



PLANNING AND GOVERNANCE MANUAL

2020-2021

VERSION 1

Approved by:

Planning and Governance Council

Date: 8/26/20

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.

West Hills College Lemoore

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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 students for global engagement and success. Furthermore, the college is committed to a practice of equity and anti-racism, which requires consistent identification and upending of racist policies and practices and replaces them with ones that foster equity between racial groups.

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 & Achievement (WHCL's North Star)

The primary mission of West Hills College Lemoore is to teach students both inside and outside of the classroom (learning), and students attend the College to obtain a certificate, degree, opportunity to transfer, and/or gain employment (achievement). Therefore, by setting student learning and achievement as our *North Star*, or the focus by which all our goals and standards are set, and through on-going assessment and continuous improvement, we will naturally meet all our other objectives. We believe that disaggregation at the course, program level, and equity group levels will help us further focus on student learning and achievement

To implement this, the question, “*How does it benefit our students?*” stands as the primary focus 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 concentrate 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 and focus-groups are consistently used 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, agendas, and accompanying documents from shared governance meetings are also posted in BoardDocs, which is the West Hills Community College District’s formal repository for these document.

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)

Initial Review or Development of Board Policy and/or Administrative Procedure

- 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**.

Routing of Board Policy and/or Administrative Procedure

- 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**.

Final Review of Board Policy and/or Administrative Procedure

- 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.

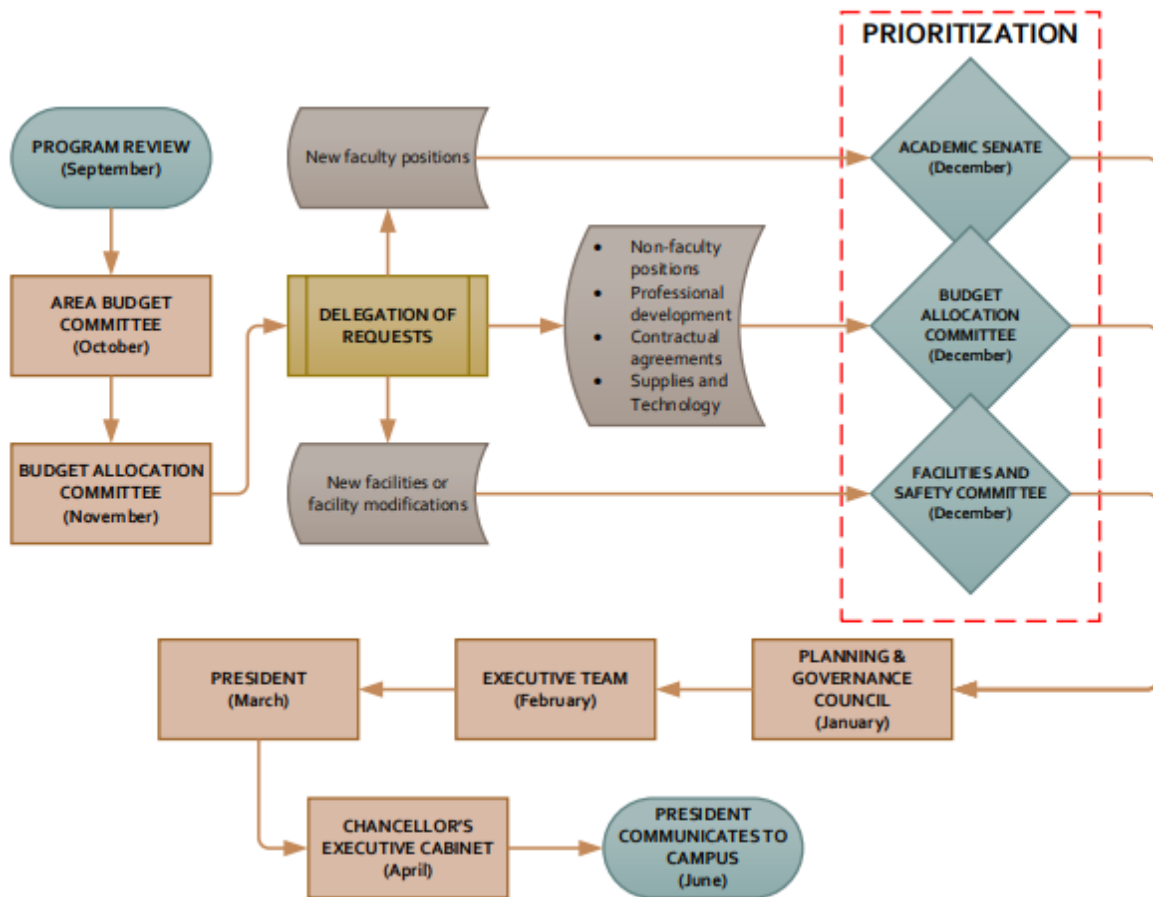
Planning and Resource Allocation

The West Hills Community College District Strategic Plan, West Hills College Lemoore’s Supplemental Strategic Plan, comprehensive program review, and SLO assessment are the bases 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
- Facilities Master Plan
- Scheduled Maintenance Plan

Annual Budget Allocation Process

Resource needs arising from program review are forwarded to the appropriate Area Budget Committee (ABC) then to the Budget Allocation Committee (BAC) for discussion and prioritization. New faculty position requests are forwarded to the Academic Senate for prioritization. Facility resource needs are forwarded to the Facilities and Safety Committee for review. All prioritized lists are forwarded to the Planning and Governance Council. The process is as follows:



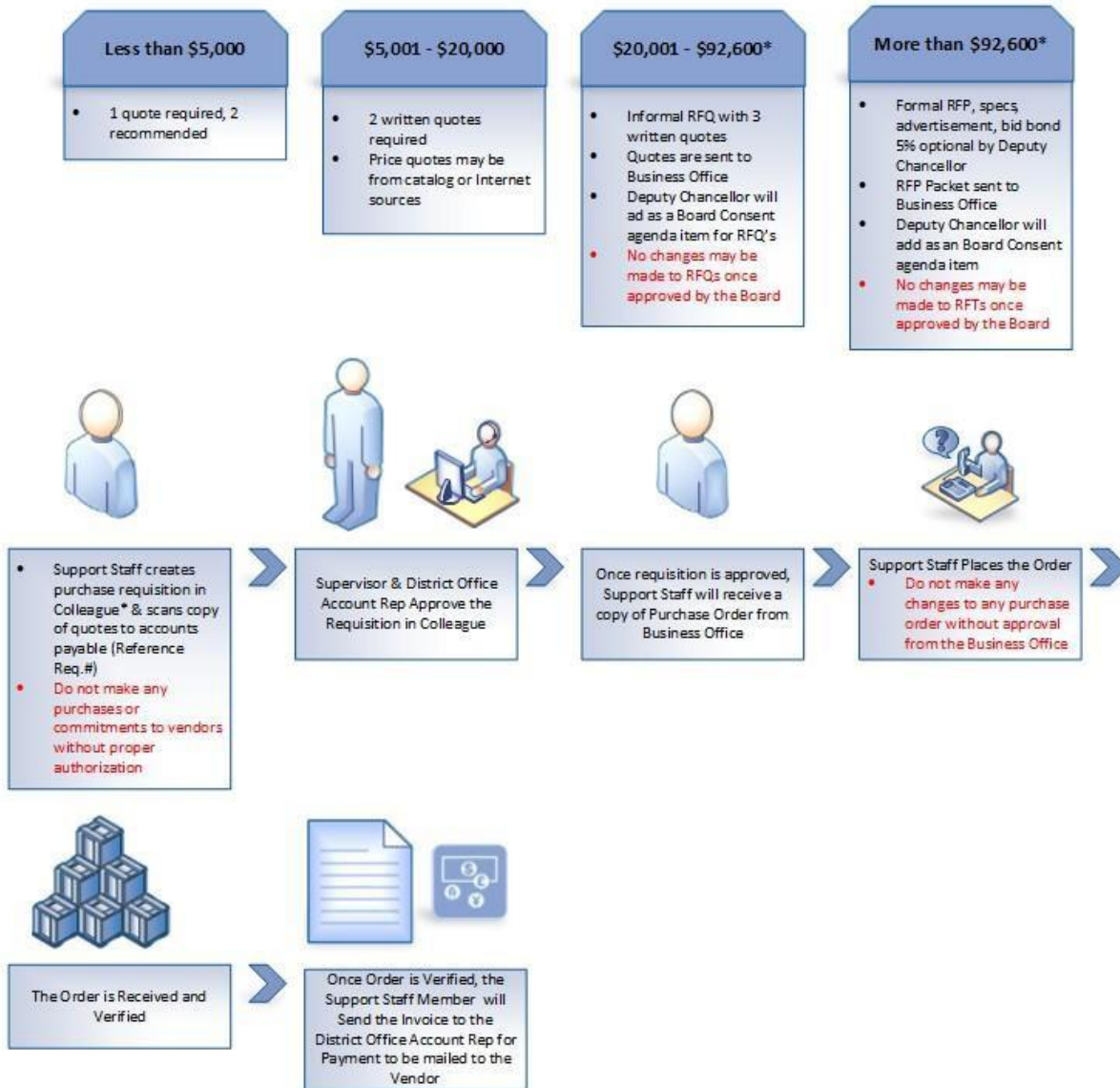
Purchasing Process

Purchasing procedures are documented in the [Business Services Procedures Manual](#) and the [WHCCD Bid Matrix](#). The following outlines the current process for West Hills College Lemoore:

Bidding Procedures Matrix

Non-Construction Bidding Procedure Matrix - Equipment, Materials, Services, etc.

(updated every January; last update Jan. 16, 2019)



**For equipment over \$500: Indicate copy of Purchase Order be sent to Debbie Gore & Elva Torres; Elva will enter equipment into AVS Inventory System.*

All District purchasing must adhere to Board Policies: 6330, 6340, 6350 and Board Administrative Procedures 6340, 6345 and 6360 to ensure consistency in the use of "best practices" throughout the district.

Program Review and Student Learning Outcomes

The Accrediting Commission for Community and Junior Colleges (ACCJC) has described student-learning outcomes as the knowledge, skills, abilities, competencies, attitudes, beliefs, opinions, or values students acquire as a result of learning at an educational institution ([Guided to Evaluating Institutions](#)).

A student learning outcome (SLO) is a statement of what a student learns as a result of participating in courses, programs, and/or other campus services. The term “student learning outcomes” is used as an umbrella term. At WHCL, we have labeled our student learning outcomes based on where and how they are assessed.

- Institutional Student Learning Outcomes (ISLOs)
- Program Student Learning Outcomes (PSLOs)
- Course Student Learning Outcomes (CSLOs)
- Service Area Outcomes (SAOs)

ACCJC requires that SLOs be interconnected and organized hierarchically. At the top of the SLO organizational ladder are ISLOs. ISLOs describe the knowledge, skills, abilities and attitudes students should master as a result of their overall college experience.

WHCL’s educational programs use three types of SLOs that align upward to our ISLOs.

Course Student Learning Outcomes -- CSLOs measure learning outcomes acquired in courses and other instructional environments.

Program Student Learning Outcomes -- PSLOs measure learning outcomes acquired by completing a series of courses associated with a specific degree, certificate, or program of study.

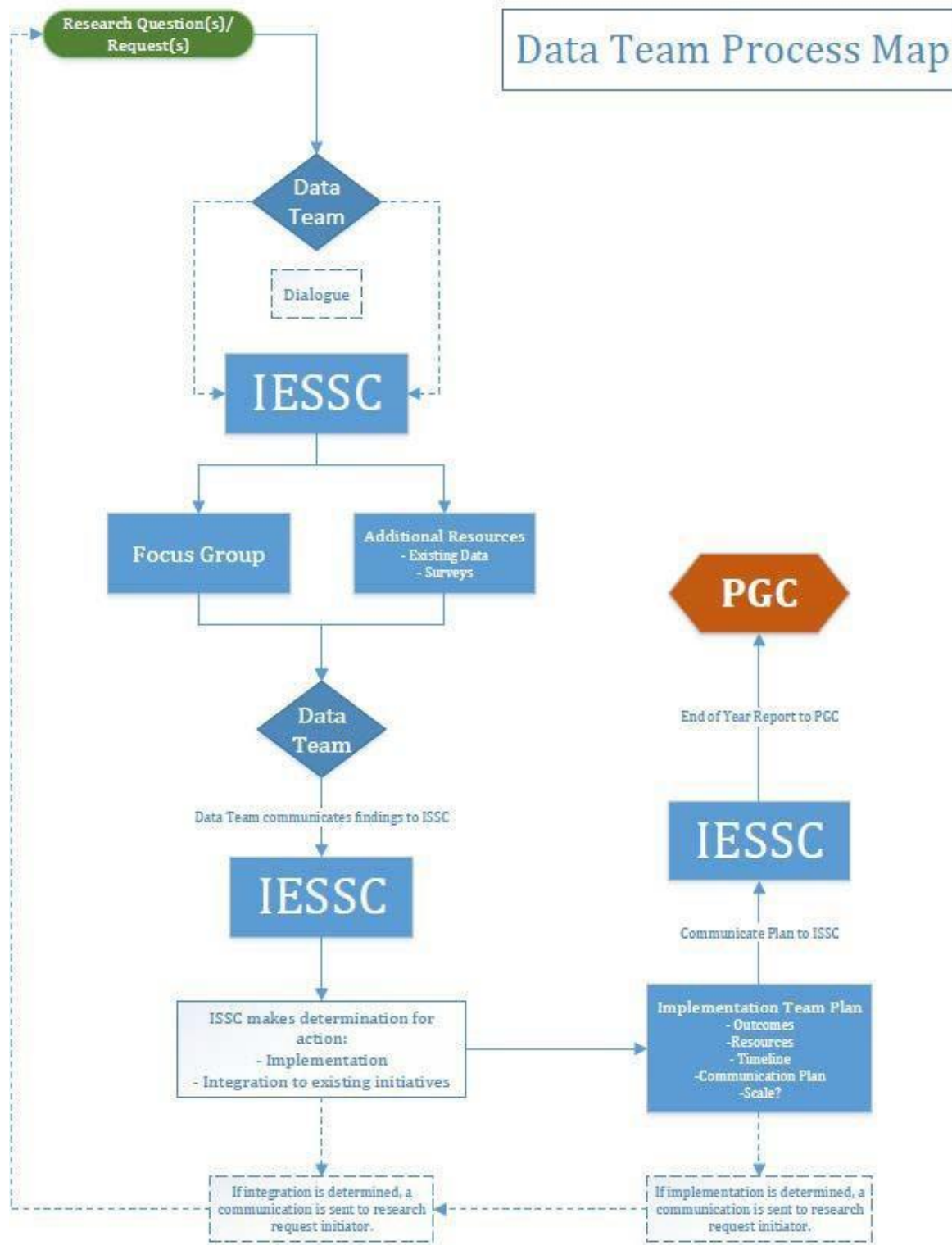
Service Area Outcomes –SAOs are for non-instructional departments such as student services or maintenance and operations. SAOs measure the student/staff experience, the quality of services provided, and the quantity of services provided.

Service departments (programs that do not provide direct instruction to students but provide services that influence and support instruction) use Service Area Outcomes (SAOs) in lieu of CSLOs or PSLOs. SAOs align up to ISLOs (see image below), and may be measured indirectly through unit- designed surveys, quantity, time to complete service, and other achievement-based measurement tools.



WHCL’s student learning outcomes and the assessment of those outcomes are the foundation for program review. Every program (both instructional and institutional support) undergoes a program review. The program review cycle for most instructional and institutional support programs is completion of a full program review every four years with a midterm due every two years. Career Technical Education (CTE) programs are required to do a full program review every two years with no midterm. Program reviews are the primary basis for requesting resource allocations. Resource allocation requests should stem from the assessment of student learning and achievement, connectivity to the college plans (Strategic Plan, Educational Master Plan, and Facility Master Plan), or Federal/State mandates.

Instructional programs are defined as any course of study leading to a degree or Certificate of Achievement (COA). Institutional support programs are defined as non-instructional functions that support West Hills College Lemoore students and the key operations of the college.



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 Government (ASG) –students
Academic Senate – faculty
California State Employee Association (CSEA) – classified staff
President – administrators

With the exception of a committee member assigned by position/title or members of the PAR Committee, or where specifically stated otherwise, 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, Committee Chair, and Note-taker Responsibilities

The primary responsibilities of representatives are as follows:

- Prepare for and attend meetings
- Keep 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
- Establish annual meeting dates
- Ensure completion of annual agenda

The primary responsibilities of note-takers are as follows:

- Send meeting announcements out to committee members
- Ensure meeting room reservations
- Publish meeting dates/times on the Portal
- Update committee members on Membership Page of the Portal
- Send out requests to constituent groups for committee member vacancies
- Update committee members in Board Docs and ensure members have access
- Create agendas in Board Docs for all meetings ensuring that annual agenda guidelines are included
- Place a copy of all agendas and meeting minutes from Board Docs on the Portal for transparent communication
- Prepare minutes and post to the Portal and Board Docs in a timely manner (within 1 week of meeting)

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 and Board Docs) in advance of the meeting. All meeting minutes are posted on the Portal and in Board Docs.

The chair or his/her designee and half of the voting members of the council/committee plus one (50% + 1) 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.

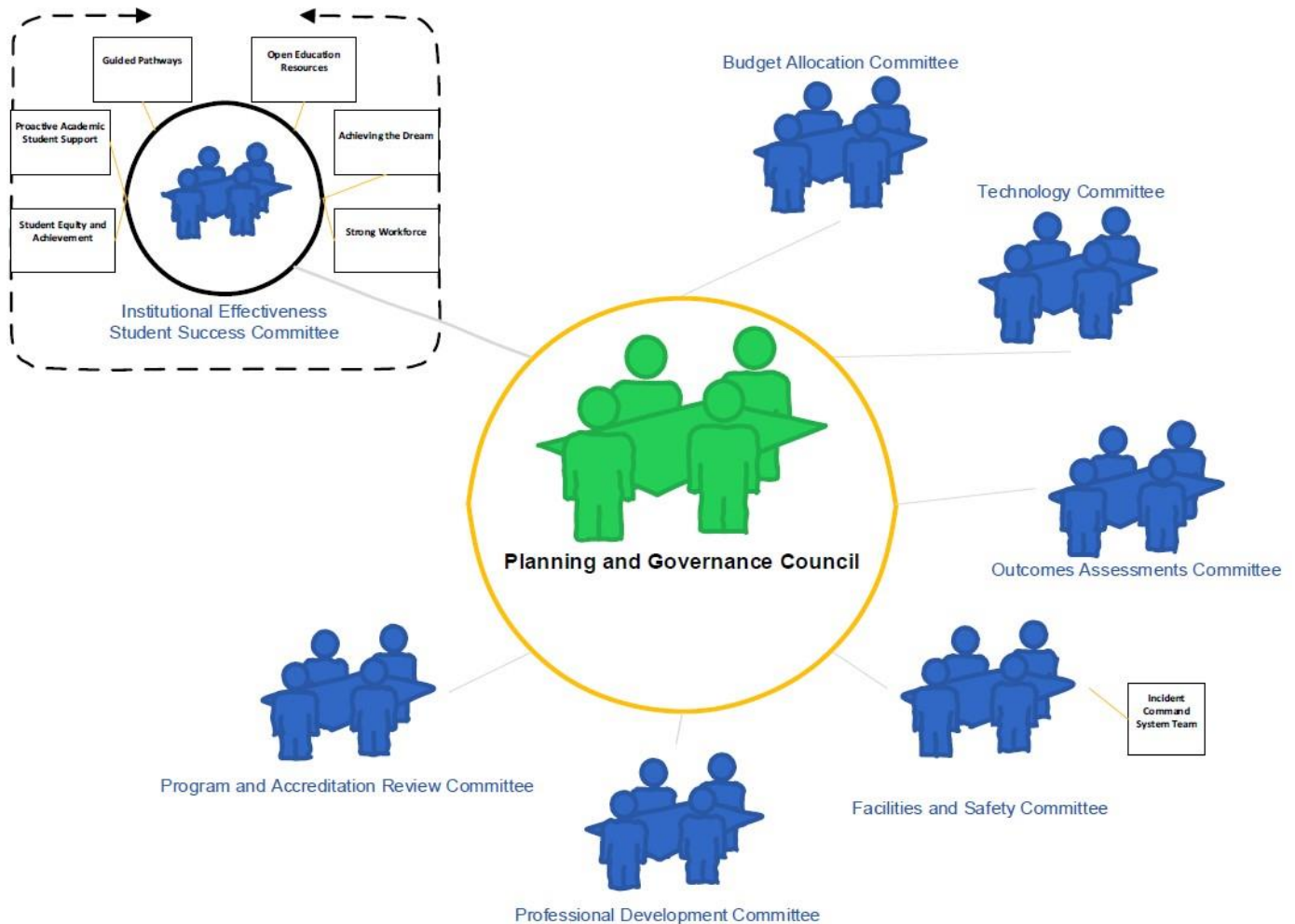
Standing Committee: A permanent committee of constituency representatives intended to consider all matters pertaining to a designated subject that meets on a regular basis. A standing committee is part of the governance structure and reports to a Council.

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 the 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 Government (ASG).

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

District Education Coordinating Council (DECC)-Coordinates curriculum and 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, assists in the development of procedures, regulations, and site-specific job hazard assessments, and reviews and analyzes accident reports, inspection techniques, and schedules.

District Technology Council (DTEC)-Oversees the development of district-wide technology planning and prioritization of technology-related initiatives. Establishes technology budgets, prioritizes technology projects, and approves proposed technology procedures.

Administrative Technology Advisory Committee (ATAC)-Reports to District Technology Council (DTEC) to support the DTC mission by reviewing and evaluating instructional equipment and software to improve teaching and learning.

Instructional Technology Advisory Committee (ITAC)-Reports to DTEC to support DTEC mission by reviewing and evaluating instructional technology project requests.

Planning and Governance Council (PGC)

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)
 - Enrollment Management 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
- Facilities Master Plan
- Enrollment Management Plan
- Planning and Governance Manual
- Approved Program Reviews
- Recommendations for board policies and procedures

Annual Agenda:

Fall Semester:

- Verify that constituent members are assigned per the representation outlined in the Planning and Governance Manual.
- Review Planning and Governance Manual and PGC's annual agenda.
- Review and provides input on proposed Board Policies and Administrative Procedures.

- When necessary, make recommendations for new Board Policies and/or Administrative Procedures.
- Review the College mission statement (annually)
- Oversee and/or review all strategic planning documents:
 - Facilities Master Plan
 - Educational Master Plan
 - **Review Institutional Set Standards**
- Review College goals and key performance indicators (annually)
- **Review Vision for Success Goals**
- Review, make recommendations, and approve program reviews
- Receive reports from various committees and ensure regular communication with constituents

Spring Semester:

- Verify that constituent members are assigned per the representation outlined in the Planning and Governance Manual.
- Review Planning and Governance Manual and PGC's annual agenda.
- Review and provide input on proposed Board Policies and Administrative Procedures.
- When necessary, make recommendations for new Board Policies and/or Administrative Procedures.
- Oversee and/or review all strategic planning documents:
 - Strategic Plan / Vision for Success Goals
 - Educational Master Plan (includes ISLOs) (3-year cycle)
- Annually review and revise (as appropriate) the Planning and Governance Manual
- Review, make recommendations, and approve program reviews
- Make recommendations to the College President for annual budget process and campus-wide issues
- Receive reports from various committees and ensures regular communication with constituents
- Biennially review WHCCD Committee Communication and Effectiveness Survey results, assesses PGC effectiveness, and makes necessary changes as applicable.
- Receive recommendations from other participatory governance committees with regard to governance changes resulting from the survey.
- Plan Eagle Vision Planning sessions (biennial)
- Review participatory governance committees' Year-End Reports
- Prepare Committee Year-End Report

Membership:

Voting Members (Proxy votes are not allowed)

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

- 1 – Counselor/Advisor
- 1 – LRC Representative

Non-Voting Members

- 1 - Chairs, OAC
- 1 - Chair, IESSC
- 1 - Chair, PDC
- 1 – Chairs, BAC
- 1 - Chair FSC
- 1 – Chair, PAR
- 1 - Chair Technology Committee

Reporting Relationship:

The President reports to the District Leadership Council, Chancellor, and Board of Trustees.

Meeting Schedule:

Twice per month; second and fourth 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.

Budget Allocation Committee (BAC)

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:

ABC I – Administration

Chair – WHCL President
Maintenance and Operations Director
Classified Representative
Student Representative

ABC II – Student Services

Chair – VP of Student Services
Associate Dean of Categoricals
Dean of Student Services
2 Counselors
2 Classified Representatives
Student Representative

ABC III – Educational Services

Chair – VP of Educational Services
Dean of Educational Services
Dean of CTE
Associate Dean of Athletics and Kinesiology
Library representative
Faculty Representative from each Instructional Learning Area (5 total)
2 Classified Representatives
Student Representative

Initial ABC meetings are called by the chair of the ABC as listed above. Items submitted to the BAC cannot be less than \$500 in cost. Items under \$500 must be submitted to a supervisor for purchase approval.

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:

General Funds, Categorical Funds, Grant Funds, Lottery Funds – Restrictions vary within these funds, and it is the job of the executive team to evaluate and allocate funding sources to address the prioritized lists of budget recommendations.

Products:

Prioritized Annual Budget Recommendation Lists for PGC - non-faculty position list, technology and equipment list, Professional Development list

Non Prioritized lists for Academic Senate – faculty position list

Non Prioritized lists for Facilities and Safety Committee – facilities list

Annual proposed budget – Receive and forward comments from college constituency groups

Annual Agenda:**Fall Semester:**

- **August** – Selection of ABC and BAC representatives (2 year terms)
- **September** – First meeting of BAC
 - BAC reviews process with all committeemembers
 - Item submission instructions given to ABCs
 - BAC verifies that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- **October** – ABCs meet, finalize budget item submissions to BAC
 - BAC meets to address questions from ABCs
 - Last Wednesday in October – close item submission
 - Forward facilities list to Facilities and Safety Committee
 - Forward faculty position list to Academic Senate
- **November** – BAC reviews budget item submissions, request any clarifications for ABCs,
 - BAC prioritizes budget recommendation lists and forwards the lists to the Planning and Governance Council for review
 - Academic Senate prioritizes faculty position list and forwards to Planning and Governance Council for review
 - Facilities and Safety Committee prioritizes facilities list and forwards to Planning and Governance Council for review
- **December** – Once reviewed by the PGC, the lists are forwarded to the President’s Executive Cabinet for allocation

Spring Semester:

- Review Planning and Governance Manual and BAC's annual agenda
- Review budget item submission process

Membership:

(Two co-chairs—1-Administrator & 1-Classified or Faculty)

Voting members

2 - Administrators (1 as co-chair)

2 - Faculty Representatives

2 - Classified Staff Representatives

1 - Student Representatives

Non-voting Members

ABC chairs

PAR chair or appointee

Reporting Relationship: Planning and Governance Council

Meeting Schedule:

Second Wednesday of each month (September-May) at 11:00 AM

Facilities and Safety Committee (FSC)

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 and 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

Reviews Requests for Facility Changes

Annual Agenda:

Fall Semester:

- Verify that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- Review Planning and Governance Manual and FSC's annual agenda
- Review and revise (as necessary) the Campus Safety Plan
- Review Scheduled Maintenance Plan and make recommendations (as necessary) to PGC
- Receive requests for capital outlay funding from BAC, prioritize the requests, and forward recommendations to PGC

Spring Semester:

- Verify that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- Review Planning and Governance Manual and FSC's annual agenda

- Review and revise (as necessary) the Emergency Response Plan
- Review Scheduled Maintenance Plan and make recommendations (as necessary) to PGC
- Maintain and review tracking sheet and communicate results to PGC
- Biennially review WHCCD Committee Communication and Effectiveness Survey results and assess FSC effectiveness. As applicable, make recommendations to PGC to change FSC structure, processes, or communication methods.
- Prepare Committee Year-End Report and submit to PGC by May 1st

Membership:

- 1 - Director of Maintenance and Operations (Chair)
- 1 - WHCL President
- 1 - Educational Access and Learning Support Program Faculty or Administrative Representative
- 1 - ITS Representative
- 1 - Student Representative
- 1 - Faculty Representative
- 2 - Classified Representative
- 1 - Administrative Representative

Standing Subcommittees:

- Incident Command Team

Reporting Relationship: Planning Governance Council

Meeting Schedule:

Fourth Wednesday of each month

Institutional Effectiveness Student Success Committee (IESSC)

Role:

The Institutional Effectiveness and Student Success Committee (IESSC) monitors and informs on campus-wide services and activities necessary to ensure WHCL students maximize their success through the lenses of the strong framework. This will be accomplished by making data driven recommendations, incorporating essential planning documents, and ensuring fiscal and programmatic alignment.

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:

This Standing Committee will produce the information and review of the reporting information in support the ACA and SEA reports and the leveraging discussions of funds between the restricted funds. The work of this standing committee will be push out to other campus committees, subgroups and work groups the equity lens in their work.

Annual Agenda:**Fall Semester:**

- Verify that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- Review 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:

- Verify that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- Review Planning and Governance Manual and ISSC's annual agenda
- Prepare Committee Year-End Report and submit to PGC by May 1st
- Review progress of each sub-committee
- Review sub-committee respective plans and forwarding to constituents
- Monitor sub-committee progress towards plangoals
- Review sub-committee modifications and report to PGC
- Develop and review Crosswalk Plan
- Biennially review WHCCD Committee Communication and Effectiveness Survey results and assess ISSC effectiveness. As applicable, make recommendations to PGC to change ISSC structure, processes, or communication methods.

Permanent Sub-Committees:

Sub-committee membership consists of administrators, faculty, staff, and students.

WHCL – Data Team

Chair: Data Team

Goal: Develop, oversee, and produce data needed for subcommittee reports and initiative progress reviews.

Student Equity

Chair: Student Equity Coordinator

Goal: Develop, oversee, and produce reports of the Equity Plan

Pro Active Student Support (PASS)

Chair: Educational Administrator

Goal: Develop, oversee, and produce reports for basic skills

OER Advisory Committee

Co-chair: Vice President of Educational Services

Co-chair: Faculty (appointed by Academic Senate)

Goal: Oversee and coordinate the work of Open Educational Resources including Zero Textbook Cost (ZTC) degrees development and implementation, OER course development, professional development, and institution-wide progress of OER initiative

Guided Pathways

Chair: Guided Pathways Coordinator

Goal: Develop, oversee, and produce reports of the Guided Pathways Plan

Membership

- Membership commitment for **CSEA** and **CTA** representatives will be for 2-academic years.

1 – Chair: Vice President of Student Services

1- Dean of Career and Technical Education

2- 1 – Dean of Student Services

1 – Guided Pathways Director

1 - Student Equity Coordinator

2- **Faculty*** Representatives (1 academic and 1 non-academic)

2 – **Classified*** Staff Representative

1 – Open Educational Resource Chair or Co-chair

1 – WHCL Data Team Chair

1 – Student Support Group Chair

1 – Pro Active Student Support Chair

1 - Student Representative

1 – Accreditation Research, Institutional Effectiveness, and Planning (non-voting)

Reporting Relationship:

Planning and Governance Council

Meeting Schedule:

The first and third Monday of the month from 2 p.m. – 3:30 p.m.

Outcomes and Assessments Committee (OAC)

Role:

The purpose of the OAC is to coordinate the various institutional efforts to create, assess, and analyze student learning outcomes and assessment data. The OAC will facilitate discussion around assessments and creating better outcomes among the various constituency groups, including, but not limited to: faculty, administration, and support staff regarding student learning outcomes at the course, program, service area, and institutional levels.

Goal:

To support faculty and staff in the development, assessment, and improvement of course student learning outcomes (CSLOs), program student learning outcomes (PSLOs), service area outcomes (SAOs), and institutional student learning outcomes (ISLOs) utilizing eLumen.

Products:

Data for ACCJC Annual Report, support, and training of faculty and staff in CSLO/PSLO/SAO/ISLO creation, mapping, and assessment creation/completion through eLumen.

Annual Agenda:

Fall & Spring Semesters:

- Verify that constituent members are assigned per the representation outlined in the Planning & Governance Manual
- Establish and review assessment cycle for ISLOs, SAO's, PSLOs, and CSLOs
- Review Planning & Governance Manual and OAC' annual agenda
- **Fall** – ISLO Data Review and Recommendations
- **Spring** – ACCJC Annual Report
- SAO Analysis and Review
- End of the Year Committee Report
- Data Summary

Membership:

1 – OAC Faculty Chair

1 – Co-Chair Student Learning Outcomes Coordinator – student support faculty*

5 – Faculty representatives from the following learning areas as chosen by the Academic Senate: Arts & Letters (1), CTE (1), Math & Science (1), Social and Behavioral Sciences (1), and Counseling and Support Staff (1)*

2– Classified Staff Representatives

1– Student Representative

1– Instructional Administrator

Representative from Office of Institutional Research (non-voting)

1– Student Support Administrator

*The OAC co-chair can also double as the Counseling representative.

Reporting Relationship:

PGC, IESCC, Academic Senate, College Administration

Meeting Schedule:

2nd and 4th Monday of the month from 2:30 p.m. - 4:00 p.m.

Program and Accreditation Review (PAR) Committee

Role:

The Program and Accreditation Review (PAR) committee provides oversight for institutional effectiveness including:

Accreditation

Implementation and monitoring of the program review process linking assessment to resource allocation

Goal:

The PAR will oversee and coordinate work with constituency groups and other college committees to ensure the college meets accreditation standards. Additionally, PAR will 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:

Required Accreditation Response documents and program reviews

Annual Agenda:

Fall Semester:

- Verify that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- Review Planning and Governance Manual and PAR's annual agenda
- Review program review resources (templates, dashboards, documents, etc.) 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
- Assign 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 the district Office of Institutional Effectiveness to identify data needs and to distribute data to college personnel
- Provide technical assistance at workshops for program review participants to complete their program reviews by due date

Spring Semester:

- Verify that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- Review Planning and Governance Manual and PAR's annual agenda
- Maintain and review tracking sheet and communicate results to PGC
- Work with program review participants to complete program review process including presentation at PGC and budget allocation requests
- Review end-of-year progress on goals and provide any requested reports
- Biennially review WHCCD Committee Communication and Effectiveness Survey results and assess PAR effectiveness.
- Annually assess effectiveness of program review processes.
- As applicable, make recommendations to PGC to change PAR structure, process, or communication methods.

- Assess new program review forms and integrated processes
- Prepare Committee Year-End Report and submits to PGC by May 1st

Membership:

Chair – CTE Dean

Accreditation Liaison Officer (ALO)

1 – Student Services Administrator

5 - Faculty Representatives (one per learning area)

2 - Classified Staff Representatives

1 - Student Representative

Ad Hoc (non-voting) members

1- Budget Allocation Committee Chairperson or designee

1- District Director of Accreditation, Research, Institutional Effectiveness, and Planning or designee (non-voting)

1 - Outcomes and Assessments Committee (OAC Chair)

Reporting Relationship:

Planning and Governance Council

Meeting Schedule:

2nd Monday of every month from 2:30 p.m.-4:00 pm

Professional Development Committee (PDC)

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:

- Verify that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- Review Planning and Governance Manual and PDC's annual agenda
- Review previous year's Year End Committee Report
- Review and updates 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 review WHCCD Committee Communication and Effectiveness Survey results and assess PDC effectiveness. As applicable, make recommendations to PGC to change PDC structure, processes, or communication methods.
- Prepare Committee Year-End Report and submit to PGC by May 1st

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

- 1- Classified Representatives
- 2 - Student Representatives
- 1 - Faculty Representative
- 1 - District Human Resource Director or delegate

Reporting Relationship:

Planning and Governance Council

Meeting Schedule:

Three times each semester (fall and spring)

Technology Committee

Role:

The technology committee has the responsibility of assessing IT related policies, procedures, and planning as they relate to WHCL. 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 key functions. 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 and equitable educational environment.

Products:

Prioritize and recommend technology projects to PGC. PGC will then make recommendations to District Technology Council (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:

- Verify that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- Review Planning and Governance Manual and Technology Committee's annual agenda

Spring Semester:

- Verify that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- Review Planning and Governance Manual and Technology Committee's annual agenda
- Biennially review WHCCD Committee Communication and Effectiveness Survey results and assess IT effectiveness. As applicable, make recommendations to PGC to change IT structure, processes, or communication methods.
- Prepare Committee Year-End Report and submits to PGC by May 1st

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 - Administrator
- 1 - High Technology Access Center Representative
- 1 - Media Technician
- 1 - ITS Representative
- 1 - Instructional Design Specialist (Title V Grant)

Reporting Relationship:

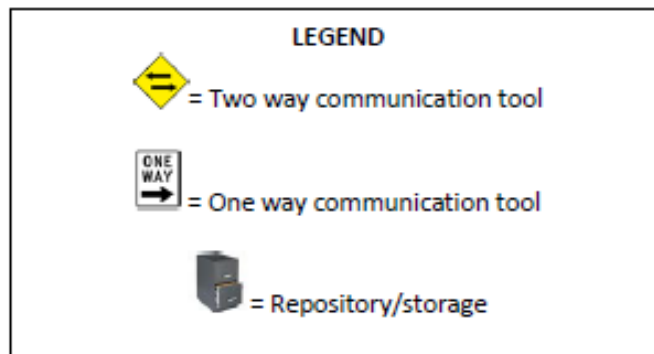
Reports to the Planning and Governance Council

Meeting Schedule:

Every two weeks or upon committee consensus



Internal Communication Guidelines



BoardDocs

BoardDocs is WHCCD's official repository for all meetings subject to the Brown Act and the College's participatory governance meetings. Agendas, minutes, and applicable meeting documents for these meetings must be uploaded to BoardDocs with attachments in PDF format. Meetings that fall under the Brown Act (i.e. Academic Senate, Student Senate/ASB, Citizen's Bond Oversight Committee, etc.) are available to the public while participatory governance committees are accessible only to members of the committee. Therefore, WHCCD's SharePoint Portal is the required secondary repository for agendas, minutes, and applicable meeting documents to ensure transparency and accessibility to all College constituents.

Portal

The WHCCD Portal is the secondary repository for all WHCL participatory governance committee meetings. Participatory governance committee pages should be accessible (viewable) to all constituents including, faculty, staff, administrators, and students who are members of the committee/s. The participatory governance committee pages should include the following for each committee:

1. Role (per the Planning and Governance Manual)
2. Products (per the Planning and Governance Manual)
3. Members including the constituent/position they represent
4. Term dates
5. Meeting calendar
6. Agendas
7. Minutes
8. Annual agenda guidelines (per the Planning and Governance Manual)

[Eagle Answer Center Portal Page](#)



The [Eagle Answer Center](#) page on the WHCCD Portal is the official repository of important College information and includes:

1. Hours of operation for various campus offices
2. Important telephone numbers
3. Campus calendar (includes college events, evening administrator, and ASB events)
4. Links to important forms and campus procedures
5. Participatory Governance Committee meeting schedule
6. Student Body Activity Calendar

[Outlook Calendar](#)



Microsoft Outlook calendars are used as the official tool for scheduling meetings and booking rooms at WHCL. Faculty and staff should make every effort to ensure their Outlook calendar is up-to-date to help meeting schedulers find availability for meetings, etc.

[Microsoft Teams](#)



Microsoft Team sites are best used for day-to-day communication and managing short-term projects. Team sites may be restricted to particular members of a team or public for all campus constituents. Although documents may be uploaded to team sites (relevant to a particular communication), team sites are not official document repositories. An example of a team site is the Guided Pathways team site. A Microsoft Teams app is available for both Android and Apple operating systems. Features include:

- Group conversations (chat)
- Individual conversations
- Team tasks and tracking
- Tag individuals/groups in conversations

[Canvas](#)



The Canvas Learning Management System can be used as a repository for documents, group discussions, including voting features and task assignment, and one way messaging in the form of announcements. Canvas works best for mid and long term groups, such as the Faculty Resource Guide or Learning Areas.

[Elumen](#)



Elumen is the official repository for curriculum, ISLO/PSLO/CSLO/SAO assessment, and program review. Interfaces with Canvas for assessments.


[Email](#)



Email is an official means of communication for individual correspondence. It should not be used if the message is urgent (call, text, or walk over if it is urgent.) Email may be used on an as-needed basis for

voting purposes (voting feature). Email messages should be viewed as memos rather than as reports or lengthy correspondence.

Email Protocol:

- Combine messages of similar nature rather than sending multiple email messages.
- Shorter emails are best—use bullets when possible to reduce text.
- Always include a relevant subject line (Curriculum Report: Vote Needed).
- If the conversation changes, update the subject line and make sure recipients don't need to change as well.
- If action is needed, start the email off with "action needed/vote needed/feedback needed" or include "action/vote/feedback needed" at the end of your subject line. If you need a response by a certain date, include that in your email.
- Do not "reply all" if the message is for one person.
- Use your WHCCD email for work-related communication and not personal reasons (i.e. sharing recipes, jokes, memes, etc.)
- Use repository/storage tools for sharing journal articles, long documents, etc.  and link those sources in to your email.
- When sending videos, attach an audio transcript or include captions.

ReGroup

ReGroup is the text messaging, call, email system used for emergency notifications or other important campus-wide information such as a network down, school closure, etc.

Zoom

Zoom may be used for virtual communications including committee or small group meetings, counseling sessions, task forces, help desk, etc. Zoom sessions allow individuals to call in from various locations and the platform can handle up to 50 participants. Features include video, audio, screen sharing, chat, and recording. Recorded Zoom sessions are automatically transcribed with a link sent to the individual who set up the Zoom meeting within 30 minutes. This feature allows for sharing which makes it a good communication tool to develop training videos or classroom materials. There are three Zoom meeting rooms on campus (Admin 124, Eagle Training Room, and Conference Room 937 in the Student Union). Zoom meetings can be scheduled through the Outlook calendar.

Case Management Tools

Includes Student Conduct/Concern Report and Civitas Next Gen Inspire.

a) Student Conduct/Concern Report

The Student Conduct/Concern Report is the official means of communicating/reporting the following with regard to students:



1. Student conduct issues
2. Plagiarism/cheating
3. Title IX (sexual misconduct)
4. Concerning Behavior
5. Depression Reduction Achieving Wellness (DRAW) referral

b) Next Gen Inspire (Civitas)  

Use Next Gen Inspire to obtain data analytics on your students, to submit early alerts, to document important conversations with students, and to obtain other important information related to a student's academic progress (registration, GPA, assigned counselor, etc.)

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 Government (ASG) of West Hills College Lemoore represents the students on student related matters. It consists of students from WHCL’s student body. The ASG 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 114 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, which 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 and 114 colleges, and enrolls more than 2.1 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 reports to 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 period. 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 were 1000 then the capacity load ratio would be 2000/1000 or exactly 2.0. 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 statewide audio and e-conferencing system via telephone and the Internet that allows communication and collaboration for all staff, faculty, and administrators in the California Community College system.

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

College Promotion and Pre-Enrollment Services the mission of the West Hills College Promotion and Pre-Enrollment Services is to provide opportunities for access to higher education to all segments of the local community. We are committed to providing accurate and timely information pertaining the enrollment process at West Hills College, Lemoore.

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 do not 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 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 Enrollment A program where a high school student takes college classes concurrently.

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 that 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 that are called growth funds. The State Chancellor's Office determines the amount of growth funds for each district in California. If a district does not grow to the level determined by the Chancellor's Office, then those unused growth funds are distributed to districts that have excess growth.

Guided Pathways the Guided Pathways framework creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success. The Guided Pathways framework also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience. Website:

<http://ccgp.cccco.edu/>

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 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

- **Service Area Outcome (SAO)** 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.
- **Course Learning Outcome (CLO)** 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.

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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.

Pre-Enrollment Services Pre-enrollment services include all activities related to the traditional Student Success and Support Program (SSSP) or matriculation components. This includes services on campus or off-campus (orientation, assessment, education plan, and follow up) which directly impact enrollment. The purpose of pre-enrollment services is to strategically assist students complete the enrollment process and ultimately get them registered for fall and spring semesters.

Prior Learning Assessment-The evaluation of an individual's skills and knowledge acquired outside the classroom for college credit.

Program A determination for program review purposes. Instructional programs are defined as any course of study leading to a degree or Certificate of Achievement (COA). Institutional support programs are defined as non- instructional functions that support West Hills College Lemoore students and the key operations of the college.

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.

Strong Framework WHCL's version of Guided Pathways that includes four pillars: Get Strong, Start Strong, Stay Strong, and Finish Strong.

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 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

AACC	American Association of Community Colleges
AAWCC	American Association of Women in Community Colleges
AB	Assembly Bill
ABC	Area Budget Committee
ACA	Assembly Constitutional Amendment
ACBO	Association of Chief Business Officers
ACCCA	Association of California Community College Administrators
ACCE	Association of Community and Continuing Education
ACCJC	Accrediting Commission for Community and Junior Colleges
ACCT	Association of Community College Trustees
ACCTLA	Association of California College Tutoring and Learning Assistance
ACE	Academic Center for Excellence
ACHRO	Association of Chief Human Resources Officers
ACR	Assembly Concurrent Resolution
ACT	American College Testing
ADA	Americans with Disabilities Act
AFT	American Federation of Teachers
AG	Attorney General
AIA	Association of Instructional Administrators
AICCU	Association of Independent California Colleges and Universities
ALO	Accreditation Liaison Officer
AP	Administrative Procedure
APAHE	Asian Pacific Americans in Higher Education
API	Academic Performance Index

ARCC	Accountability Report for Community Colleges
ASACC	American Student Association of Community Colleges
ASG	Associated Student Government
ASCCC	Academic Senate for the California Community Colleges
ASP	Academic Senate President
ASSIST	Articulation System to Stimulate Inter-institutional Student Transfer
ATAC	Administrative Technology Advisory Committee
ATD	Achieving the Dream
BAC	Budget Allocation Committee
BAM	Budgeting and Accounting Manual
BOG	Board of Governors
BOGFW	Board of Governors Fee Waiver
BP	Board Policy
BSI	Basic Skills Initiative
CAEL	Council for Adult and Experiential Learning
CACCRAO	California Association of Community College Registrars and Admissions Officers
CALPASS	California Partnership for Achieving Student Success
CALSACC	California Student Association of Community Colleges
CALWORKS	California Work Opportunity and Responsibility for Kids
CAR	Curriculum Action Report
CARE	Cooperative Agencies Resources for Education
CARL-S	California Academic and Research Libraries
CBO	Chief Business Officer
CCC	California Community Colleges
CCCAAAA	Community College Counselors/Advisors Academic Association for Athletics
CCCCO	California Community Colleges Chancellor's Office

CCCI	California Community College Independents
CCCCS	California Community College Classified Senate
CCCAA	California Community College Athletic Association
CCCSAT	California Community College Satellite Network
CCCCSSAA	California Community College Chief Student Services Administrators Association
CCCT	California Community College Trustees
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
COR	Course Outline of Record
CPEC	California Postsecondary Education Commission
CPR	Comprehensive Program Review
CSAC	California Student Aid Commission
CSLOs	Course Student Learning Outcomes
CSSO	Chief Student Services Officer
CSU	California State University
CTA	California Teachers Association
CTE	Career and Technical Education
CTC	Commission on Teacher Credentialing

CSEA	California State Employee Association
CVHEC	Central Valley Higher Education Consortium
DACA	Deferred Action for Childhood Arrival
DECC	District Educational Coordinating Council
DED	Data Element Dictionary
DLC	District Leadership Council
DOF	Department of Finance
DSP&S	Disabled Students Programs and Services
DTC	District Technology Council
DTEC	District Technology Executive Committee
EDD	Employment Development Department
ED>Net	Economic Development Network
EERA	Educational Employment Relations Act
EEO	Equal Employment Opportunity
EMP	Educational Master Plan
EOPS	Extended Opportunity Programs and Services
ERs	Eligibility Requirements
ERAF	Educational Revenue Augmentation Fund
ERIC	Educational Research Information Center
ESL	English as a Second Language
FAFSA	Free Application for Federal Student Aid
FAO	Financial Aid Officer (or Office)
FAQ	Frequently Asked Questions
FERPA	Family Educational Rights and Privacy Act
FMP	Facilities Master Plan
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
HR	Human Resources
HSEE	High School Exit Exam
HSI	Hispanic Serving Institution
ICS	Incident Command System
I-ECC	Industry Education Council of California
IEPI	Institutional Effectiveness Partnership Initiative
IGETC	Intersegmental General Education Transfer Curriculum
IESSC	Institutional Effectiveness Student Success Committee
IJE	Interjurisdictional Exchange
ILP	Independent Living Program
IMPAC	Intersegmental Major Preparation Articulated Curriculum
IPEDS	Integrated Postsecondary Educational Data System
IPP	Initial Project Proposal
ISER	Institutional Self Evaluation Report
ISLO	Institutional Student Learning Outcome
ISS	Institutional Set Standards
IT	Information Technology
ITAC	Instructional Technology Advisory Committee
KPI	Key Performance Indicator
LAN	Local Area Network
LAO	Legislative Analyst's Office
LNAS	Lemoore Naval Air Station
LTD	Long Term Disability
MALDEF	Mexican-American Legal Defense and Education Fund
MCHS	Middle College High School
MESA	Mathematics Engineering and Science Achievement
MIS	Management Information System
MOE	Maintenance of Effort
MOU	Memorandum of Understanding
MQs	Minimum Qualifications
NCLB	No Child Left Behind

NDC	North District Center, Firebaugh
NSF	National Science Foundation
OAC	Outcomes and Assessments Committee
OAL	Office of Administrative Law
OCR	Office of Civil Rights
OE	Office of Education
OER	Open Educational Resources
OEIRP	Office of Institutional Effectiveness, Research and Planning
OPEID	A code used to identify a college or university, especially for Financial Aid (used on the FAFSA application). WHCL's OPEID is 041113.
OSE	Office of the Secretary of Education
P-1	First Principal Apportionment of the 320 Report
P-2	Second Principal Apportionment of the 320 Report
PAR	Program and Accreditation Review Committee
PD	Professional Development
PDC	Professional Development Committee
PEC	President's Executive Cabinet
PERB	Public Employment Relations Board
PERS	Public Employees Retirement System
PGC	Planning and Governance Council
PLO	Program Learning Outcome
PLA	Prior Learning Assessment
PRC	Peer Review Committee
PSLO	Program Student Learning Outcome
QFE	Quality Focus Essay
RAM	Resource Allocation Model
RFA	Request for Applications
RFP	Request for Proposals
SAO	Service Area Outcome
SB	Senate Bill
SBE	State Board of Education
SCA	Senate Constitutional Amendment
SCANS	Secretary of Labor's Commission on Achieving Necessary Skills
SCFF	Student Centered Funding Formula
SCO	State Controller's Office
SCR	Senate Concurrent Resolution

SLO	Student Learning Outcomes
SLOC	Student Learning Outcomes Committee
SRTK	Student Right to Know
SSCCC	Student Senate for the California Community Colleges
SSM	State Scheduled Maintenance
SSSP	Student Success & Support Program
STD	Short Term Disability
STRS	State Teachers Retirement System
SWAAC	Statewide Association of Community Colleges
TAG	Transfer Admission Guarantee
TANF	Temporary Assistance to Needy Families
TBA	To Be Announced
TOEFL	Test of English as a Foreign Language
TQM	Total Quality Management
TRANS	Tax Revenue Anticipation Notes
TRDP	Teacher and Reading Development Partnership Program
TTIP	Telecommunications & Technology Infrastructure Program
VTEA	Vocational and Technical Education Act
WIA	Workforce Investment Act
WIB	Workforce Investment Board
WIT	Westside Institute of Technology
WFCH	Weekly Faculty Contact Hours
WHCC	West Hills College Coalinga
WHCCD	West Hills Community College District
WHCL	West Hills College Lemoore
WSCH	Weekly Student Contact Hours

Appendices/Resources

[Committee Year-End Report Form](#)

[Professional Development Report Form](#)