PLANNING AND GOVERNANCE MANUAL

2016-2017

VERSION 3

Approved by:
Planning and Governance Council
November 2, 2016
Mission Statement

West Hills College Lemoore serves a diverse community of students who seek an affordable, accessible, relevant, and rigorous education. The college community is dedicated to student learning and achievement by providing quality courses that lead to certificates, associate degrees, transfer, and career pathways.
Table of Contents

MISSION STATEMENT ..................................................................................................................... 2

TABLE OF CONTENTS ..................................................................................................................... 3

COLLEGE PHILOSOPHY FOR MAKING DECISIONS ................................................................. 5
Diversity .................................................................................................................................................. 5
Collegiality and Inclusiveness ........................................................................................................... 5
Student Learning & Assessment ....................................................................................................... 5
Culture of Evidence .......................................................................................................................... 6
Innovation .............................................................................................................................................. 6
Transparency and Communication .................................................................................................... 6

POLICY AND PROCEDURES ......................................................................................................... 7

PLANNING AND RESOURCE ALLOCATION ............................................................................. 8
Annual Budget Allocation Process .................................................................................................... 8

GOVERNANCE STRUCTURE .......................................................................................................... 10
Organization ........................................................................................................................................ 10
Representation ............................................................................................................................... 11
Representative and Committee Chair Responsibilities .................................................................. 12
Meetings and Actions ........................................................................................................................ 12
Governance Body Definitions ......................................................................................................... 12
WHCL Committee Organization .................................................................................................... 13

PLANNING AND GOVERNANCE COUNCIL ............................................................................ 15

STANDING COMMITTEES ............................................................................................................. 18
Basic Skills Initiative (BSI) Committee .......................................................................................... 18
College Philosophy for Making Decisions

To improve our planning and decision making, West Hills College Lemoore commits itself to a culture of transparency, collegiality, inclusiveness, evidence, student learning and assessment. This serves as the foundation for shared governance at the college, which values the contribution of each of its constituents—faculty, students, staff, and administrators—in the decision making structures and processes that we have adopted.

Diversity

West Hills College Lemoore values diversity and inclusion and believes that a diverse campus and community is an enriched campus and community. The college is committed to the recruitment and retention of a diverse campus staff and student population, one that mirrors the community we serve and believes this will prepare student for global engagement and success.

Collegiality and Inclusiveness

The West Hills College Lemoore governance structure and process is designed to be inclusive and collaborative. The planning process involves faculty, staff, students, and administrators with input from the community, local business, and educational partners. The governance structure and practices were developed collaboratively and support the participatory approach to decision-making.

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, 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.

The West Hills Community College District Board of Trustees is the final authority for governance at West Hills College Lemoore, and delegates its authority to the District Chancellor who in turn delegates authority to the College Presidents. The College President then solicits and receives input through the participatory governance decision-making process at the college level.

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, students, and administrators work collaboratively and cooperatively to focus on broad issues that affect student learning and improve outcomes. This vision focuses our educational community as we help our students realize their educational goals. Of course, such questions require that we make evidence-based decisions.
Culture of Evidence

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

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 communicating decisions to all college constituents. To this end, all committee meetings are open to the college community; faculty, staff, students, and administrators are invited to attend committee meetings, even if they are not members. The following is published on the college Portal:

- Membership
- Meeting schedules
- Agendas
- Meeting minutes

Minutes from shared governance meetings will also be posted in Board Docs.
Policy and Procedures

Board policies and administrative procedures are documented in Administrative Procedure 2410. The following outlines the process for constituent participation in the review of policies and administrative procedures:

Policy and Procedure Review Flowchart
(Summary of Administrative Procedure 2410)

- Any employee, student, or member of the public may initiate a review or development of any policy or procedure by submitting a request or recommendation in writing to the Chancellor’s Office.
- The Chancellor’s Office may utilize any or all of the following resources when beginning the review process:
  - Community College League of California (CCLC) Policy and Procedure Service
  - Query other districts for related Board Policies or Administrative Procedures
  - Legal counsel review
  - Consultation with employees or departments who have expertise in specific areas governed by a Board Policy or Administrative Procedure
- Following the initial review by the Chancellor’s Office, the policy and/or procedure will be reviewed and discussed by the Chancellor’s Executive Cabinet.
- The Chancellor’s Executive Cabinet will review and discuss the new or revised policy and/or procedure and, upon determination of necessity, will route the policy and/or procedure to the following groups for review and approval if applicable:
  - WHC Coalinga College Planning Council (CPC) and WHC Lemoore Planning and Governance Council (PGC)
  - Academic Senate Presidents
  - Faculty Association President
- Routing forms will be provided for comments by the groups. Completed routing forms are to be returned to the Chancellor’s Office.
- After review by the various groups, the Chancellor’s Office will take the new or revised policy and/or procedure to the District Leadership Council (DLC) for review and approval.
- After DLC review, the Chancellor’s Office will perform a final review for submission to the Board of Trustees.
- Proposed new or revised policies and applicable procedures will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting.
Planning and Resource Allocation

The West Hills Community College District Strategic Plan, West Hills College Lemoore’s Supplemental Strategic Plan, comprehensive program review, and SLO assessment are the basis for the college’s planning process and resource allocation. To support the planning process, specific plans have been developed in focused areas.

- Strategic Plan
- Educational Master Plan
- Five Year Capital Outlay Plan
- Scheduled Maintenance Plan

Annual Budget Allocation Process

Resource needs arising from program review are forwarded to the Budget Allocation Committee for discussion and prioritization. Resource categories include facilities, technology, equipment, staffing, and professional development.
Immediate needs such as regulatory changes or safety concerns may be routed directly to the Executive Cabinet via the appropriate vice president or President. Allocations are reported to PGC as information item.
Governance Structure

Organization

The Planning and Governance Council (PGC), as the principal participatory governance body of the College, creates the processes for recommending College procedures and governance committee structures. The PGC relies on the College’s committees for recommendations to determine appropriate actions. The PGC amends and guides the planning processes and recommends policies and procedures to respond to the changing needs of the student population and the internal and external environments. The PGC reviews, revises if necessary, and approves the College’s plans and initiatives. All decision making is based on the college’s mission and vision statements, as well as the Strategic Plan and Educational Master Plan.

The Strategic Plan outlines goals and key performance indicators to help ensure student learning and achievement. The PGC reviews the Strategic Plan and evaluates progress toward achieving the college goals.

Each governance committee is responsible for completing the actions in the annual agenda as outlined for each committee along with its role, goals, and products. The governance committees report directly to the PGC and each has a representative on the PGC. The College President serves as the chair of the PGC. All governance committee representatives on the PGC report progress on their annual agenda, assigned goals, roles, and products at the PGC meetings.

The Board of Trustees is the ultimate decision-maker in those areas assigned to it by State and Federal laws and regulations (BP 2510 & AP 2510—Participation in Local Decision Making).
Representation

The governance structure provides for representation from four recognized constituencies at West Hills College Lemoore: students, faculty, classified staff, and administrators.

Planning and governance meetings are public. In addition to representation afforded to individuals through constituency representation, other individuals and groups may be heard in any governance meeting by requesting and receiving permission from the chair to participate and/or have items added to the agenda.

Appointments from the constituencies, when not specified by position, are made by the following:

- Associated Student Body (ASB) – students
- Academic Senate – faculty
- California State Employee Association (CSEA) – classified staff
- President – administrators

With the exception of a committee member assigned by position/title, the constituent appointees serve a 2 year term and may be re-appointed by their constituent group. Unless required by position, or no other person is available, representatives should sit on no more than two committees at the same time.
Representative and Committee Chair Responsibilities

The primary responsibilities of representatives are as follows:

- Prepare for and attend meetings
- All representatives are responsible for keeping their respective constituencies informed of the proceedings and recommendations
- Contribute to informed decision-making

The primary responsibilities of committee chairs are as follows:

- Create agendas for all meetings ensuring that annual agenda guidelines are included
- Send meeting announcements out to committee members
- Publish meeting dates/times on the Portal
- Prepare minutes and post to Portal/Board Docs in a timely manner (within 1 week of meeting)
- Send out requests to constituent groups for committee member vacancies (each Spring in preparation for the next academic year)

Committees are assessed on a biennial basis via a WHCCD Committee Communication and Effectiveness Survey. Committees review the results and, if necessary, make recommendations for change to the Planning and Governance Council.

Meetings and Actions

The agenda of each meeting shall be prepared by the chair (or his/her designee) and posted (on the college Portal) in advance of the meeting. All meeting minutes are posted on the Portal and in Board Docs.

The chair or his/her designee and a simple majority of the members of the council/committee shall constitute a quorum.

The council/committee shall attempt to achieve consensus for any and all actions. When consensus cannot be reached, a majority of members shall determine the recommendation.

Governance Body Definitions

**Council:** A group of constituency representatives designated or selected to act in an advisory capacity to the College President and/or Board of Trustees (policy related matters) that meets on a regular basis. The charge of a council entails college-wide issues and is the designated governance group.

**Standing Committee:** A permanent committee of constituency representatives intended to consider all matters pertaining to a designated subject that meets on a regular basis. A standing committee is part of the governance structure and reports to a Council.

**Permanent Sub-Committee:** A permanent sub group of a standing council/committee designated to consider specific subjects in detail for recommendations back to the standing council/committee. The sub-committee chair must be a member of the committee to which it
reports. If the sub-committee chair is not a member of the committee to which it reports, a formal report of the sub-committee's actions will be submitted to the standing committee. Other members need not be members of the committee to which it reports, but members are appointed by their constituency group as applicable.

**Ad Hoc Committee:** A committee created by a council or standing committee to address and make recommendations on a particular subject as needed and meets until a task is completed. The members need not be from a council or standing committee.

**Task Force:** A constituency-represented group created to address a special college-wide subject/issue and meets until the subject/issue is resolved.

**WHCL Committee Organization**
In addition to shared governance committees above, WHCL has Administrative Committees such as the Executive Team (ET) and President’s Executive Cabinet (PEC), Academic Senate Committees such as the Curriculum Committee, and the WHCL Associated Student Body (ASB) meetings.

In addition to campus participatory governance, campus constituents participate on several West Hills Community College District committees:

**District Education Coordinating Council (DECC)**-Coordinates curriculum, college catalog production, and discusses district-wide academic procedures.

**District Leadership Council (DLC)**-Discusses policies and administrative procedures and district initiatives.

**District Risk Management Committee**-Coordinates the development and implementation of emergency planning and campus safety related issues.

**District Technology Committee (DTC)**-Oversees the development of district-wide technology planning and prioritization of technology-related initiatives.
Planning and Governance Council

Role: The Planning and Governance Council (PGC) represents all constituent groups of West Hills College Lemoore (WHCL). The Council is responsible for the following:

- Reviews and provides input on proposed revisions to Board Policies and Administrative Procedures. The College’s final comments, recommendations or actions taken with regard to the proposed policy/procedure are forwarded to the Chancellor (West Hills Community College District Administrative Procedure 2410). Allowance will be made for suspending this process when deemed appropriate by a majority.
- When necessary, makes recommendations for **new** Board Policies and/or Administrative Procedures.
- Annually reviews the College mission statement
- Oversees and/or reviews all strategic planning documents:
  - Strategic Plan
  - Educational Master Plan (includes ISLOs) (3-year cycle)
  - Scheduled Maintenance Plan
  - Capital Outlay Plan
  - Technology Plan
- Annually reviews and revises (as appropriate) the Planning and Governance Manual
- Reviews, makes recommendations, and approves program reviews
- Annually reviews Institutional Set Standards
- Makes recommendations to the College President for annual budget process and campus-wide issues
- Receives reports from various committees and ensures regular communication with constituents
- Biennially reviews WHCCD Committee Communication and Effectiveness Survey results, assesses PGC effectiveness, and makes necessary changes as applicable.

Products:

- Strategic Plan
- Educational Master Plan
- Five Year Capital Outlay Plan
- Planning and Governance Manual
- Approved Program Reviews
- Recommendations for board policies and procedures

Annual Agenda:

Fall Semester:

- Verifies that constituent members are assigned per the representation outlined in the Planning and Governance Manual.
- Reviews Planning and Governance Manual and PGC’s annual agenda.
- Reviews and provides input on proposed Board Policies and Administrative Procedures.
• When necessary, makes recommendations for new Board Policies and/or Administrative Procedures.
• Reviews the College mission statement (annually)
• Oversees and/or reviews all strategic planning documents:
  o Five Year Capital Outlay Plan
  o Facility Maintenance Plan
  o Educational Master Plan
• Reviews Institutional Set Standards
• Reviews College goals and key performance indicators (annually)
• Reviews, makes recommendations, and approves program reviews
• Receives reports from various committees and ensures regular communication with constituents

Spring Semester:
• Verifies that constituent members are assigned per the representation outlined in the Planning and Governance Manual.
• Reviews Planning and Governance Manual and PGC's annual agenda.
• Reviews and provides input on proposed Board Policies and Administrative Procedures.
• When necessary, makes recommendations for new Board Policies and/or Administrative Procedures.
• Oversees and/or reviews all strategic planning documents:
  o Strategic Plan
  o Educational Master Plan (includes ISLOs) (3-year cycle)
• Annually reviews and revise (as appropriate) the Planning and Governance Manual
• Reviews, makes recommendations, and approves program reviews
• Makes recommendations to the College President for annual budget process and campus-wide issues
• Receives reports from various committees and ensures regular communication with constituents
• Biennially reviews WHCCD Committee Communication and Effectiveness Survey results, assesses PGC effectiveness, and makes necessary changes as applicable. Receives recommendations from other participatory governance committees with regard to governance changes resulting from the survey.
• Plans Eagle Vision Planning sessions (biennial)

Membership:
Voting Members
• Chair- College President (votes only in case of a tie)
• 1 - Faculty Representative
• 1 - Academic Senate President
• 2 - Classified Staff Representatives
• 2 - Administrators
• 2 - Student Representatives
Non-Voting Members

1 – Counselor/Advisor  1 - Chair, SLOC
1 – Chair, Basic Skills Initiative (BSI)  1 - Chair, ISSC
1 – LRC Representative  1 - Chair, PDC
1 – Chair, BAC  1 - Chair FSC
1 – Chair, IEPRC  1 - Chair TC

**Reporting Relationship:** The President reports to the District Leadership Council, Chancellor, and Board of Trustees.

**Meeting Schedule:** Twice per month; first and third Wednesday as possible.
Standing Committees

The following committees are represented on the Planning and Governance Council. All input derived from these groups is incorporated into the college’s decision making and planning processes.

Basic Skills Initiative (BSI) Committee

**Role:** The Basic Skills Initiative (BSI) Committee has the responsibility of overseeing the Basic Skills grant that is awarded annually to the college from the State Chancellor’s Office. The group is responsible for producing an annual report which includes research, analysis, budget, and strategic planning, implementation, and evaluation of short-term and long-term Basic Skills goals for the college. The focus of the committee includes, but is not limited to: curriculum development, academic support, research of best practices, supplemental instruction and tutoring, scheduling, professional development, and student success as it relates to Basic Skills students.

**Goal:** To focus on curriculum development, academic support, research of best practices, supplemental instruction and tutoring, scheduling, professional development, and student success as it relates to Basic Skills students.

**Products:** Annual Basic Skills Report due to the State Chancellor’s Office each October.

**Annual Agenda:**

*Fall Semester:*

- Verifies that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- Reviews Planning and Governance Manual and BSI’s annual agenda
- Establishes committee goals for the academic year based on the Annual Basic Skills Report
- Complete the Annual Basic Skills Report for timely submission to the Chancellor’s Office

*Spring Semester:*

- Verifies that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- Reviews Planning and Governance Manual and ISSC’s annual agenda
- Maintain and review information related to Basic Skills annual report
- Work with Basic Skills faculty, academic support programs, and student services to support goals of Basic Skills plan
- Review end-of-year progress on goals and provide any requested reports
- Biennially reviews WHCCD Committee Communication and Effectiveness Survey results and assesses BSI effectiveness. As applicable, makes recommendations to PGC to change BSI structure, processes, or communication methods.
Membership:

- Chair – Dean of Educational Services (Basic Skills Coordinator) or designee (recommended by college president)
- Basic Skills Faculty – at least one member from English, Math and ESL
- 1 - Counselor
- 1 - Classified Representative and/or Student Success Team Representative
- 1 - GED Lab Faculty
- 1 - Student Representative
- 1 - Library Representative
- 1 - Tutoring Center or ACE Representative
- Administrator, if the Basic Skills Coordinator is not an administrator

Reporting Relationship:  Reports to the Planning and Governance Council

Meeting Schedule:  One to two times per month.
Budget Allocation Committee

Role: The Budget Allocation Committee (BAC) has the responsibility of soliciting annual budget commentary from the college constituency groups, and proposed priority of needs from Area Budget Committees (ABC).

Area Budget Committees:

- **Instructional I—Science/Math and Arts/Letters**
  - Instructional Administrator (chair)
  - Librarian (non-voting, resource only)
  - One full time Instructional representative from Science and Math
  - One full time Instructional representative from Arts and Letters
  - One classified representative
  - One student representative
- **Instructional II—Health/Wellness, Social Sciences, and CTE**
  - Instructional Administrator (chair)
  - Librarian (non-voting, resource only)
  - One full time Instructional representative from Health and Wellness
  - One full time Instructional representative from Social Sciences
  - One full time Instructional representative from CTE
  - One classified representative
  - One student representative
- **Institutional Support I—Counseling and Categorical Programs**
  - Student Services Administrator (chair)
  - Administrator of Categorical Programs
  - One full time representative from counseling faculty
  - One classified representative
  - One student representative
- **Institutional Support II—Library/learning resources, Athletics, and Maintenance and Operations, Administrative Offices**
  - Director of Maintenance and Operations (chair)
  - One full time Library/Learning resource representative
  - One classified representative
  - One student representative
  - Associate Dean of Athletics

Initial ABC meetings are called by the ABC chair. Each ABC will elect a chair from its membership during the initial meeting for the remainder of that academic year.

Goal: To build and foster a strong commitment to the use and development of community, technology, education, and funding in order to effectively increase the resources and productivity at West Hills College Lemoore.

Funding Sources:

- Lottery Funds – These funds can only be used for direct instruction costs, and cannot be used for furniture, salary, or anything over $4,999. Items over $499 are subject to approval from the Business Office on a case-by-case basis. The amount of funds available varies from year-to-year
and can be carried over for three years. The Lottery Funds eligibility list is created to identify budget items that meet these requirements.

- General Funds, Categorical Funds, Grant Funds – All other priority lists are addressed to these funding sources. Restrictions vary within these funds, and it is the job of the college administrative team to determine how these funds can be used to address the prioritized lists of budget recommendations.
- Capital Outlay Funding – Facilities, large equipment, and furniture are typically funded with capital outlay funds. Requests for these funds are forwarded to the Facilities and Safety Committee for prioritization and then to the Director of Maintenance and Operations and PGC.
- New faculty positions – Requests for new faculty positions are forwarded to the Academic Senate for prioritization then to PGC.

**Products:**

Prioritized Annual Budget Recommendation to PGC – faculty position list, non-faculty position list, equipment/furniture list, supplies/software list, professional development list, Lottery Fund eligibility list

Annual proposed budget - Recommend adjustments to annual proposed budget

**Annual Agenda:**

**Fall Semester:**

- August – Selection of ABC and BAC representatives
- September – First meeting of BAC
  - Item submission instructions given to ABCs
  - BAC verifies that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- Oct – ABCs meet, finalize budget item submissions to BAC
- Nov – BAC reviews budget item submissions, request any clarifications for ABCs
- Dec – BAC Prioritizes budget recommendation lists and forwards the lists to the Planning and Governance Council for review. Once reviewed by the PGC, the lists are forwarded to the President’s Executive Cabinet for allocation

**Spring Semester:**

- Disseminate Tentative General Fund Budget for next fiscal year, and solicit input from constituencies
- Reviews Planning and Governance Manual and BAC’s annual agenda
- Reviews budget item submission process
- Biennially reviews WHCCD Committee Communication and Effectiveness Survey results and assesses BAC effectiveness. As applicable, makes recommendations to PGC to change BAC structure, processes, or communication methods.

**Membership:** (Chairperson to be elected by the committee membership for two year term)

Voting members

- 2 – Administrators
• 1 - Faculty Representative
• 1 – Academic Senate Vice President
• 2 - Classified Staff Representatives
• 2 - Student Representatives

Non-voting Members

• ABC chairs
• IEPRC chair or appointee

**Reporting Relationship:** Planning and Governance Council

**Meeting Schedule:** As needed
Facilities and Safety Committee

**Role:** The Facilities and Safety Committee (FSC) develops, monitors, and reviews plans related to accessibility, campus safety, emergency response, and as directed by the Planning and Governance Committee to promote new campus construction based on need. The FSC evaluates and recommends the revision of plans, standards, and communicates with the respective groups involved. The aforementioned planning process guides budget priorities, which includes scheduled maintenance and new construction. Recommendations made by the FSC reflect the values and support of the mission of the College and are in the best interest of improving student success and serving the community. The FSC develops, implements, evaluates continuously, and revises if necessary, the Campus Safety Plan and the Emergency Response Plan. In addition, the FSC reviews and makes recommendations to PGC regarding the Scheduled Maintenance Plan and the Facilities Capital Outlay Plan. At a minimum each plan/initiative is on a three-year planning cycle.

**Goal:** To support the mission of the college by maintaining the appearance, functionality, accessibility, safety, technology, and cleanliness of current and future facilities conducive to a quality educational environment.

**Products:**
- Campus Safety Plan
- Emergency Response Plan
- Annual review and recommendations (as necessary) for Scheduled Maintenance Plan
- Regular review and recommendations (as necessary) for Five Year Capital Outlay Plan and Scheduled Maintenance Plan

**Annual Agenda:**

**Fall Semester:**
- Verifies that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- Reviews Planning and Governance Manual and FSC's annual agenda
- Reviews and revises (as necessary) the Campus Safety Plan
- Reviews Scheduled Maintenance Plan and makes recommendations (as necessary) to PGC
- Receives requests for capital outlay funding from BAC, prioritizes the requests, and forwards recommendations to PGC

**Spring Semester:**
- Verifies that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- Reviews Planning and Governance Manual and FSC's annual agenda
- Reviews and revises (as necessary) the Emergency Response Plan
- Reviews Scheduled Maintenance Plan and makes recommendations (as necessary) to PGC
- Maintain and review tracking sheet and communicate results to Planning and Governance Council (PGC)
• Biennially reviews WHCCD Committee Communication and Effectiveness Survey results and assesses FSC effectiveness. As applicable, makes recommendations to PGC to change FSC structure, processes, or communication methods.

**Membership:** (Chairperson to be elected by the committee membership)

1 - Director of Maintenance and Operations  
1 - Educational Access and Learning Support Program Faculty or Administrative Representative  
1 - ITS Representative  
1 - Associated Student Body (ASB) Representative  
1 - Faculty Representative  
1 - Classified Representative  
1 - Administrative Representative

**Standing Subcommittees:** Facilities Committee, Incident Command Team

**Reporting Relationship:** Planning Governance Council

**Meeting Schedule:** Monthly
Institutional Effectiveness and Program Review Committee

Role: The Institutional Effectiveness and Program Review Committee (IEPRC) implements and monitors the Program Review process.

Goal: To provide positive and engaged guidance and oversight to the program review process ensuring that all program reviews are up-to-date, complete, and aligned with key college and district planning documents.

Products: Program Review

Annual Agenda:

Fall Semester:

- Verifies that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- Reviews Planning and Governance Manual and IERPC’s annual agenda
- Reviews Program Review forms and process
- Establishes committee goals for the academic year
- Create tracking sheet and due dates for program reviews that are due during the academic year. The cycle for program review is the following:
  - CTE programs due every 2 years
  - Instructional and Institutional Support Programs due every 4 years with midterm report due every 2 years
- Assigns committee members to provide support for individuals who are assigned program review and contact program leads with information needed to complete program review process
- Work with Institutional Researcher to identify data needs and to distribute data to individuals who are doing program review
- Provide technical assistance at workshops for program review participants to complete their program reviews by due date

Spring Semester:

- Verifies that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- Reviews Planning and Governance Manual and IERPC’s annual agenda
- Maintain and review tracking sheet and communicate results to Planning and Governance Council (PGC)
- Work with program review participants to complete program review process including presentation at PGC and requests to Area Budget Committee (ABC)
- Review end-of-year progress on goals and provide any requested reports
- Biennially reviews WHCCD Committee Communication and Effectiveness Survey results and assesses IEPRC effectiveness. As applicable, makes recommendations to PGC to change IEPRC structure, processes, or communication methods.
Membership:

- Chair - Educational Services Administrator
- 1 - Administrative Dean or Director
- 2 - Faculty Representatives
- 2 - Classified Staff Representatives
- 1 - Budget Allocation Committee Chairperson or designee
- 1 - Student Services Representative
- 1 - Director of Admissions/Records (Ad Hoc)

**Reporting Relationship:** Planning and Governance Council

**Meeting Schedule:** Monthly with more frequent meetings as needed
**Integrated Student Success Committee**

**Role:** The Integrated Student Success Committee (ISSC) monitors campus-wide services and activities necessary to ensure WHCL students maximize their success. This includes student services, academic support and engagement activities. This will be accomplished by making data driven decisions, incorporating essential planning documents and ensuring alignment with applicable regulations.

**Goal:** To support the mission of the college by ensuring appropriate services and support are in place to help students achieve their educational goals.

**Products:** Crosswalk the integration of the Student Success and Support Program (SSSP), Student Equity, Achieving the Dream (ATD), and Title V plans, including goals, metrics and outcomes of each plan to ensure that these plans are aligned with the college strategic plan

**Annual Agenda:**

**Fall Semester:**
- Verifies that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- Reviews Planning and Governance Manual and ISSC’s annual agenda
- Review previous year’s Year End Committee Report
- Review progress of each sub-committee
- Review sub-committee respective plans and forward to constituents

**Spring Semester:**
- Verifies that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- Reviews Planning and Governance Manual and ISSC’s annual agenda
- Develop Year End Committee Report
- Review progress of each sub-committee
- Review sub-committee respective plans and forwarding to constituents
- Monitor sub-committee progress towards plan goals, review sub-committee modifications and report to PGC
- Develop and review Crosswalk Plan
- Biennially reviews WHCCD Committee Communication and Effectiveness Survey results and assesses ISSC effectiveness. As applicable, makes recommendations to PGC to change ISSC structure, processes, or communication methods.

**Permanent Sub-Committees:**
- **Student Success and Support Program**
  - Chair- SSSP Coordinator
  - Goal: Develop, oversee and produce reports of the SSSP Plan
  - Membership: Administrators, faculty, staff, and students.
• Student Equity
  o Chair- Student Equity Coordinator
  o Goal: Develop, oversee and produce reports of the Equity Plan
  o Members: Administrators, faculty, staff, and students.

• Achieving the Dream
  o Chair- President’s designee
  o Goal: Oversee the progress of the ATD Data, Focus Group and Implementation teams
  o Members: Administrators, faculty, staff, and students.

• Title V
  o Chair- Title V Project Manager
  o Goal: Develop, oversee and produce reports of the Title V grant
  o Members: Administrators, faculty, staff, and students.

Membership:
Chair - Vice President of Student Services
1 - Administrator from Educational Services
1 - Student Equity Coordinator
2 - Faculty Representatives
1 - Classified Staff Representative
1 - Student Success and Support Program Coordinator (SSSP)
1 - Student Representative
1 - Achieving the Dream Team Member

Reporting Relationship: Planning and Governance Council

Meeting Schedule: Once per semester (First Friday in November and February)
Professional Development Committee

Role: The Professional Development Committee (PDC) is responsible for documenting attendance of professional development activities including but not limited to: 1) conferences, 2) workshops, and 3) in-service training both on and off-campus in a centralized report.

The PDC reviews the professional development report to look for trends, duplications, and themes to ensure that professional development activities align with the College’s strategic plan, program review and/or are required by regulation.

Goal: West Hills College Lemoore recognizes the importance of institutional development. To this end, Professional Development will act as a catalyst to support and enhance the institutional development.

Products:
Professional Development Inventory Report to PGC

Annual Agenda:

Fall Semester:

- Verifies that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- Reviews Planning and Governance Manual and PDC's annual agenda
- Review previous year's Year End Committee Report
- Review and update Professional Development Report to PGC (PGC will forward these recommendations to the District)
- Make Professional Development recommendations to PGC

Spring Semester:

- Review and update Professional Development Report to PGC
- Make Professional Development recommendations to PGC (PGC will forward these recommendations to the District)
- Create the Year End Committee Report
- Biennially reviews WHCCD Committee Communication and Effectiveness Survey results and assesses PDC effectiveness. As applicable, makes recommendations to PGC to change PDC structure, processes, or communication methods.

Membership: (Chairperson to be one of the administrators or directors)

1 - Administrator or Director from Instruction
1 - Administrator or Director from Student Services
1 - Academic Senate President
2 - Classified Representatives
2 - Student Representatives
1 - Faculty Representative
1 - District Human Resource Director or delegate

Reporting Relationship: Planning and Governance Council
**Meeting Schedule:** 2 times each semester (fall and spring)

---

**Student Learning Outcomes Committee**

**Role:** The purpose of the Student Learning Outcomes Committee (SLOC) is to coordinate the various efforts on campus to create, assess, and implement student learning, programs/services on our campus. The SLOC will facilitate discussion among the various interested parties including, but not limited to: faculty, administration, and support staff regarding student learning and program/service quality.

**Goal:** To support faculty and staff in the development and assessment of learning outcomes and area unit outcomes.

**Products:** WASC Student Learning Outcomes reports, support and training to faculty and staff in creating, implementing, assessing, and evaluating results of student learning and program services.

**Annual Agenda:**

Fall Semester:

- Verifies that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- Reviews Planning and Governance Manual and SLOC’s annual agenda

Spring Semester:

- Verifies that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- Reviews Planning and Governance Manual and SLOC’s annual agenda
- Biennially reviews WHCCD Committee Communication and Effectiveness Survey results and assesses SLOC effectiveness. As applicable, makes recommendations to PGC to change SLOC structure, processes, or communication methods.

**Membership:**

- Chair: Faculty Student Learning Outcomes Coordinator
- 1 - Student Learning Outcomes Coordinator—non-teaching faculty—Co-Chair/Vice-Chair
- 6 - Faculty representatives from the following learning areas as chosen by the Academic Senate: Arts and Letters (1), Career and Technical Education (1), Math and Science (1), Health and Wellness (1), Social Science (1), Counseling (1) (acts as co-chair)
- 2 - Classified Staff Representatives to represent support programs
- 1 - Student Representative
- 1 - Instructional Administrator
- 1 - Non Instructional Administrator

**Reporting Relationship:** College Administration

**Meeting Schedule:** 3 to 4 times each semester as needed
Technology Committee

**Role:** The technology committee has the responsibility of assessing IT related policies, procedures, and planning, as they relate to WHC Lemoore. The central focus is the intersection of instruction, administrative support and technology in regards to students and their ability to meet their educational goals. WHCL has a student-centered environment that relies heavily on technology and the committee’s objective will be increasing communication among the various constituencies in order to meet this goal. Open communication, collaboration and feedback related to technology needs and availability will be a key function. The committee will be representative of all campus constituencies and align to the Mission and Vision statements of the College.

**Goal:** To support the mission of the college by making recommendations to PGC for maintaining technology conducive to a quality educational environment.

**Products:** Prioritize and recommend technology projects to Planning and Governance Council (PGC). PGC will then make recommendations to District Technology Committee (DTC). The Technology Committee representative on PGC will report back to PGC on district-wide initiatives.

The Technology Committee documents all reviewed IT projects on Portal.

**Annual Agenda:**

Fall Semester:
- Verifies that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- Reviews Planning and Governance Manual and Technology Committee’s annual agenda

Spring Semester:
- Verifies that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- Reviews Planning and Governance Manual and Technology Committee’s annual agenda
- Biennially reviews WHCCD Committee Communication and Effectiveness Survey results and assesses IT effectiveness. As applicable, makes recommendations to PGC to change IT structure, processes, or communication methods.

**Membership:**
- Chair – Recommended by the President
- 1 - Librarian
- 2 - Classified Representatives and/or Academic Support Representative
- 1 - Counselor/Advisor
- 2 - Faculty Representatives
- 1 - Student Representatives
- 1 - High Technology Access Center Representative
- 1 - Media Technician
- 1 - ITS Representative
• 1 – Instructional Design Specialist (Title V Grant)

**Reporting Relationship:** Reports to the Planning and Governance Council

**Meeting Schedule:** Every two weeks or upon committee consensus
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 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.

**Academic Senate (WHCL)** The Academic Senate represents the faculty in academic and professional matters. The Role of Faculty section of the Planning and Governance Manual further describes the role of faculty.

**Ad Hoc Committee:** A committee created by a council or standing committee to address and make recommendations on a particular subject as needed and meets until a task is completed. The members need not be from a council or standing committee.

**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.

**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 West Hills College Lemoore, 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 Student Body of West Hills College Lemoore represents the students on student related matters. It consists of students from WHCL's student body. The ASB focuses on issues that students have, represents the students of WHCL on and off campus, and researches/advocates for the students legislatively. They participate throughout the college by appointing representatives to shared governance committees.

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. West Hills College Lemoore 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.

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 113 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.

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, 113 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.

**California School Employees Association (CSEA)** is the representative of the Classified Staff collective bargaining unit in the West Hills Community College District.

**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, SSSP, Student Equity, BFAP, and DSP&S.
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.

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

Census The date in a semester in which students’ enrollment is counted for funding purposes. The census date in primary terms (fall and spring) is the same for 18-week classes (Monday of the 4th week), and is based on 20% of the meeting pattern for courses scheduled less than 18 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 CCCCO and granted by colleges to students for specific vocational and workforce training programs that do not require general education or elective units, and are usually 18+ units.

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

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

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

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

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

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.
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.

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 group of constituency representatives designated or selected to act in an advisory capacity to the College President and/or Board of Trustees (policy related matters) that meets on a regular basis. The charge of a council entails college-wide issues and is the designated governance group.

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.

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. WHCL refers to this program as the Educational Access and Learning Support Program.

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.

**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.

**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.

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

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

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

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

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

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

**Expenditures** Amounts actually dispersed for the expenses associated with operations of a fund.
Extended Opportunity Programs and Services (EOPS) A state-funded program to support the enrollment of disadvantaged students through services including counseling and advisement, tutoring, peer support, books and financial aid.

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.

Final Project Proposal A final proposal submitted to the California Community College State Chancellor’s Office to apply for state capital outlay funds. Proposals are submitted annually in two parts. The first is the Initial Project Proposal (IPP), which is a three-page concept paper. The second part is the Final Project Proposal (FPP), which is a complete proposal with justification and budget detail.

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

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

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

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

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

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

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

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

**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.
Institutional Effectiveness Partnership Initiative is a collaborative effort to help advance the institutional effectiveness of California Community Colleges and, in the process, significantly reduce the number of accreditation sanctions and audit issues. This Statewide grant provides peer review to draw on the exceptional expertise and innovation from within the system in advancing best practices and avoiding potential pitfalls.

Independent College A non-public institution of higher education.

Initial Project Proposal The first part of a proposal submitted to the California Community College State Chancellor's Office to apply for state capital outlay funds. Proposals are submitted annually in two parts. The first is the Initial Project Proposal (IPP), which is a three-page concept paper. The second part is the Final Project Proposal (FPP), which is a complete proposal with justification and budget detail.

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

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

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

Key Performance Indicator A quantifiable measure identified with specific goals and objectives for the purpose of evaluating the college's success.

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.

Learning Outcomes

- **Area Unit Outcome (AUO)** An assessment measure by campus units that do not provide direct instruction to students, yet do provide services that influence student success in achieving learning outcomes. AUOs align with ISLOs, and may be measured indirectly through unit-designed surveys, performance indicators, and other achievement-based measurement tools.
- **Institutional Student Learning Outcome (ISLO)** Describes the knowledge, skills, abilities and attitudes students should master as a result of their overall college experience.
- **Program Learning Outcome (PLO)** Used to measure outcomes acquired by completing a series of courses associated with a specific degree, certificate or program.
- **Student Learning Outcome (SLO)** A statement of what a student learns as a result of participating in courses, programs, and/or other campus services.

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.

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

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

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

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

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

Office of Postsecondary Education Identification (OPEID) Identification number used by the U.S. Department of Education's Office of Postsecondary Education (OPE) to identify schools that participate in Federal Student Financial Assistance programs under Title IV (WHCL's OPEID number is 041113).

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

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

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

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.

Permanent Sub-Committee: A permanent sub group of a standing council/committee designated to consider specific subjects in detail for recommendations back to the standing council/committee. The sub-committee chair must be a member of the committee to which it reports. If the sub-committee chair is not a member of the committee to which it reports, a formal report of the sub-committee's actions will be submitted to the standing committee. Other members need not be members of the committee to which it reports.

Phi Theta Kappa The honors society for community college students.

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.

Program A determination for program review purposes. For instructional program it is any program of study that leads to a degree, transfer degree, or California Community College State Chancellor’s Office recognized
certificate of achievement. For institutional support programs it is any program with an on-going, clearly identified budget code.

**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.

**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.

**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.

**Scheduled Maintenance** Major repairs of buildings and equipment. Matching state funds are available to districts to establish a scheduled maintenance program as approved in the State’s Annual Budget Act.
Service Learning  A policy and programs that advocate community service as an integrated component of a student’s education.

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

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  Concurrently enrolled high school students who are able to attend community colleges for advanced scholastic course work with parental and principal permission.

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

Standing Committee:  A permanent committee of constituency representatives intended to consider all matters pertaining to a designated subject that meets on a regular basis. A standing committee is part of the governance structure and reports to a Council.

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 Equity Initiative  A categorical program that focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators linked to the California Community College Student Success Scorecard and other measures developed in consultation with local colleges. “Success indicators” are used to identify and measure areas for which disadvantaged populations may be impacted by issues of equal opportunity.

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

Student Success and Support Programs (SSSP)  A categorical program that enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors.
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 constituency-represented group created to address a special college-wide subject/issue and meets until the subject/issue is resolved.

Taxonomy of Programs Codes (TOP Code) 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.

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.

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

Title IX  The Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. It states that: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

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.

**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

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AACC</td>
<td>American Association of Community Colleges</td>
</tr>
<tr>
<td>AAWCC</td>
<td>American Association of Women in Community Colleges</td>
</tr>
<tr>
<td>AB</td>
<td>Assembly Bill</td>
</tr>
<tr>
<td>ABC</td>
<td>Area Budget Committee</td>
</tr>
<tr>
<td>ACA</td>
<td>Assembly Constitutional Amendment</td>
</tr>
<tr>
<td>ACBO</td>
<td>Association of Chief Business Officers</td>
</tr>
<tr>
<td>ACCCA</td>
<td>Association of California Community College Administrators</td>
</tr>
<tr>
<td>ACCE</td>
<td>Association of Community and Continuing Education</td>
</tr>
<tr>
<td>ACCJC</td>
<td>Accrediting Commission for Community and Junior Colleges</td>
</tr>
<tr>
<td>ACCT</td>
<td>Association of Community College Trustees</td>
</tr>
<tr>
<td>ACCTLA</td>
<td>Association of California College Tutoring and Learning Assistance</td>
</tr>
<tr>
<td>ACE</td>
<td>Academic Center for Excellence</td>
</tr>
<tr>
<td>ACHRO</td>
<td>Association of Chief Human Resources Officers</td>
</tr>
<tr>
<td>ACR</td>
<td>Assembly Concurrent Resolution</td>
</tr>
<tr>
<td>ACT</td>
<td>American College Testing</td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
</tr>
<tr>
<td>AFT</td>
<td>American Federation of Teachers</td>
</tr>
<tr>
<td>AG</td>
<td>Attorney General</td>
</tr>
<tr>
<td>AIA</td>
<td>Association of Instructional Administrators</td>
</tr>
<tr>
<td>AICCU</td>
<td>Association of Independent California Colleges and Universities</td>
</tr>
<tr>
<td>AP</td>
<td>Administrative Procedure</td>
</tr>
<tr>
<td>APAHE</td>
<td>Asian Pacific Americans in Higher Education</td>
</tr>
<tr>
<td>API</td>
<td>Academic Performance Index</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Full Form</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>ARCC</td>
<td>Accountability Report for Community Colleges</td>
</tr>
<tr>
<td>ASACC</td>
<td>American Student Association of Community Colleges</td>
</tr>
<tr>
<td>ASB</td>
<td>Associated Student Body</td>
</tr>
<tr>
<td>ASCCC</td>
<td>Academic Senate for the California Community Colleges</td>
</tr>
<tr>
<td>ASP</td>
<td>Academic Senate President</td>
</tr>
<tr>
<td>ASSIST</td>
<td>Articulation System to Stimulate Inter-institutional Student Transfer</td>
</tr>
<tr>
<td>AUO</td>
<td>Area Unit Outcome</td>
</tr>
<tr>
<td>BAC</td>
<td>Budget Allocation Committee</td>
</tr>
<tr>
<td>BAM</td>
<td>Budgeting and Accounting Manual</td>
</tr>
<tr>
<td>BOG</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>BOGFW</td>
<td>Board of Governors Fee Waiver</td>
</tr>
<tr>
<td>BP</td>
<td>Board Policy</td>
</tr>
<tr>
<td>BSI</td>
<td>Basic Skills Initiative</td>
</tr>
<tr>
<td>CACCRAO</td>
<td>California Association of Community College Registrars and Admissions Officers</td>
</tr>
<tr>
<td>CALPASS</td>
<td>California Partnership for Achieving Student Success</td>
</tr>
<tr>
<td>CALSACC</td>
<td>California Student Association of Community Colleges</td>
</tr>
<tr>
<td>CALWORKS</td>
<td>California Work Opportunity and Responsibility for Kids</td>
</tr>
<tr>
<td>CARE</td>
<td>Cooperative Agencies Resources for Education</td>
</tr>
<tr>
<td>CARL-S</td>
<td>California Academic and Research Libraries</td>
</tr>
<tr>
<td>CBO</td>
<td>Chief Business Officer</td>
</tr>
<tr>
<td>CCC</td>
<td>California Community Colleges</td>
</tr>
<tr>
<td>CCCAAAAA</td>
<td>Community College Counselors/Advisors Academic Association for Athletics</td>
</tr>
<tr>
<td>CCCCO</td>
<td>California Community Colleges Chancellor’s Office</td>
</tr>
<tr>
<td>CCCI</td>
<td>California Community College Independents</td>
</tr>
</tbody>
</table>
CCCS  California Community College Classified Senate
CCCAA  California Community College Athletic Association
CCSAT  California Community College Satellite Network
CCCSSAA California Community College Chief Student Services Administrators Association
CCCT  California Community College Trustees
CCIA  Community College Internal Auditors
CCLC  Community College League of California
CCLDI  Community College Leadership Development Institute
CCPRO  Community College Public Relations Organization
CDE  California Department of Education
CDS  California Directory of Schools
CENIC  Corporation for Education Network Initiatives in California
CEO  Chief Executive Officer
CEOCCC  Chief Executive Officers of the California Community Colleges
CFT  California Federation of Teachers
CHRO  Chief Human Resources Officer
C-ID  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
CLO  Course Level Outcome
COFHE  Capital Outlay Fund for Higher Education
COFO  Council of Faculty Organizations
COLA  Cost-of-Living Adjustment
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>COR</td>
<td>Course Outline of Record</td>
</tr>
<tr>
<td>CPEC</td>
<td>California Postsecondary Education Commission</td>
</tr>
<tr>
<td>CPR</td>
<td>Comprehensive Program Review</td>
</tr>
<tr>
<td>CSAC</td>
<td>California Student Aid Commission</td>
</tr>
<tr>
<td>CSSO</td>
<td>Chief Student Services Officer</td>
</tr>
<tr>
<td>CSU</td>
<td>California State University</td>
</tr>
<tr>
<td>CTA</td>
<td>California Teachers Association</td>
</tr>
<tr>
<td>CTE</td>
<td>Career and Technical Education</td>
</tr>
<tr>
<td>CTC</td>
<td>Commission on Teacher Credentialing</td>
</tr>
<tr>
<td>CSEA</td>
<td>California State Employee Association</td>
</tr>
<tr>
<td>DECC</td>
<td>District Educational Coordinating Council</td>
</tr>
<tr>
<td>DED</td>
<td>Data Element Dictionary</td>
</tr>
<tr>
<td>DLC</td>
<td>District Leadership Council</td>
</tr>
<tr>
<td>DOF</td>
<td>Department of Finance</td>
</tr>
<tr>
<td>DSP&amp;S</td>
<td>Disabled Students Programs and Services</td>
</tr>
<tr>
<td>DTC</td>
<td>District Technology Council</td>
</tr>
<tr>
<td>EDD</td>
<td>Employment Development Department</td>
</tr>
<tr>
<td>ED&gt;Net</td>
<td>Economic Development Network</td>
</tr>
<tr>
<td>EERA</td>
<td>Educational Employment Relations Act</td>
</tr>
<tr>
<td>EEO</td>
<td>Equal Employment Opportunity</td>
</tr>
<tr>
<td>EOPS</td>
<td>Extended Opportunity Programs and Services</td>
</tr>
<tr>
<td>ERAF</td>
<td>Educational Revenue Augmentation Fund</td>
</tr>
<tr>
<td>ERIC</td>
<td>Educational Research Information Center</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>FAFSA</td>
<td>Free Application for Federal Student Aid</td>
</tr>
</tbody>
</table>
FAQ  Frequently Asked Questions
FERPA  Family Educational Rights and Privacy Act
FPP  Final Project Plan
FSC  Facilities and Safety Committee
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
ICS  Incident Command System
I-ECC  Industry Education Council of California
IEPRC  Institutional Effectiveness and Program Review Committee
IGETC  Intersegmental General Education Transfer Curriculum
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IJE</td>
<td>Interjurisdictional Exchange</td>
</tr>
<tr>
<td>ILP</td>
<td>Independent Living Program</td>
</tr>
<tr>
<td>IMPAC</td>
<td>Intersegmental Major Preparation Articulated Curriculum</td>
</tr>
<tr>
<td>IPEDS</td>
<td>Integrated Postsecondary Educational Data System</td>
</tr>
<tr>
<td>IPP</td>
<td>Initial Project Proposal</td>
</tr>
<tr>
<td>ISLO</td>
<td>Institutional Student Learning Outcome</td>
</tr>
<tr>
<td>ISS</td>
<td>Institutional Set Standards</td>
</tr>
<tr>
<td>ISSC</td>
<td>Integrated Student Success Committee</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>KPI</td>
<td>Key Performance Indicator</td>
</tr>
<tr>
<td>LAN</td>
<td>Local Area Network</td>
</tr>
<tr>
<td>LAO</td>
<td>Legislative Analyst’s Office</td>
</tr>
<tr>
<td>LTD</td>
<td>Long Term Disability</td>
</tr>
<tr>
<td>MALDEF</td>
<td>Mexican-American Legal Defense and Education Fund</td>
</tr>
<tr>
<td>MCHS</td>
<td>Middle College High School</td>
</tr>
<tr>
<td>MESA</td>
<td>Mathematics Engineering and Science Achievement</td>
</tr>
<tr>
<td>MIS</td>
<td>Management Information System</td>
</tr>
<tr>
<td>MOE</td>
<td>Maintenance of Effort</td>
</tr>
<tr>
<td>MOU</td>
<td>Memorandum of Understanding</td>
</tr>
<tr>
<td>MQs</td>
<td>Minimum Qualifications</td>
</tr>
<tr>
<td>NCLB</td>
<td>No Child Left Behind</td>
</tr>
<tr>
<td>NSF</td>
<td>National Science Foundation</td>
</tr>
<tr>
<td>OAL</td>
<td>Office of Administrative Law</td>
</tr>
<tr>
<td>OCR</td>
<td>Office of Civil Rights</td>
</tr>
<tr>
<td>OE</td>
<td>Office of Education</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Full Form</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>OPEID</td>
<td>Office of Postsecondary Education Identification</td>
</tr>
<tr>
<td>OSE</td>
<td>Office of the Secretary of Education</td>
</tr>
<tr>
<td>P-1</td>
<td>First Principal Apportionment of the 320 Report</td>
</tr>
<tr>
<td>P-2</td>
<td>Second Principal Apportionment of the 320 Report</td>
</tr>
<tr>
<td>PD</td>
<td>Professional Development</td>
</tr>
<tr>
<td>PDC</td>
<td>Professional Development Committee</td>
</tr>
<tr>
<td>PGC</td>
<td>Planning and Governance Council</td>
</tr>
<tr>
<td>PEC</td>
<td>President’s Executive Cabinet</td>
</tr>
<tr>
<td>PERB</td>
<td>Public Employment Relations Board</td>
</tr>
<tr>
<td>PERS</td>
<td>Public Employees Retirement System</td>
</tr>
<tr>
<td>PLO</td>
<td>Program Learning Outcome</td>
</tr>
<tr>
<td>PRC</td>
<td>Peer Review Committee</td>
</tr>
<tr>
<td>RAM</td>
<td>Resource Allocation Model</td>
</tr>
<tr>
<td>RFA</td>
<td>Request for Applications</td>
</tr>
<tr>
<td>RFP</td>
<td>Request for Proposals</td>
</tr>
<tr>
<td>SAO</td>
<td>Service Area Outcome</td>
</tr>
<tr>
<td>SB</td>
<td>Senate Bill</td>
</tr>
<tr>
<td>SBE</td>
<td>State Board of Education</td>
</tr>
<tr>
<td>SCA</td>
<td>Senate Constitutional Amendment</td>
</tr>
<tr>
<td>SCANS</td>
<td>Secretary of Labor’s Commission on Achieving Necessary Skills</td>
</tr>
<tr>
<td>SCO</td>
<td>State Controller’s Office</td>
</tr>
<tr>
<td>SCR</td>
<td>Senate Concurrent Resolution</td>
</tr>
<tr>
<td>SLO</td>
<td>Student Learning Outcomes</td>
</tr>
<tr>
<td>SRTK</td>
<td>Student Right to Know</td>
</tr>
<tr>
<td>SSCCC</td>
<td>Student Senate for the California Community Colleges</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>SSM</td>
<td>State Scheduled Maintenance</td>
</tr>
<tr>
<td>SSSP</td>
<td>Student Success &amp; Support Program</td>
</tr>
<tr>
<td>STD</td>
<td>Short Term Disability</td>
</tr>
<tr>
<td>STRS</td>
<td>State Teachers Retirement System</td>
</tr>
<tr>
<td>TAG</td>
<td>Transfer Admission Guarantee</td>
</tr>
<tr>
<td>TANF</td>
<td>Temporary Assistance to Needy Families</td>
</tr>
<tr>
<td>TBA</td>
<td>To Be Announced</td>
</tr>
<tr>
<td>TOEFL</td>
<td>Test of English as a Foreign Language</td>
</tr>
<tr>
<td>TQM</td>
<td>Total Quality Management</td>
</tr>
<tr>
<td>TRANs</td>
<td>Tax Revenue Anticipation Notes</td>
</tr>
<tr>
<td>TRDP</td>
<td>Teacher and Reading Development Partnership Program</td>
</tr>
<tr>
<td>TTIP</td>
<td>Telecommunications &amp; Technology Infrastructure Program</td>
</tr>
<tr>
<td>UC</td>
<td>University of California</td>
</tr>
<tr>
<td>VTEA</td>
<td>Vocational and Technical Education Act</td>
</tr>
<tr>
<td>WIA</td>
<td>Workforce Investment Act</td>
</tr>
<tr>
<td>WIB</td>
<td>Workforce Investment Board</td>
</tr>
<tr>
<td>WFCH</td>
<td>Weekly Faculty Contact Hours</td>
</tr>
<tr>
<td>WHCC</td>
<td>West Hills College Coalinga</td>
</tr>
<tr>
<td>WHCCD</td>
<td>West Hills Community College District</td>
</tr>
<tr>
<td>WHCL</td>
<td>West Hills College Lemoore</td>
</tr>
<tr>
<td>WSCH</td>
<td>Weekly Student Contact Hours</td>
</tr>
</tbody>
</table>