such events, publicize them in advance, and encourage maximum participation to achieve quality discussions.

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. The faculty, staff, and administration 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, which 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 accuracy 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 Research 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 like 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 Research 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 novel ideas and new approaches because we recognize that they may better serve our students. We will implement novel ideas and new 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 through a variety of platforms, including e-mail, the OCC portal, the college website, videos, and open forums. We recognize that communication is at the center of transparency. The leadership commits itself to encouraging the participation of all constituents, which 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. 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 fall 2012, the following will be published on the [OCC portal](#) and [college website](#) for participatory governance councils and committees:

- Membership (names of constituent representatives)
- Key decisions
- Meeting minutes

Role of Faculty, Staff, Students, and Administrators in the Decision-Making Process

Campus based recommendations and decisions typically fall under:

Administrative Responsibilities

Participatory Governance through councils and committees

Academic Senate

Classified Senate

Student Senate

Ultimately the president has the authority for making campus decisions. However, if it is unclear as to how a decision should be made, the Executive Cabinet of the College Council 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. 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.

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).

The Board of Trustees has the responsibility for setting district policy.

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 faculty at OCC 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 pedagogic subject experts, spend the majority of their time in teaching-related work. Since AB1725 has become a part of the fabric for faculty participation, the need for collaboration has increased.

The overlapping cooperative relationship between the 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 OCC ensures an acceptance of the tradition of shared 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 #7837 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 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 050-1-16).

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

Role of Staff

Classified staff members are valued for the critical role that 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. 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.

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 Students

Students are also 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*).

Role of Administrative Leadership

Orange Coast College administrators are charged to perform 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.

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;
- Carryout the requirements of District contracts, including labor contracts;
- Coordinate search committees for faculty, staff, and administrative hiring in accordance with shared policies;
- Fulfill individual contractual obligations for the duration of tenure as administrative employees;
- 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.

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

Creation of Educational Master Plan

The College Council oversees the creation of the college-wide 5-year plan that is reviewed annually for progress and every three years comprehensively. The college-wide plan includes the college's goals, wing objectives, and wing and departmental strategies. It is developed using the following resources:

- District's master plan and goals
- College mission, vision and values
- Planning assumptions
- Campus-wide forums
- Progress/completion of each of the Wing Planning Council's 3-year plans (incorporating program review and SLO assessment)

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 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 plan describing their wing objectives, department's/program's strategies and expected outcomes, which are tied to college goals and directly related to Program Review results.



The College Council Executive Cabinet (CCEC) develops the strategic annual priorities and reviews them with the College Council. The strategic annual priorities address the realization that not all goals can be achieved in a single year. Fiscal and student success trends at the local, state and federal level are analyzed by the CCEC in their determination of the strategic annual priorities.

Resource needs arising from the wing plans are documented in the Annual Resource Requests (ARRs). Annual resource requests include facilities, technology, equipment, staff development, human resources, and an “other” category. ARR are reviewed annually and prioritized by the following:

- Wing Planning Councils
- Campus-wide integration by Orange Coast College President’s Cabinet

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

Supplemental Plans

To support the completion of the Educational Master Plan, specific supplemental plans have been developed in focused areas. The administration, in direct consultation with the appropriate support committee, is ultimately responsible for the development of supplemental plans. Supplemental plans include:

- Enrollment Management Plan
- Facilities Master Plan
- Finance Plan
- Human Resources/Staff Development Plan
- Technology Plan

Resource committees, with the exception of the Enrollment Management Committee, review ARR to ensure consistency with supplemental plans. The committees report potential problems, trends, or conflicts with existing infrastructure to President’s Cabinet during the prioritization process. The Enrollment Management Committee reviews the integrated three-year plan to ensure consistency with the Enrollment Management Plan, and reports potential problems or conflicts to College Council.

Committee Self Evaluation

Institutional Effectiveness oversees the Committee Self Evaluation process for planning committees. This process is a regular review process for the wing planning councils and other planning committees. This process occurs on a year-three cycle. The self-evaluation process utilizes evidence internally from the committee and externally from its constituent base to facilitate dialogue within the committee. 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.

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, to understand their program's strengths, to identify key areas for improvement and to create a workable plan for achieving the desired improvements and outcomes. The three-year plans that result from this process are annually integrated into the appropriate wing plans and directly link to the Educational Master Plan. 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 OCC President's Cabinet for an integrated recommendation. The integrated recommendation is sent to College Council for informational purposes and the College Budget Committee for resource allocation and budget development. The CPR process demonstrates campus-wide planning driven by data analysis guided by the college's goals for effective decision-making. The program review process is documented in the college's Program Review Guide.

Integration of Student Learning Outcomes Assessment

Student learning outcomes are developed and assessed for all courses and programs. This includes instructional and support areas. Each department is responsible for the implementation of their course and program student learning outcomes assessment. The college's Institutional Student Learning Outcomes are directly linked to General Education Outcomes. The faculty assessment and improvement coordinator along with divisional SLO leads 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 assessment are reported annually and used to make improvements in programs and services. The ARR annual process allows for requests to be made based on assessment evidence that may occur outside of a program/department's program review cycle.

The charts below demonstrate the planning and decision making process.

1. Annual Strategic Planning Process
2. College Budget Review and Development Process
3. Resource Allocation Process
4. Educational Master Plan Review and Development Process
5. Comprehensive Program Review Process
6. Full-time faculty hiring prioritization
7. New classified and management hiring

Orange Coast College Annual Strategic Planning Process

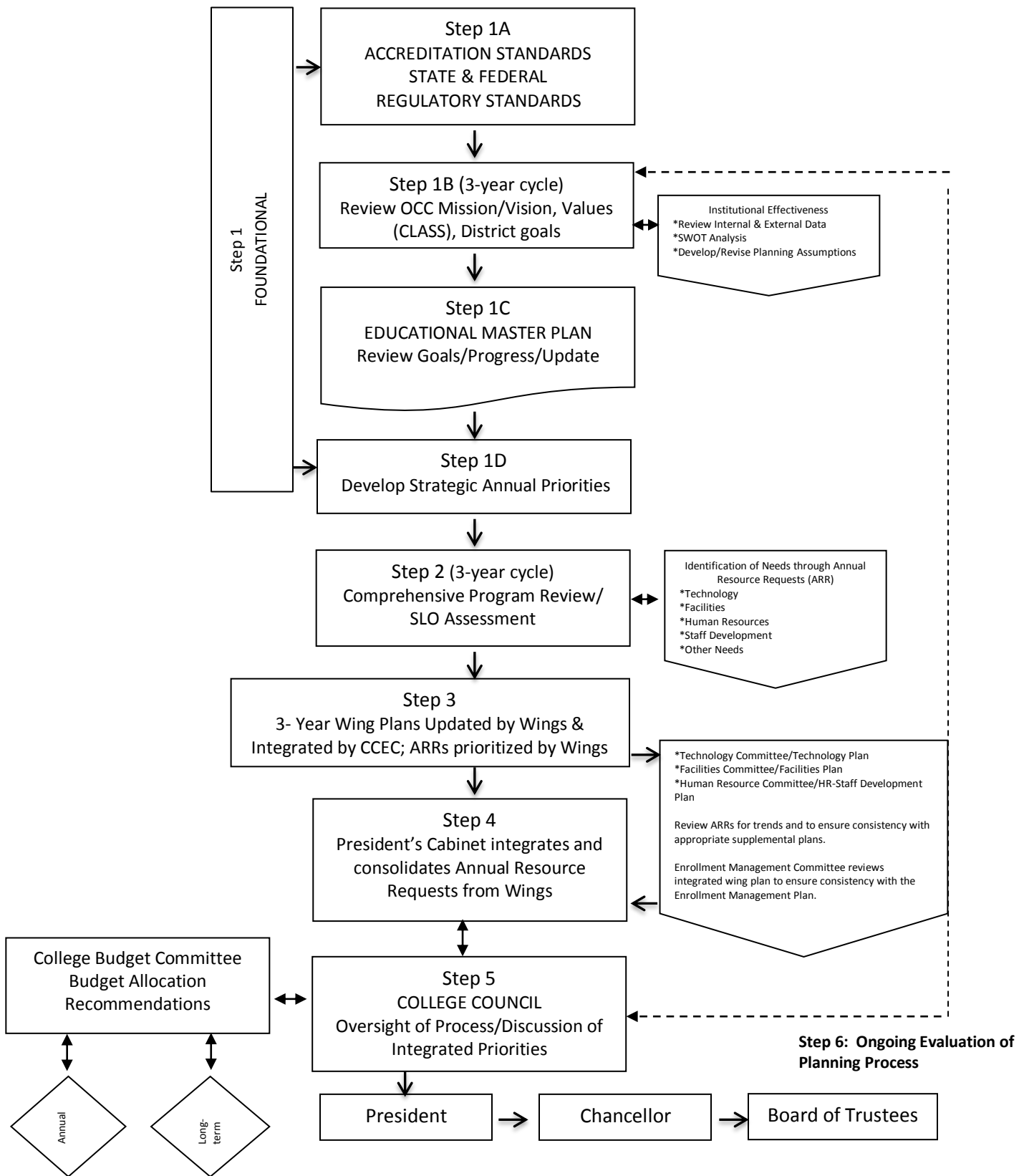
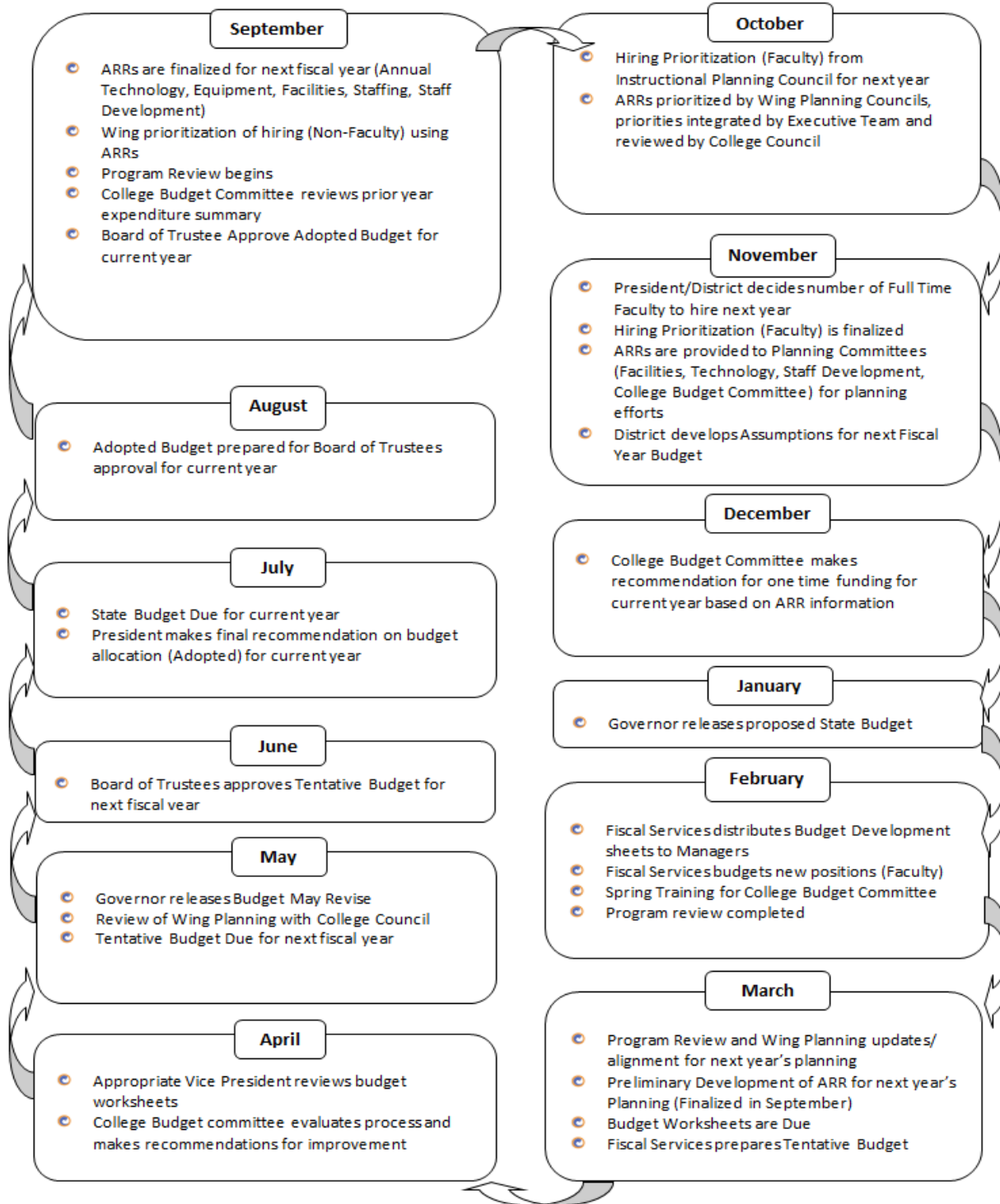
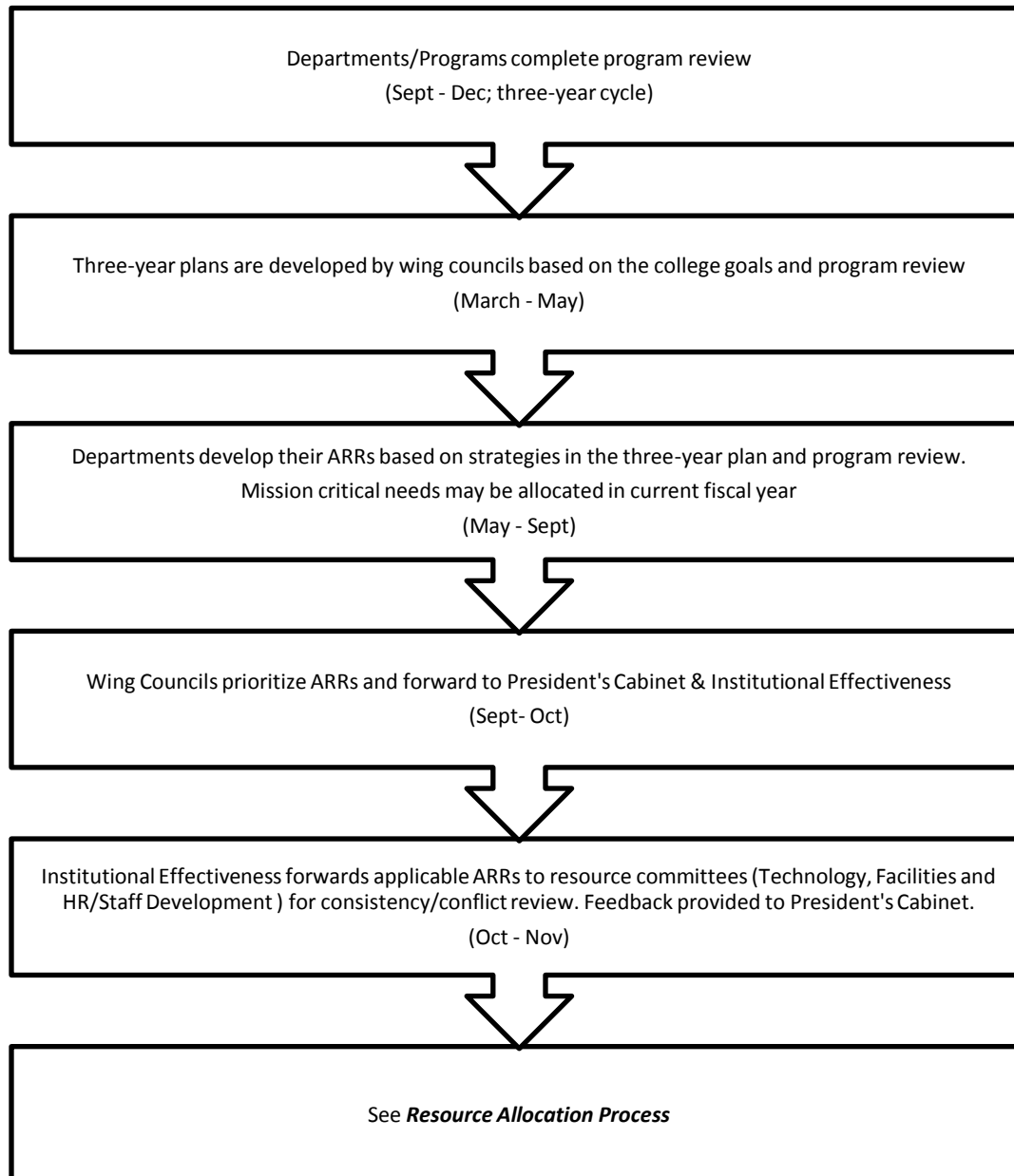


Chart Updated - 9/2012

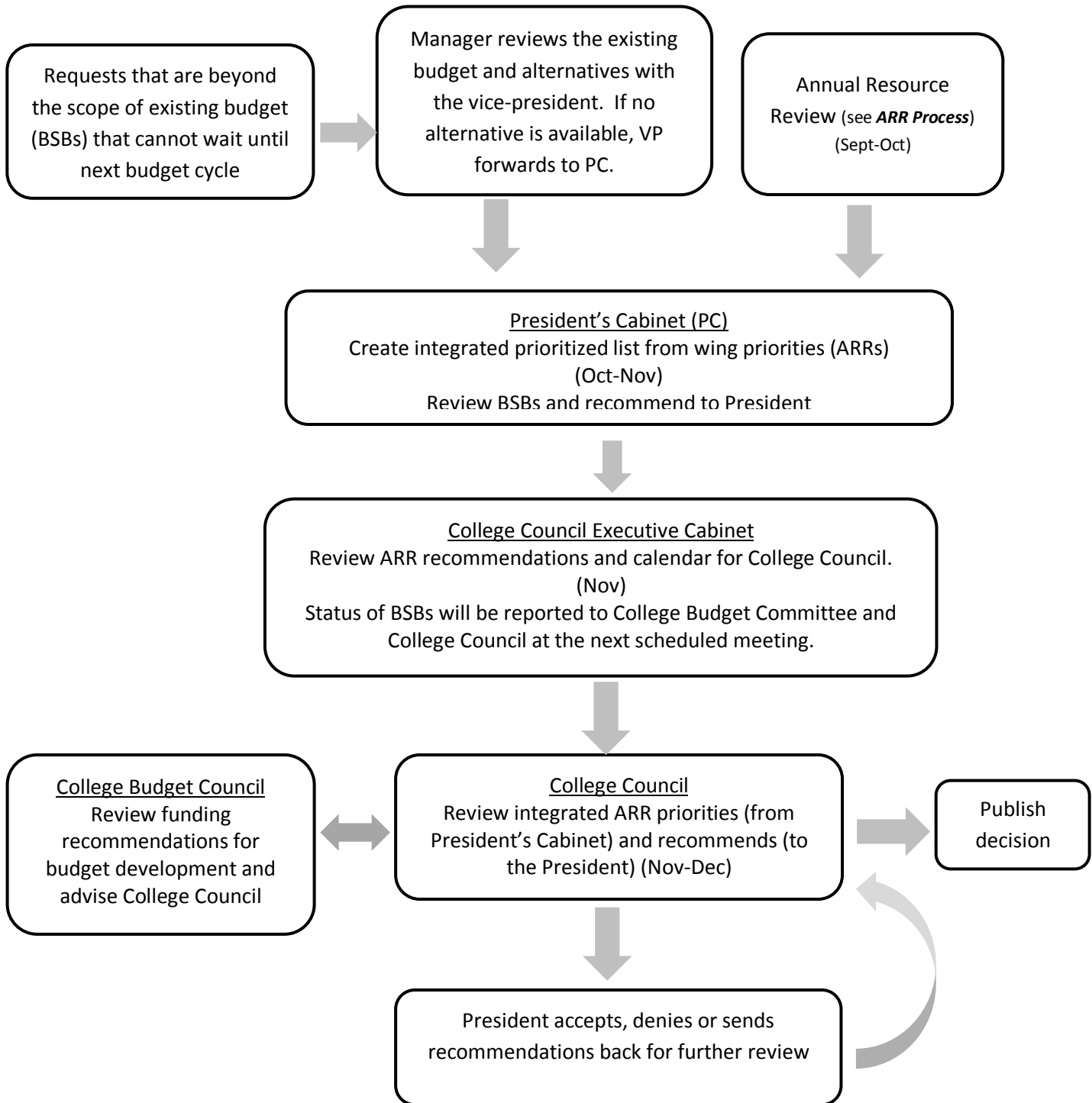
Annual Budget Development Cycle



Annual Resource Request (ARR) Process



Resource Allocation Process

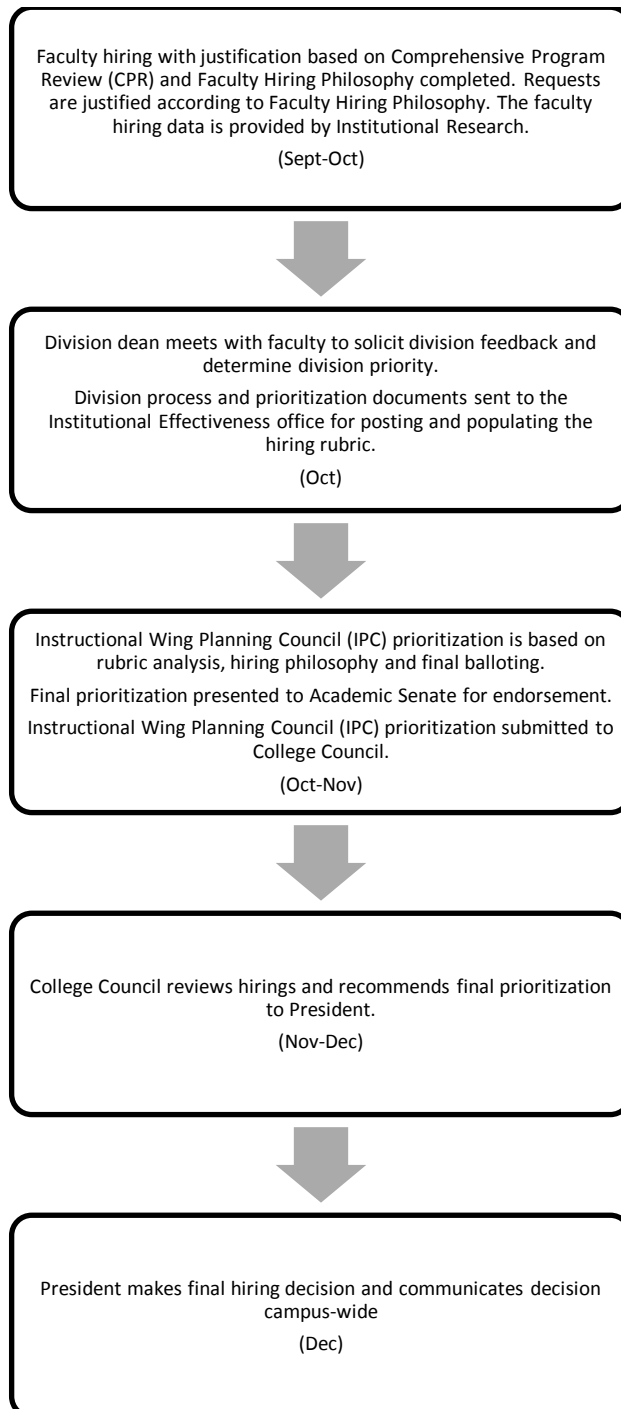


Educational Master Plan Review and Development Process

The [Educational Master Plan](#) (EMP) is a five-year plan that includes an annual review of progress with a structured three-year review, revision and extension of goals and objectives. The structured three-year review includes a review of the college’s vision, mission and values as well as progress towards the goals and objectives outlined in the EMP. During this three-year review, changes to the goals and objectives may occur based on goal/objective completion or changes to the college’s mission, student population or student needs. After this review, the EMP is renewed for the next five years with a final review at the original five year point. An annual review of the college’s progress towards the goals and objectives occurs annually. The EMP rolling cycle through 2023-2024 is outlined below.

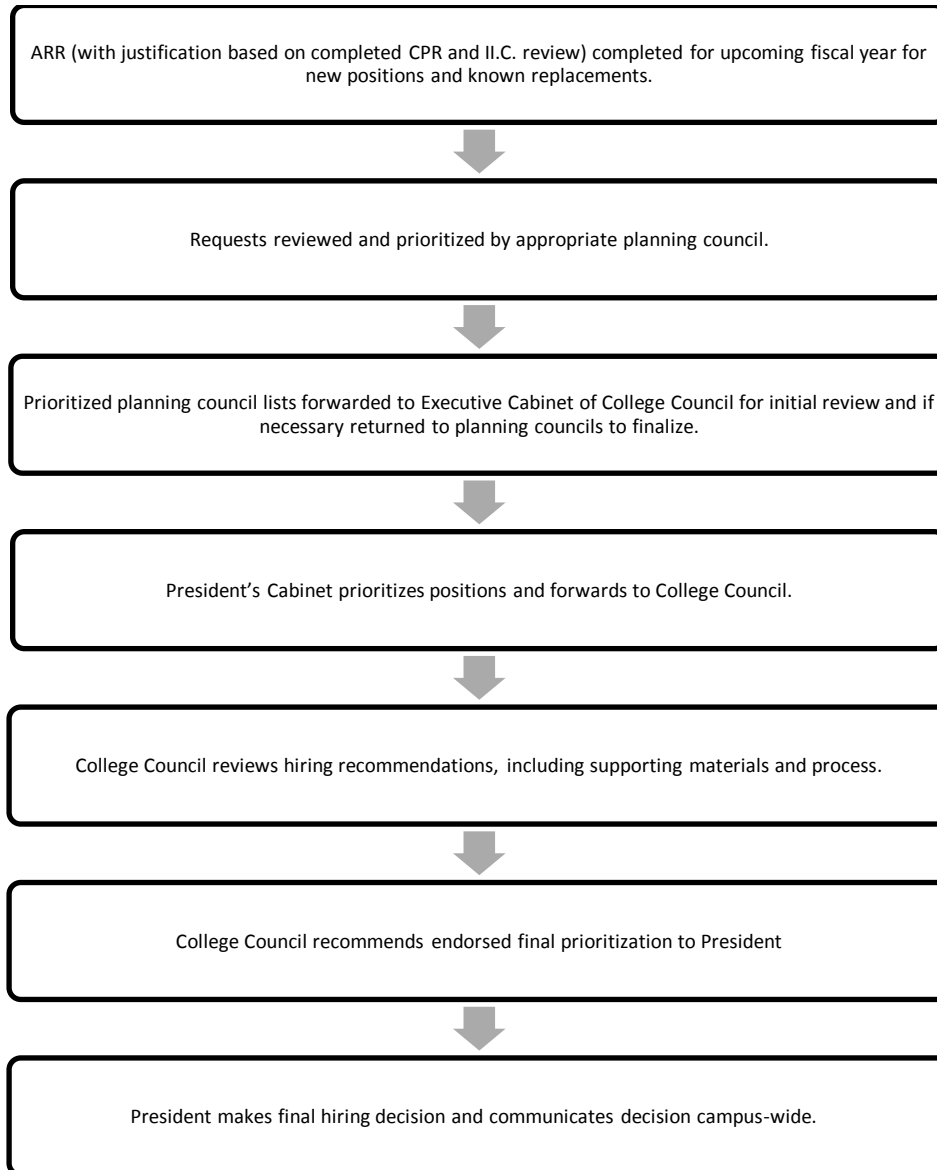
Educational Master Plan Process Chart 2010-11 through 2023-24													
2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
5- Year EMP													
Annual Progress Review	Annual Progress Review	Structured Review *Vision *Mission *Values *Goals *Objectives *Planning assumptions	Renewal	Final Review *Goal & Objective Completion									
			5- Year EMP										
			Annual Progress Review	Annual Progress Review	Structured Review *Vision *Mission *Values *Goals *Objectives *Planning assumptions	Renewal	Final Review *Goal & Objective Completion						
						5- Year EMP							
						Annual Progress Review	Annual Progress Review	Structured Review *Vision *Mission *Values *Goals *Objectives *Planning assumptions	Renewal	Final Review *Goal & Objective Completion			
										5- Year EMP			

Full-time Faculty Hiring Prioritization



New Classified Staff and Manager Hiring

Planning for new classified and manager hires is an annual process triggered by the Annual Resource Request (ARR) process. 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



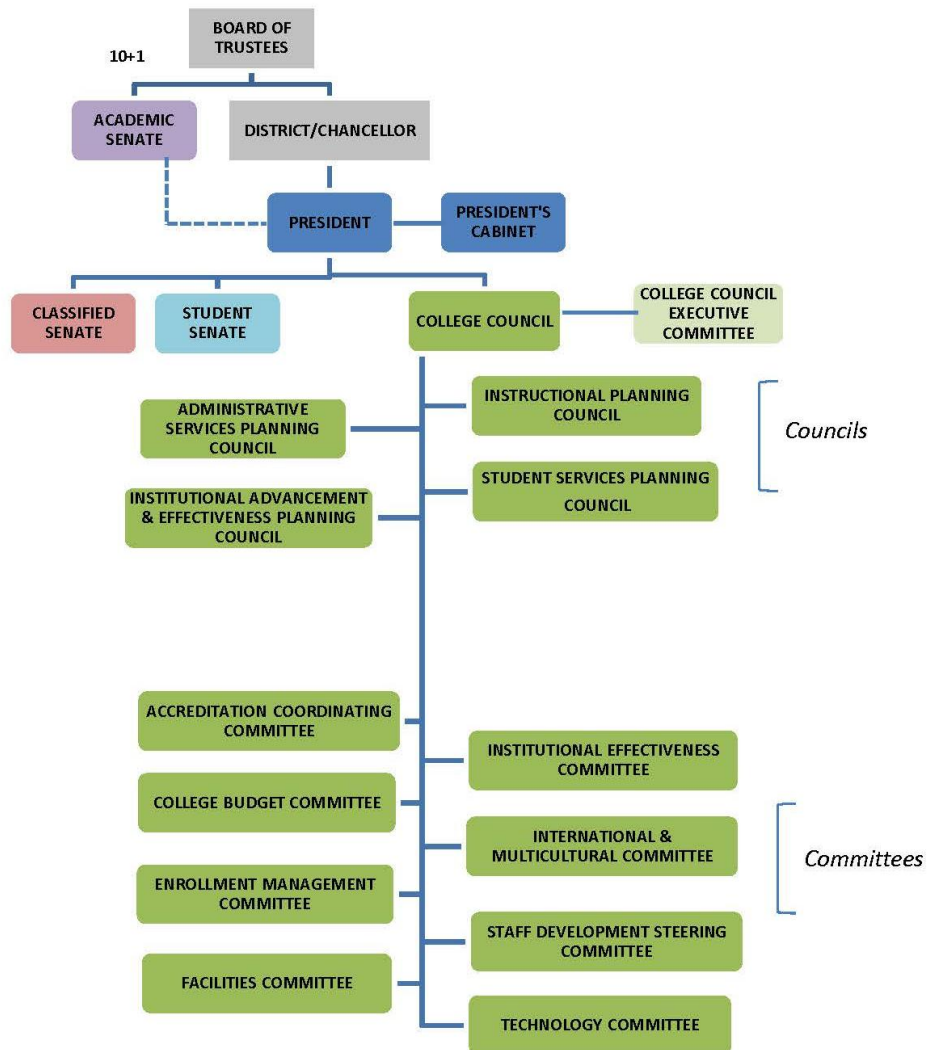
Recognizing that emergency hires will be needed outside of this annual process, the following steps are followed:

- Mission critical positions will be identified by management and evaluated for permanent replacement or hourly backfill.
- Positions identified for permanent replacement by the President's Cabinet will be evaluated against the current annual hiring priorities.
- Positions deemed a higher priority than existing annual prioritization will be communicated by the President to the College Council as a hiring need.

SECTION 4: PLANNING & GOVERNANCE

Planning Committee Structure

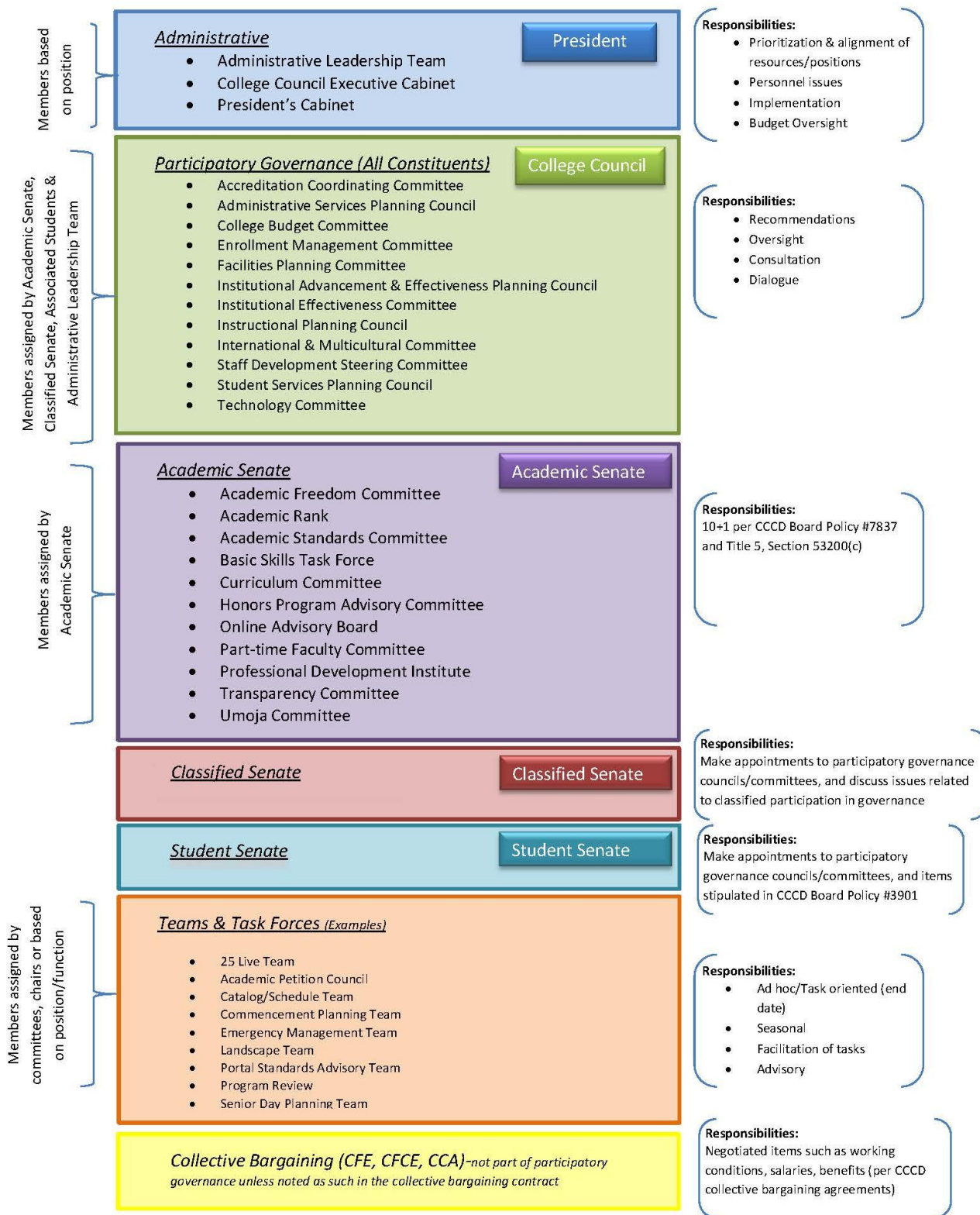
The diagram below represents the college's planning committee structure, which is not the same as the college's administrative structure. The planning councils are directly aligned with the administrative structure whereas the other planning committees represent focused campus-wide planning areas. The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



Although not represented on this chart, Teams & Task Forces may be assigned by councils and committees on an ad hoc basis.

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.



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) for a two year cycle (one year for student representatives). Members may be reappointed by their constituent groups.

Committee	Governance Type	Responsibilities	Annual Agenda Guidelines	Membership
Academic Senate	Faculty (AB 1725)	<p>Academic roles and responsibilities: The Board of Trustees of the Coast Community College District, or such representatives as it may designate, will <u>rely primarily</u> upon the advice and judgment of the Academic Senate(s) in developing policies involving the following academic and professional matter:</p> <ol style="list-style-type: none"> 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. <p>The Board of Trustees of the Coast Community College District, or such representatives as it may designate, will reach <u>mutual agreement</u> with the representatives to the Academic Senate in developing policies regarding the following academic and professional matters:</p> <ol style="list-style-type: none"> 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. 	<p>Fall:</p> <ul style="list-style-type: none"> • Orientation and review of the Participatory Governance Document • Verify representation on participatory governance councils/committees <p>Spring</p> <ul style="list-style-type: none"> • Assign representatives to participatory governance councils/committees <p>Support for Accreditation Standard/s: II.A.</p>	<p>Chair: President, Academic Senate</p> <p>Members: Senators (1 from each Division) Full-time Senators-at-Large (9) Part-time Senators-at-Large (3) Student Senate (1) Non-voting</p>

Committee	Governance Type	Responsibilities	Annual Agenda Guidelines	Membership
Accreditation Coordinating Committee	Participatory Governance	<ul style="list-style-type: none"> Serves to communicate accreditation standards and processes 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. 	<p>Fall:</p> <ul style="list-style-type: none"> Orientation and review the Participatory Governance Document Verify/confirm committee membership Based on self-evaluation process, develop annual Council Goals <p>Spring:</p> <ul style="list-style-type: none"> Review committee membership including term limits Report progress on committee self-evaluation action plan Receive progress report SLO assessment and program review <p>Support for Accreditation Standard/s: All</p>	<p>Co-chairs: Vice President, Instruction Program Review Coordinator</p> <p>Members: Academic Senate President Transparency Committee (1) Vice President, Administrative Services Vice President, Student Services Classified Senate (4 one from each wing) Student Senate (1) Institutional Research Information Technology (1) Student Services Program Review Coordinator</p>
Administrative Planning Council	Participatory Governance	Responsible for creating the foundation for participation of all constituent groups in the planning process after program review. The APC vets, discusses and prioritizes (where appropriate) to make recommendations to the College Council.	<p>Fall:</p> <ul style="list-style-type: none"> 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 ARR's (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 <p>Spring:</p> <ul style="list-style-type: none"> Oversee Program Review Discuss program review and SLO assessment results Integrate departmental plans and update Three Year Plan Forward updated Three Year Plan to the College Council Executive Cabinet for integration and development of college-wide plan First review of draft ARR's for Fall 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 <p>Support for Accreditation Standard/s: III.A.</p>	<p>Chair: Vice President, Administrative Services</p> <p>Members: Managers (from Admin. Services) Classified Staff (from Admin. Services departments) Academic Senate (1) Associated Students (1)</p> <p>Working Groups: Emergency Management Team Public Safety Committee</p>

Committee	Governance Type	Responsibilities	Annual Agenda Guidelines	Membership
College Budget Committee	Participatory Governance	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 <i>(Annual Budget Review and Development Process Timeline)</i>	<p>Fall:</p> <ul style="list-style-type: none"> • Orientation and review the Participatory Governance Document • Verify/confirm committee membership • Based on self-evaluation process, develop annual Committee 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 Communication • Oversee Budget Development Process <p>Spring:</p> <ul style="list-style-type: none"> • Spring Training (Professional Development) • Update Planning Assumptions • Campus Communication • Oversee Budget Development • Evaluation of Committee Goals for use in goal development (fall) • Committee Self-Evaluation (every third year). <p>Support for Accreditation Standard/s: III.D.</p>	<p>Co-Chairs: President, Academic Senate Vice President, Administrative Services</p> <p>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 & Effectiveness Planning Council (1) Enrollment Mgt. Committee (1) Facilities Planning Committee (1) Technology Committee (1) Foundation (1)</p>
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.	<p>Fall:</p> <ul style="list-style-type: none"> • 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) 	<p>Chair: College President</p> <p>Members: President, Academic Senate Classified Forum Representative ASOCC Representative 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):</p> <ul style="list-style-type: none"> • Accreditation

Committee	Governance Type	Responsibilities	Annual Agenda Guidelines	Membership
			<ul style="list-style-type: none"> Review Educational Master Plan progress <p>Spring:</p> <ul style="list-style-type: none"> Review committee membership including term limits Report progress on committee self-evaluation action plan Receive progress report SLO 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) <p>Support for Accreditation Standard/s: I.A., I.B., IV.B.</p>	<ul style="list-style-type: none"> Enrollment Management Facilities College Budget Program Review Staff Development SLO/Assessment Technology International/Multi <p>Ex-Officio: Vice Presidents Institutional Effectiveness Technology Director</p>
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 plans, and establishes the college's annual priorities.	<p>Fall:</p> <ul style="list-style-type: none"> Orientation and review the Participatory Governance Document Communicate the college-wide annual priorities to all college constituents Communicate annual agenda guidelines to participatory governance committees via the committee chairs. Creates the planning calendar for councils and committees. <p>Spring:</p> <ul style="list-style-type: none"> 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. <p>Summer:</p> <ul style="list-style-type: none"> 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. 	<p>Chair: <i>Members rotate</i></p> <p>Members: President Vice Presidents Director of Institutional Effectiveness Director of Foundation Director of Communications & Marketing President, Academic Senate President, Classified Senate President, Associated Students</p>
Enrollment Management Committee	Participatory Governance	Provides consultation to the Instruction and Student Services' Wings for the creation and	<p>Fall:</p> <ul style="list-style-type: none"> Orientation and review the Participatory Governance Document Verify/confirm committee membership 	<p>Chairs: Academic Senate Vice President, Instruction Vice President, Student Services</p>

Committee	Governance Type	Responsibilities	Annual Agenda Guidelines	Membership
		review of the Enrollment Management Plan.	<ul style="list-style-type: none"> • Review College Three Year Plan (integrated Three Year 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 <p>Spring:</p> <ul style="list-style-type: none"> • Discuss program review and SLO assessment results • Three Year Wing Plan Update • Evaluation of Enrollment Management Plan progress and alignment with the Educational Master Plan/Three-Year Plans • Council Self-Evaluation (every third year) • Review committee membership <p>Support for Accreditation Standard/s: II.B.</p>	<p>Members:</p> <ul style="list-style-type: none"> Academic Senate (2) Classified Senate (2) Student Senate (2) Director of Enrollment Services (1) Financial Aid (1) Communications & Marketing (1) Counseling Dean (1) High School Outreach (1) Instructional Dean (1) Career Programs (1) EOPS/CARE (1) International Center (1) Athletics (1) Student Success/BSI (1)
Facilities Planning Committee	Participatory Governance	<p>Provides consultation to the Administrative Wing for the creation and review of the Facilities Master Plan.</p> <p>And other issues related to facilities issues such as bond projects: plans, progress, impact (traffic flow, parking issues, building access, hazard zones), and completion.</p>	<p>Fall:</p> <ul style="list-style-type: none"> • 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 ARR 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 <p>Spring:</p> <ul style="list-style-type: none"> • Oversight and recommendation for campus facility issues • Campus Oversight of General Obligation Funds/Facility Funds • Evaluation of Facilities Master Plan progress and alignment with 	<p>Co-Chairs:</p> <ul style="list-style-type: none"> President, Academic Senate Vice President, Administrative Services <p>Members:</p> <ul style="list-style-type: none"> Academic Senate (8) Classified Senate (5) Admin. Leadership Team (5) Student Senate (3) College Council Representative (1) Foundation (1) Director, Maintenance & Operations

Committee	Governance Type	Responsibilities	Annual Agenda Guidelines	Membership
			<p>the Educational Master Plan/Three-Year Plans</p> <ul style="list-style-type: none"> Committee Self-Evaluation (every third year) Review committee membership <p>Support for Accreditation Standard/s: III.B.</p>	
<p>Human Resources / Staff Development Steering Committee</p>	<p>Participatory</p>	<p>Provides consultation to the Administrative Wing for the creation and review of the Human Resources/Staff Development Plan.</p> <p>Act in an advisory capacity to campus on Human Resources and Staff Development structure to support the college's overall mission strategy and partner in employee satisfaction and performance via technical leadership and professional programs.</p>	<p>Fall:</p> <ul style="list-style-type: none"> Orientation and review the Participatory Governance Document Verify/confirm committee membership Based on self-evaluation process, develop annual Committee Goals Receive Staff Development and Staffing ARRs from the Office of Research and review to ensure consistency with supplemental plan (Staffing 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 Send out needs assessment surveys for all constituents Plan and implement professional and staff development programs <p>Spring:</p> <ul style="list-style-type: none"> Review committee membership Implement plans for professional and staff development programs Evaluation of HR/Staff Development progress and alignment with the Educational Master Plan/Three-Year Plans Committee Self-Evaluation (every third year) <p>Summer:</p> <ul style="list-style-type: none"> Review and assess evaluation forms for program outcomes Review gap analysis for progress of programs Set goals from gap analysis and evaluation outcomes for following year <p>Support for Accreditation Standard/s: III.A.</p>	<p>Chair: Director of Personnel Services/Staff Development</p> <p>Members: Academic Senate (1) Classified Senate (1) Admin. Leadership Team (1) Staff Development Coordinator SLO Coordinator Chair of the Faculty PDI Foundation Program Review Coordinator</p>
<p>Institutional Advancement & Effectiveness Planning Council</p>	<p>Participatory Governance</p>	<p>Responsible for creating the foundation for participation of all constituent groups in the planning process after program review. The IAEPCC vets, discusses and prioritizes (where appropriate) to make recommendations to the</p>	<p>Fall:</p> <ul style="list-style-type: none"> 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 	<p>Chair: College President</p> <p>Members: Director of Institutional Effectiveness</p>

Committee	Governance Type	Responsibilities	Annual Agenda Guidelines	Membership
		College Council.	<p>the Office of Research for dissemination to appropriate planning committees AND to the President’s Cabinet for integration and campus prioritization</p> <ul style="list-style-type: none"> • Prioritize hiring using ARRs • Oversee start of Program Review Cycle <p>Spring:</p> <ul style="list-style-type: none"> • Discuss program review and SLO assessment results • Integrate departmental plans and update Three Year Plan • Forward updated Three Year 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 <p>Support for Accreditation Standard/s: IV.A.</p>	<p>Director of Foundation</p> <p>Director of Communications & Marketing</p> <p>Classified Senate (1)</p> <p>Academic Senate (1)</p>
Institutional Effectiveness Committee	Participatory	<p>The Institutional Effectiveness Committee is responsible for:</p> <ul style="list-style-type: none"> • 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 	<p>Fall:</p> <ul style="list-style-type: none"> • 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 <p>Spring:</p> <ul style="list-style-type: none"> • Review committee membership • Committee Self-Evaluation (every third year) • Make recommendations based on process evaluation/assessment • Review results of “institutional effectiveness” surveys • Review and discuss data, trends and planning assumptions • Monitor and track continuous improvement processes • Conduct the evaluation of the Decision Making Document (every third year) <p>Support for Accreditation Standard/s: All</p>	<p>Chair:</p> <p>Director of Institutional Effectiveness</p> <p>Members:</p> <p>Academic Senate (2)</p> <p>Program Review Coordinator</p> <p>SLO & Assessment Coordinator</p> <p>Program Review (SS& AS) – (2)</p> <p>Classified Senate (1)</p> <p>Instructional Dean (1)</p> <p>Student Senate (1)</p>

Committee	Governance Type	Responsibilities	Annual Agenda Guidelines	Membership
Instructional Planning Council (IPC)	Participatory Governance	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.	<p>Fall:</p> <ul style="list-style-type: none"> • Orientation and review the Participatory Governance Document • Verify/confirm committee membership • Based on self-evaluation process, develop annual Council Goals • Prioritize Instruction Wing's ARR's (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 <p>Spring:</p> <ul style="list-style-type: none"> • Discuss program review and SLO assessment results • Integrate departmental plans and update Three Year Plan • Forward updated Three Year Plan to the College Council Executive Cabinet for integration and development of college-wide plan • First review of draft ARR's for Fall • Evaluation of Council Goals for use in goal development (fall) • Council Self-Evaluation (every third year). • Review committee membership <p>Support for Accreditation Standard/s: II.A.</p>	<p>Co-chairs:</p> <p>Vice President, Instruction Council Member (Rotates monthly)</p> <p>Members: Academics Senate, President Academic Senate, Vice President Academic Senate, Senator at Large (1)</p> <p>Student Senate (1)</p> <p>Classified Senate (2-Instruction & Student Services wings)</p> <p>Director, Community Education /Career Services</p> <p>Director, Food Services</p> <p>Director, Marine Programs</p> <p>Online Coordinator (1)</p> <p>Program Assessment & Improvement Coordinator (1)</p> <p>Program Review Coordinator (1)</p> <p>Division Representatives:</p> <ul style="list-style-type: none"> • Business & Computing (1) • Counseling/DSPS (1) • Kinesiology & Athletics (1) • Library (1) • Literature & Languages (1) • Math& Sciences (1) • Social & Behavioral Sciences (1) • Technology (1) • Visual & Performing Arts (1) <p>Deans (8):</p> <ul style="list-style-type: none"> • Business, Computing, Career Services & Technology • Consumer & Health Sciences • Counseling/DSPS • Kinesiology & Athletics • Literature & Languages/Honors

Committee	Governance Type	Responsibilities	Annual Agenda Guidelines	Membership
				<ul style="list-style-type: none"> • Math & Sciences • Social & Behavioral Sciences/Large Group/Student Success • Visual & Performing Arts
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.	<p>Fall:</p> <ul style="list-style-type: none"> • Orientation and review the Participatory Governance Document • Verify/confirm committee membership • Based on self-evaluation process, develop annual Committee Goals • Annual calendar of events <p>Spring:</p> <ul style="list-style-type: none"> • Evaluation of Council Goals for use in goal development (fall) • Council Self-Evaluation (every third year). • Review committee membership 	<p>Co-chairs: Faculty (1) Administrative Leadership Team (1)</p> <p>Members: Student, International Club Student, International Business Others as applicable</p>
President's Cabinet	Administrative	Administrative oversight and coordination between wings.	<p>Fall:</p> <ul style="list-style-type: none"> • Receive prioritized ARR from planning councils. • Integrate and prioritize ARRs • Communicate and publish prioritizations & key decisions 	<p>President</p> <p>Vice Presidents</p>
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.	<p>Fall:</p> <ul style="list-style-type: none"> • 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 <p>Spring</p> <ul style="list-style-type: none"> • Discuss program review and SLO assessment results • Integrate departmental plans and update Three Year Plan • Forward updated Three Year 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 	<p>Chair: Vice President of Student Services</p> <p>Members: Dean, Student Services Dean, Enrollment Services Management/staff from each of the Student Services Departments: <i>(Only 1 vote per department)</i></p> <p>ASOCC Bookstore CALWORKs Children's Center Enrollment Services EOPS/CARE Financial Aid Health Center International Center Matriculation Scholarship Office</p>

Committee	Governance Type	Responsibilities	Annual Agenda Guidelines	Membership
			Support for Accreditation Standard/s: II.B.	Academic Senate Representative (1) Classified Senate Representative(1) Student Senate Representatives (2) Admin. Services Planning Council (1) Instructional Planning Council (1)
Technology Committee	Participatory Governance	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.	Fall: <ul style="list-style-type: none"> • 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 college technology needs and Issues • Receive Facilities ARRs from the Office of Research and review to ensure consistency with supplemental plan (Technology 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 • Make Reports to College Council as needed Spring: <ul style="list-style-type: none"> • Oversight and recommendation for college technology issues • Revise college technology plan • Evaluation of annual committee goals • Review college technology plan with District to ensure consistency • Committee self-evaluation (every third year) • Review committee membership Support for Accreditation Standard/s: III.C.	Co-chairs: Academic Senate Director of Information Technology Members: Institutional Advancement & Effectiveness Wing (1) Student Services Wing (1) Administrative Services Wing (1) Academic Senate (4) Classified Senate (2) Student Senate (1) Administrative Leadership Team (1) Online Faculty Coordinator (1)

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 the Orange Coast College campus.

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

Advisory Committee A group created to provide direction and/or input in compliance with state and federal regulations or other external mandates. Not part of the governance structure but may bring items to the 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).

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

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

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 Courses in reading, writing, computation, and English as a Second Language that prepare students for college-level work. These are also called remedial or developmental courses.

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 Existing 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.

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 Vice President 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 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 15th 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 BAM has 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 An administrative body that meets regularly to address administrative tasks.

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 3rd week), and is based on 20% 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 Achievement Approved by the CCCC and granted by colleges to students for specific vocational and workforce training programs that do not require general education or elective units, and are usually 18+ units.

Certificates of 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.

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 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 plans, 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.

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 A participatory governance body that meets on a regular basis that is designated or selected to act in an advisory capacity to either the College Council or the college president.

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.

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 required reserve is 5%.

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 districts. 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 student enrollment.

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 & 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.

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.

Ex-officio Appointed 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.

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

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

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

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

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

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

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.

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 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.

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 & 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 plans, integrated prioritization of ARR's and the determination of BSEB funding (formerly the Executive Team).

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 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.

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; 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 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.

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.

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

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

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

State Mandates Activities required by state legislation.

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

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

Student Learning Outcomes Assessment Council The Student Learning Outcomes Assessment Council (SAC) advises on the overall student learning outcomes and assessment processes and strategies for obtaining buy-in and implementation of SLO assessment to ensure success.

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.

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

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

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 specific 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 15th.

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

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 twelve-month period.

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

Weekly 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 times 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% 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 & Effectiveness Wing, Instructional Wing, Administrative Services Wing, & 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 Study A type of financial aid program that provides money for students in return for working at the college.

Commonly Used Acronyms

AACC	American Association of Community Colleges
AAWCC	American Association of Women in Community Colleges
AB	Assembly Bill
ACA	Assembly Constitutional Amendment
ACBO	Association of Chief Business Officers
ACCCA	Association of California Community College Administrators
ACCE	Association of Community and Continuing Education
ACCJC	Accrediting Commission for Community and Junior Colleges
ACCT	Association of Community College Trustees
ACCTLA	Association of California College Tutoring and Learning Assistance
ACHRO	Association of Chief Human Resources Officers
ACR	Assembly Concurrent Resolution
ACT	American College Testing
ADA	Americans with Disabilities Act
AFT	American Federation of Teachers
AG	Attorney General
AIA	Association of Instructional Administrators
AICCU	Association of Independent California Colleges and Universities
APAHE	Asian Pacific Americans in Higher Education
APC	Administrative Planning Council
API	Academic Performance Index
ARCC	Accountability Report for Community Colleges
ARR	Annual Resource Request
ASOCC	Associated Students of Orange Coast College

ASACC	American Student Association of Community Colleges
ASCCC	Academic Senate for the California Community Colleges
ASP	Academic Senate President
ASSIST	Articulation System to Stimulate Inter-institutional Student Transfer
BAM	Budgeting and Accounting Manual
BOG	Board of Governors
BOGFW	Board of Governors Fee Waiver
BSB	Beyond the Scope of Existing Budget
CACCRAO	California Association of Community College Registrars and Admissions Officers
CALPASS	California Partnership for Achieving Student Success
CALSACC	California Student Association of Community Colleges
CALWORKS	California Work Opportunity and Responsibility for Kids
CARE	Cooperative Agencies Resources for Education
CARL-S	California Academic and Research Libraries
CBC	College Budget Committee
CBO	Chief Business Officer
CCC	California Community Colleges
CCCAAAA	Community College Counselors/Advisors Academic Association for Athletics
CCCCO	California Community Colleges Chancellor's Office
CCCI	California Community College Independents
CCCCS	California Community College Classified Senate
CCCAA	California Community College Athletic Association
CCCSAT	California Community College Satellite Network
CCCCSSAA	California Community College Chief Student Services Administrators Association
CCCT	California Community College Trustees
CCCD	Coast Community College District

CCIA	Community College Internal Auditors
CCEC	College Council Executive Cabinet
CCLC	Community College League of California
CCLDI	Community College Leadership Development Institute
CCPRO	Community College Public Relations Organization
CDE	California Department of Education
CDS	California Directory of Schools
CENIC	Corporation for Education Network Initiatives in California
CEO	Chief Executive Officer
CEOCCC	Chief Executive Officers of the California Community Colleges
CFE	Coast Federation of Educators
CFCE	Coast Federation of Classified Employees
CFIER	California Foundation for Improvement to Employer-Employee Relations
CFT	California Federation of Teachers
CHRO	Chief Human Resources Officer
CI-D	Course Identification Numbering System
CIO	Chief Instructional Officer
CIOCCC	Chief Instructional Officers of the California Community Colleges
CISO	Chief Information Systems Officer
CISOA	Chief Information Systems Officers Association
COFHE	Capital Outlay Fund for Higher Education
COFO	Council of Faculty Organizations
COLA	Cost-of-Living Adjustment
COR	Course Outline of Record
CPEC	California Postsecondary Education Commission

CPR	Comprehensive Program Review
CSAC	California Student Aid Commission
CSSO	Chief Student Services Officer
CSU	California State University
CTA	California Teachers Association
CTC	Commission on Teacher Credentialing
DED	Data Element Dictionary
DETAC	Distance Education Technical Advisory Committee
DOF	Department of Finance
DSP&S	Disabled Students Programs and Services
EAC	Evaluation Appeals Committee
EAP	Early Acceptance Program or Early Assessment Program
ECHS	Early College High School
EDD	Employment Development Department
ED>Net	Economic Development Network
EERA	Educational Employment Relations Act
EEO	Equal Employment Opportunity
EOPS	Extended Opportunity Programs and Services
ERAF	Educational Revenue Augmentation Fund
ERIC	Educational Research Information Center
ESL	English as a Second Language
FACCC	Faculty Association of California Community Colleges
FAFSA	Free Application for Federal Student Aid
FAO	Financial Aid Officer (or Office)
FAQ	Frequently Asked Questions
FERPA	Family Educational Rights and Privacy Act

FTE	Full-time Equivalent
FTEF	Full-time Equivalent Faculty
FTES	Full-time Equivalent Students
FY	Fiscal Year
GAAP	Generally Accepted Accounting Principles
GAAS	Generally Accepted Accounting Standards
GASB	Governmental Accounting Standards Board
GCEPD	Governor's Committee on Employment of People with Disabilities
GE	General Education
GED	General Equivalency Diploma
GO39	General Obligation Bond, Proposition 39
GSL	Guaranteed Student Loan
HACU	Hispanic Association of Colleges and Universities
HBCUs	Historically Black Colleges and Universities
HSEE	High School Exit Exam
HSI	Hispanic Serving Institution
I-ECC	Industry Education Council of California
IGETC	Intersegmental General Education Transfer Curriculum
IJE	Interjurisdictional Exchange
ILP	Independent Living Program
IMPAC	Intersegmental Major Preparation Articulated Curriculum
IPC	Instructional Planning Council
IPEDS	Integrated Postsecondary Educational Data System
IT	Information Technology
LAN	Local Area Network

LAO	Legislative Analyst's Office
LTD	Long Term Disability
MALDEF	Mexican-American Legal Defense and Education Fund
MCHS	Middle College High School
MESA	Mathematics Engineering and Science Achievement
MIS	Management Information System
MOE	Maintenance of Effort
MOU	Memorandum of Understanding
MQs	Minimum Qualifications
NCLB	No Child Left Behind
NSF	National Science Foundation
OAL	Office of Administrative Law
OCR	Office of Civil Rights
OE	Office of Education
OPEID	Office of Postsecondary Education Identification
OSE	Office of the Secretary of Education
P-1	First Principal Apportionment of the 320 Report
P-2	Second Principal Apportionment of the 320 Report
PAF	Personnel Action Form
PD	Professional Development
PERB	Public Employment Relations Board
PERS	Public Employees Retirement System
PRC	Peer Review Committee
Q & A	Questions and Answers
RAM	Resource Allocation Model
RFA	Request for Applications

RFP	Request for Proposals
SAO	Service Area Outcome
SB	Senate Bill
SBE	State Board of Education
SCA	Senate Constitutional Amendment
SCANS	Secretary of Labor’s Commission on Achieving Necessary Skills
SCO	State Controller’s Office
SCR	Senate Concurrent Resolution
SEIU	Service Employees International Union
SGOCC	Student Government Orange Coast College
SRTK	Student Right to Know
SSCCC	Student Senate for the California Community Colleges
SSM	State Scheduled Maintenance
SSPC	Student Services Planning Council
STD	Short Term Disability
STRS	State Teachers Retirement System
TAG	Transfer Admission Guarantee
TANF	Temporary Assistance to Needy Families
TBA	To Be Announced
TOEFL	Test of English as a Foreign Language
TQM	Total Quality Management
TRANS	Tax Revenue Anticipation Notes
TRDP	Teacher and Reading Development Partnership Program
TTIP	Telecommunications & Technology Infrastructure Program
UC	University of California

VTEA	Vocational and Technical Education Act
WIA	Workforce Investment Act
WFCH	Weekly Faculty Contact Hours
WSCH	Weekly Student Contact Hours