



## STRATEGIC PLANNING COUNCIL AGENDA

Date: January 18, 2011  
Starting Time: 2:00 p.m.  
Ending Time: 4:00 p.m.  
Place: MB-15

**CHAIR:** Deegan

**MEMBERS:** Barton, Brannick, Cater, Cerda, Claypool, Cuaron, Dowd, Furch, Halttunen, Hoffmann, Hogan-Egkan, Kelber, Kovrig, Laughlin, Lucero, Maunu, Shattuck, Sivert, Talmo, Titus, Tortarolo, Vernoy, Wick

**RECORDER:** Ashour

	Attachments	Time
<b>A. <u>MINUTES</u></b>		5 min
1. Approve Minutes of December 7, 2010		
<b>B. <u>ACTION ITEMS/SECOND READING</u></b>		45 min
1. Goal 1 Obj 1.1: Plans – 2022 Educational & Facilities Master Plan Update	On Website	
2. Tier 2 Requests for ½ of 1%		
<b>C. <u>ACTION ITEMS/FIRST READING</u></b>		15 min
1. Accreditation Follow-Up Report 2011 <u>DRAFT</u>	Exhibit C1	
<b>D. <u>ACCREDITATION RECOMMENDATIONS AND PROGRESS</u></b>		5 min
1. Accrediting Commission Actions and Policy Updates		
<b>E. <u>INTEGRATED PLANNING MODEL</u></b>		35 min
1. SPC Timeline Check-in		
2. Goal 4 Obj 4.3: Staffing Plan progress report		
<b>F. <u>INFORMATION/DISCUSSION</u></b>		5 min
1. Glossary	Exhibit F1	
<b>G. <u>REPORTS OF PLANNING COUNCILS</u></b>		5 min.
1. Finance & Administrative Services Planning Council – Bonnie Ann Dowd		
2. Human Resource Services Planning Council – John Tortarolo		
3. Instructional Planning Council – Berta Cuaron		
4. Student Services Planning Council – Mark Vernoy		
<b>H. <u>REPORT FROM PC3H COMMITTEE</u></b>		5 min
<b>I. <u>OTHER ITEMS</u></b>		



## STRATEGIC PLANNING COUNCIL MEETING MINUTES January 18, 2011

A regular meeting of the Palomar College Strategic Planning Council scheduled January 18, 2011, was held in MB-15. President Robert Deegan called the meeting to order at 2:00 p.m.

### **Roll Call**

Present: Barton, Brannick, Cater, Cerda, Cuaron, Claypool, Deegan, Dowd, French, Hogan-Egkan, Kelber, Kovrig, Lucero, Maunu, Shattuck, Sivert, Titus, Tortarolo, Vernoy, Wick  
Absent: Halttunen, Hoffmann, Laughlin, Talmo  
Recorder: Cheryl Ashour  
Guests: Monica Morris for Halttunen, Joan Decker, Brent Gowen, Glynda Knighten

Judy Cater announced that she is replacing Candi Francis and Katy French announced that she is replacing Marty Furch. President Deegan and Vice President Dowd gave an update on the status of the State budget and the implications for Palomar College.

### **A. MINUTES**

#### **1. Approve Minutes of December 7, 2010**

MSC (Brannick/Kovrig) to approve the Minutes of December 7, 2010 as submitted (Claypool abstained)

### **B. ACTION ITEMS/SECOND READING**

#### **1. Goal 1 Obj 1.1: Plans – 2022 Educational and Facilities Master Plan Update (EFMPU)**

This item was postponed until the January 25, 2011 meeting.

#### **2. Tier 2 Requests for ½ of 1% for Planning Priorities**

The phrase 1/2 of 1% for Planning Priorities was changed to Strategic Plan Priority Funding (SPPF). Michelle Barton reminded members that it was decided that the remaining \$84,000 of the SPPF funds will be used to fund Tier 2 Requests (PRPs). She recommended that the funds be split between IPC and SSPC for their PRP priorities. Vice President Tortarolo, representing HRSPC, and Vice President Dowd, representing FASPC, are in agreement. The split would be similar to how the College budget is split: 70% would go to IPC and 30% to SSPC. Discussion ensued. There is the possibility that the Foundation will donate \$75,000 for Tier 2 Requests. They will decide at future Foundation meeting. It was clarified that funding FY 2010-2011 for Tier 1 requests will be decided by SPC and funding for Tier 2 requests will be decided by the Planning Councils. However, this procedure may change in future years. The Planning Councils will report back to SPC on how the funds are spent. Members were in agreement that a stipulation be made that priority be given to projects that directly impact students.

MSC (Brannick/Tortarolo) to approve giving the remaining \$84,000 of the SPPF funds to IPC and SSPC to fund their PRPs FY 2011. The money will be split, with 70% going to IPC and 30% to SSPC, with the expectation that funds will go to PRPs that directly impact students. This will be listed as Request Number Nine on the SPPF spreadsheet.

### **C. ACTION ITEMS/FIRST READING**

#### **1. Accreditation Follow-Up Report 2011 DRAFT**

Vice President Cuaron distributed the draft Accreditation Follow-Up Report 2011. (**Exhibit C1**) She reviewed the document with members. She reminded everyone that there is only one recommendation addressed in this Report: Recommendation #2 – Integrated Planning, Evaluation, and Resource Allocation Decision-Making. She requested everyone's feedback. The draft report will return for second reading next week and for acceptance at the February 1 meeting. It will then go to the Governing Board as information at their February 8 meeting. The Governing Board will discuss the report at a workshop on February 22. It will be on the March 8 Governing Board agenda for approval and then submitted to ACCJC. Members asked what

evidence would be provided for each section of Recommendation #2. They were told it would consist mostly of links to meeting minutes.

**D. ACCREDITATION RECOMMENDATIONS AND PROGRESS**

**1. Accrediting Commission Actions and Policy Updates**

Vice President Cuaron will discuss recent Action taken by the Accrediting Commission at the January 25 SPC meeting.

**E. INTEGRATED PLANNING MODEL**

**1. SPC Timeline Check-In**

Michelle Barton reviewed agenda items scheduled for today and the following two meetings.

**2. Goal 4 Obj. 4.2: Staffing Plan Progress Report**

Vice President Tortarolo gave a progress report on Objective 4.2: Develop a staffing plan that identifies minimum and optimum staffing levels throughout the district. He stated that the Plan is comprised of two sets of documents. One is the plan document itself that describes the plan and process. The other set of documents is the actual planning data - information from each of the Planning Councils and the President's department. The two sets of documents will be integrated into one document. The Staffing Plan is on a six-year cycle but is updated annually. The Staffing Plan is in its 14<sup>th</sup> draft. They began with a bare-bones document and then went through a number of iterations and ended up with a 90-page document. The Plan is now being downsized into something concise and manageable. The Planning Councils have been working on the input data, and the actual planning recommendations. Organizational information will be provided, i.e., how many people are in their organizations, how they are configured. They will provide their prioritization and assumptions for their recommendations. The first set of documents from the Planning Councils is due to HRSPC today, and the second set is due around February 1. Integrating those into a single document will be a challenge, but the formats used by the Planning Councils were uniform, and the final Staffing Plan will look cohesive when completed. The Staffing Plan will come to SPC for a first reading at the February 15 meeting.

**F. INFORMATION/DISCUSSION**

**1. Glossary (Exhibit F1)**

Vice President Vernoy stated that Objective 3.1: Create a glossary of governance terms is completed. The first section consists of definitions of names and terms. The second section is comprised of acronyms. He asked that any corrections be sent to him by next week, at which time the Glossary will be posted on the Strategic Planning website. It will continue to be updated as necessary.

**G. REPORTS OF PLANNING COUNCILS**

**1. Finance & Administrative Services Planning Council**

Vice President Dowd distributed the Fiscal Services Budget Development Timetable for Fiscal Year 2011-2012. **(Exhibit G1)** The next FASPC meeting will be on February 10. At the last meeting, they evaluated their PRPs and SAOs, and had a first reading of the FAS Division's Staffing Plan. The Facilities Review Committee met on December 9 and approved the conversion of NS-310 and NS-312 into the STEM Resource Center and the conversion of A-13 into the ESL Tutoring Center.

**2. Human Resource Services Planning Council**

Vice President Tortarolo reported that HRSPC plans to work on the Staffing Plan and their SAO's at their next meeting.

**3. Instructional Planning Council**

Vice President Cuaron reported that IPC met on December 8. They identified their planning priorities and completed their first prioritized list of vacant positions. In spring, all of their PRP data will be updated. The data for the organizational chart was completed. IPC will review the data at their next meeting.

**4. Student Services Planning Council**

Vice President Vernoy reported that SSPC reviewed the PRPs from each of the Student Services departments at their last meeting. The departments were asked to prioritize their lists before the next SSPC meeting, at which time SSPC will review the priorities and make a Student Services Division priority list. The list of SSPC vacant and needed positions for the Staffing Plan is completed. If there is time at their next meeting, they will begin the process of prioritizing positions.

**H. REPORT FROM PC3H COMMITTEE**

Monika Brannick reported that they are still cleaning their new office in ST-72. They hope to have their grand opening within the next two weeks. They are in the process of becoming a member of the Campus Climate. The LGBT-Friendly Campus Climate assists campuses in learning ways to improve their LGBT campus life and shape the educational experience to be more inclusive, welcoming and respectful of LGBT and Ally people. Palomar College is the only community college member. PC3H plans to be involved in a number of events on campus, including the Diversity event. They plan to begin collaborating with other groups in the community.

**I. OTHER ITEMS**

Vice President Dowd stated that the actuarial who prepared the actuarial study for our unfunded retiree benefits will give a report to the Governing Board on February 8 at 5:00 p.m. He will also present the actuarial study to the campus in an open session at 2:00 p.m. that same day in the Governing Board Room. He will not make recommendations; it is up to the Governing Board to decide what to do.

Vice President Dowd announced that at the last Governing Board meeting, the external auditors presented the Governing Board with the Palomar College audit. The College received an unqualified audit, which is the highest audit a group can receive. There were no recommendations for the second year in a row, which is highly unusual.

Vice President Dowd reminded everyone that the MD building is open and thanked everyone who assisted in its design and implementation. It was a collective effort from the deans to faculty and staff. The opening was delayed because a decision to change the cabling was made when we learned that industry standards changed. The technology in the building will be relevant for over a decade. The delay impacted those who were moving into the building, but especially the Information Services Department. They spent the holiday installing the cabling and computers.

**J. ADJOURNMENT**

There be no other items, the meeting was adjourned at 3:50 p.m.



# **PALOMAR COMMUNITY COLLEGE DISTRICT**

## **ACCREDITATION FOLLOW-UP REPORT**



**PALOMAR COLLEGE**  
Learning for Success

*March 2011*

## Follow-Up Report 2011

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**DRAFT**

To SPC 01.18.11

### Submitted by

Palomar College  
1140 West Mission Road  
San Marcos, CA 92069  
[www.palomar.edu](http://www.palomar.edu)

### Submitted to

The Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

### Palomar Community College District

#### *Governing Board*

Nancy C. Chadwick, M.S.W, M.P.A.

Rose Marie Dishman, Ph.D.

Mark Evilsizer, M.A.

Darrell McMullen, M.B.A.

Paul McNamara, B.A.

#### *Superintendent/President*

Robert P. Deegan

March 15, 2011

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Palomar Community College District

Follow-Up Report 2011

March 15, 2011

Pending Governing Board approval, March 8, 2011

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## **Certification of the Follow-Up Report**

**To:** Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges  
10 Commercial Blvd., Suite 104  
Novato, CA 94949

**From:** Palomar Community College District  
1140 West Mission Road  
San Marcos, CA 92069

This Follow-Up Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community and that the Follow-Up Report reflects the status of the recommendation the college has been asked to address.

Mark Evilsizer  
President  
Palomar Community College District  
Governing Board

Berta Cuaron  
Accreditation Liaison Officer  
Asst. Supt./Vice President for  
Instruction

Robert P. Deegan  
Superintendent/President  
Palomar College

Monika Brannick  
President  
Faculty Senate

Brent Gowen, Ph.D.  
Co-Chair, Faculty  
Accreditation Follow-Up Report

Thomas Medel  
Co-Chair, Administrative Association  
Accreditation Follow-Up Report

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Palomar Community College District  
Follow-Up Report 2011  
March 15, 2011  
Pending Governing Board approval, March 8, 2011



## Statement on Report Preparation

This Follow-Up Report summarizes Palomar College's progress toward fulfilling Recommendation #2 made by the Accrediting Commission for Community and Junior Colleges (ACCJC) in the June 30, 2010, letter continuing the college on Warning status. Upon receiving this letter, Superintendent/President Robert Deegan wrote to the Palomar community to inform all members of the Commission's decision and to describe structures and processes the college had already implemented in addressing Recommendation #2. In addition, the President reaffirmed the college's commitment to fully realize the implementation of this recommendation. Throughout the remainder of Spring 2010 and continuing in Fall 2010, at forums and at council and committee meetings, President Deegan updated the Governing Board, faculty, administration, staff, and students on the college's progress, urging all to contribute their effort and expertise. By means of standing agenda items for the Governing Board and the Strategic Planning Council meetings, Accreditation Liaison Officer Berta Cuaron provided progress reports on accreditation.

This report reflects these college-wide endeavors. A list of the college's Planning Councils involved in satisfying Recommendation #2 is included in Appendix A (*Planning Councils*). Like the work it describes, the report is a product of collaboration. With input from the college's five planning councils, the four-section report was drafted and edited by Berta Cuaron, Accreditation Liaison Officer; Michelle Barton, Director of Institutional Research and Planning; Brent Gowen and Tom Medel, Co-Chairs of the Self-Study; and Glynda Knighten, Staff Assistant for Accreditation.

Drafts of the *Follow-Up Report 2011* were presented to the college community, the Strategic Planning Council, and the Governing Board for review and further contributions in January and February 2011. The Governing Board gave final approval in March 2011.

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Robert P. Deegan  
Superintendent/President  
Palomar College

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March 15, 2011  
Date

## **Timeline for *Follow-Up Report 2011***

December 2009

- Data Center Disaster Recovery Plan revised

February 2010

- *Integrated Planning Model (IPM)* and *Resource Allocation Model (RAM)* approved by SPC
- *Annual Planning, Resource Allocation, & Evaluation Timeline* approved by SPC
- *Strategic Plan 2013* adopted by Governing Board

March 2010

- *Follow-Up Report 2010* approved by Governing Board and submitted to ACCJC

April 2010

- Evaluation Site Visit by ACCJC representatives conducted
- “Action Plan Year One” of *Strategic Plan 2013* approved by SPC

May 2010

- Site Visit *Evaluation Report* received from team chair

June 2010

- ACCJC *Action Letter* received

September 2010

- FY2010-2011 Budget approved by Governing Board
- All-College Forum convened

October 2010

- *Follow-Up Report 2011* writing commenced

November 2010

- *Technology Plan 2016* accepted by SPC
- Strategic Planning Priority Funding requests submitted to SPC

December 2010

- Strategic Planning Priority Funding requests approved by SPC
- *Follow-Up Report 2011* Draft Outline presented to SPC
- *Educational & Facilities Master Plan 2022* presented to SPC

January 2011

- *Educational & Facilities Master Plan 2022* accepted by SPC
- *Follow-Up Report 2011* Draft presented to SPC

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Palomar Community College District

Follow-Up Report 2011

March 15, 2011

Pending Governing Board approval, March 8, 2011

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## Follow-Up Report 2011 Introduction

From March 9-12, 2009, an ACCJC evaluation team conducted a comprehensive evaluation site visit to Palomar College. The team offered a number of recommendations to help the college come into compliance with accreditation standards and improve processes and practices required by the standards. In June 2009, the Commission issued a Warning to the college. With this Warning, the Commission directed the college to prepare and submit a Follow-Up Report by March 15, 2010, and to show resolution on four recommendations.

In March 2010, the college submitted a Follow-Up Report to the Commission, describing the work it had done to fulfill the four recommendations. Evaluation team members returned to the college and met with college personnel on April 5, 2010.

In the *Exit Report* summarizing this visit, the evaluation team wrote,

During the visit team members were able to gain a comprehensive understanding of the actions taken and the evidence created by the college that validates the college's progress in implementing the Commission's [four] recommendations. The overall campus atmosphere was very positive with many members of the college commenting about the manner in which the college campus as a whole came together to complete whatever work was needed to implement the Commission's recommendations. [. . .] [T]he team members were very impressed with the quality and quantity of work completed by the college. It is our conclusion that the college did an outstanding job and put forward its very best efforts to implement the Commission's recommendations.

Subsequently, the Commission concluded that the college indeed had resolved three of the four recommendations it addressed in the Follow-Up Report and that it had partially implemented the remaining recommendation. The Commission acted to keep the college on Warning and directed the college to prepare and submit a second Follow-Up Report, this time describing only its resolution of the one remaining recommendation.

This second Follow-Up Report is organized along the lines of the evaluation team's *Exit Report* on the college's responses to the remaining recommendation. The evaluation team opened the report with "General Observations." Then the team discussed in detail each of the four sub-recommendations (2.1 – 2.4) in sections headed "Findings and Evidence" and "Conclusion." In this report, the team's conclusions are referred to in the "Summary" section under each sub-recommendation, and the description of the college's full implementation of the sub-recommendation is referred to in the "Resolution and Analysis" section. "Additional Plans" and "Evidence" follow.

## **Recommendation #2 – Integrated Planning, Evaluation, and Resource Allocation Decision-Making**

In order for the college to meet standards, ensure a broad-based, ongoing, systematic, and cyclical process that includes evaluation, planning, resource allocation, implementation, and re-evaluation, the team recommends the following plan development, implementation, evaluation, and improvement steps be taken. (I.A.4; I.B.2; I.B.3, .4; III.A.2; III.B.2.b; III.D.2; III.C.1.d)

### **Recommendation #2.1**

**Develop a comprehensive and an integrated long-range Strategic Plan, including measurable goals that can be used to influence resource allocation decisions on an annual basis. The Strategic Plan should incorporate the priorities established in all of the college's major plans to include its:**

- a. Technology Plan**
- b. Facilities Master Plan**
- c. Educational Master Plan, including the addition of the planned expansion of facilities to the northern and southern areas of the college's service areas**
- d. Human Resources Staffing Plan**

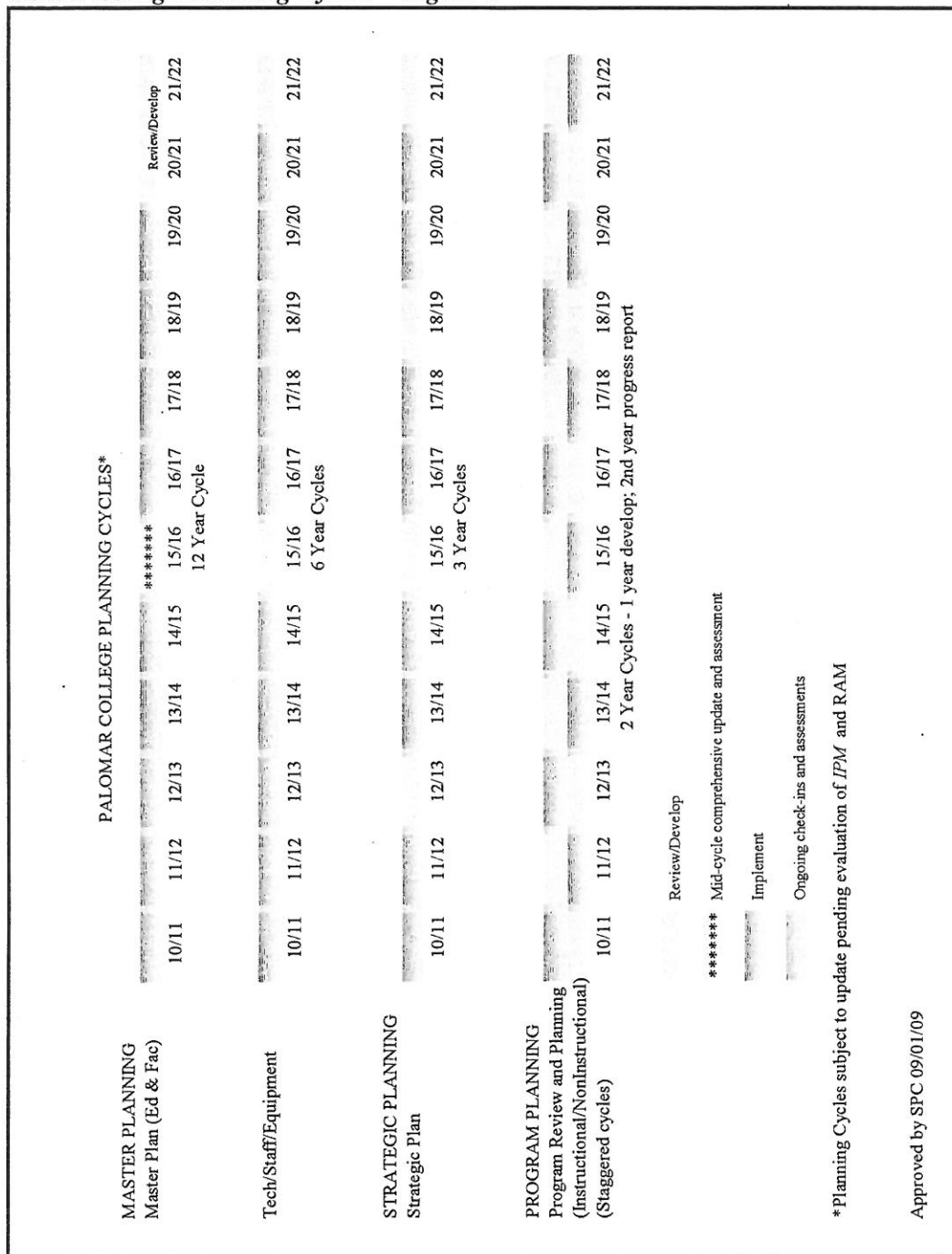
### **Summary**

Prior to the arrival of the April 2010 ACCJC evaluation team, the college's principle participatory governance group, the Strategic Planning Council (SPC), had established the college's *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)*. The *IPM* provides an ongoing, systematic, and cyclical process that integrates planning, evaluation, resource allocation, implementation, and re-evaluation. The *IPM* also provides for the coordination and concurrence of the college's long-, medium-, and short-range plans. See *Integrated Planning Model (IPM) – Figure 1*.

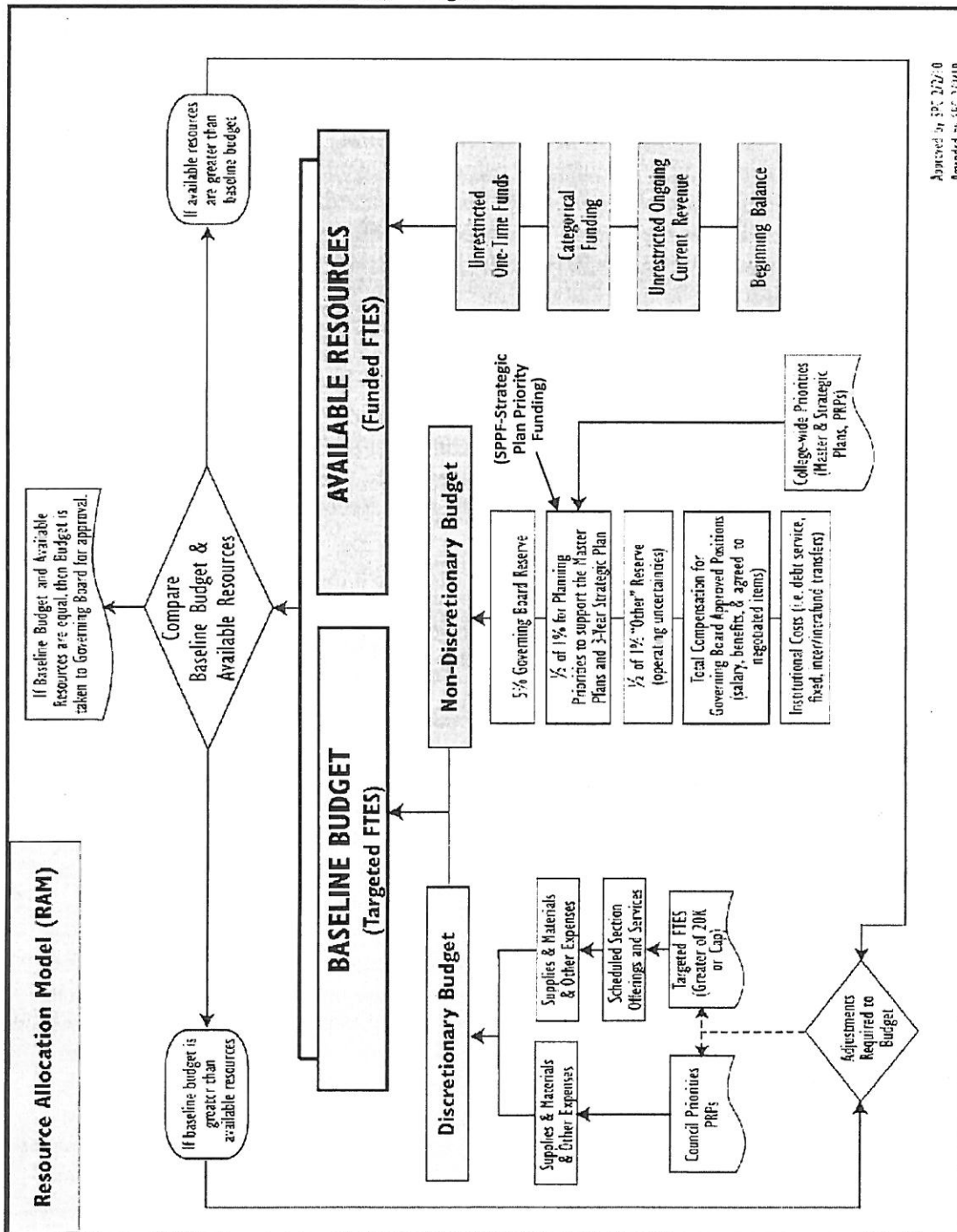
The college's long-range plans together comprise the Master Plans. These long-range plans are the *Educational Master Plan*, which drives the development of the *Facilities, Staffing, Technology, and Equipment Master Plans*. The *Educational* and the *Facilities Master Plans* are on twelve-year cycles, and the *Staffing, Technology, and Equipment Master Plans* are on six-year cycles. See *Palomar College Planning Cycles – Figure 2*.

*Continued on page 16*

Palomar College Planning Cycles – Figure 2



Resource Allocation Model (RAM) – Figure 3



SPC is actively monitoring the implementation of the *IPM* and the *RAM*. At each meeting, the Council addresses a standing agenda item titled *Integrated Planning Model*. As part of this agenda item, SPC discusses the *IPM* and *RAM* and regularly reviews progress on the “Year One Action Plan.” All progress is documented in the Council minutes and on the “Action Plan” form. Each completed “Action Plan” (i.e., Year One, Year Two, and Year Three) is used as part of SPC’s formative and summative evaluations of the college’s planning and resource allocation processes. The formative evaluation of Year One was in progress at the time this report went to print.

### **Additional Plans**

1. Ensure that planning structures, processes, and discussions of institutional effectiveness consistently center on the college’s commitment to improving student learning.

### **Evidence**

[Here we will provide a link to a chronology of activities, actions, and documents.]

## **Recommendation #2.2**

**Modify the budget development process in a manner that will place the college's strategic plan priorities at the center of its resource allocation decisions (III.D.1, 1.c).**

### **Summary**

With the implementation of the *Integrated Planning Model (IPM)* and *Resource Allocation Model (RAM)*, college-wide priorities identified in the Strategic Plan and the Planning Council priorities developed from the Program Review and Planning (PRP) documents are at the center of the college's resource allocation decisions. The Strategic Plan, Master Plans, and the PRPs directly influence the college's budget development and resource allocation processes.

The core of the *IPM* – *Figure 1* depicts the annual resource allocation process. The *RAM* – *Figure 3* ensures that general fund resource allocation decisions follow planning. The Strategic Planning Council (SPC) adopted these models in February 2010. The *RAM* designates Strategic Plan Priority Funding (SPPF) to support college-wide priorities identified in the Strategic Plan, the Program Review and Planning documents, and the Master Plans. PRP funding priorities are identified by the Planning Councils. SPC recognizes the need to clarify the distinction between college-wide priorities and Planning Council priorities in the allocation of Strategic Planning Priorities Funding.

The April 2010 evaluation team concluded,

Similar to Recommendation 2 part 1, the college created a process that uses the priorities of the Strategic Plan to influence resource allocation decisions. Since the process is established for use in allocating FY 2010/11 resources the team has to arrive at the conclusion that implementation of this recommendation will be complete once the budget has been developed using this process. This recommendation is expected to be fully implemented by fall 2010. At the time of the team's visit all but the actual distribution of resources using the process had occurred. Accordingly, this recommendation is partially implemented.

### **Resolution and Analysis**

With the adoption of the FY 2010-11 budget, the college has implemented the *Resource Allocation Model* which designates resources (SPPF) to directly address priorities in the Strategic Plan, Master Plans, and PRP documents. Implementation of the *RAM* institutionalizes a budget process that ensures planning precedes and influences resource allocation decisions.



**Overview of Annual Planning, Resource Allocation, and Evaluation Timeline – Figure 4**

Do (D)		Plan (P) and Review (R)	
Months	Month(s)	Activity	Assigned Responsibility
Adopt Current Year's Budget (Governing Board in September) Implement Current Year's Plans and Expend Budget	Aug – Oct	Identify initial budget assumptions and obligations for next year's budget (P)	VP FAS/SPC/BC
		Recommend budget formulas for next year's budget (P)	SPC/BC
		Complete PRPs which include review of previous year's progress, a plan for next year's budget, and prioritization of resource requests. (R/P)	Departments/Units/Programs
	Nov - Dec	Identify next year's Planning Councils' priorities (P)	Divisional Planning Councils
		Review next year's Planning Councils' priorities for alignment with Strategic and Master Plans (P)	SPC
	Jan – Apr	Adjust next year's budget assumptions and obligations based on previous year's P1 FTES base (P)	VP FAS/SPC/BC
		Develop next year's division budgets (P)	Divisions/Planning Councils
	May	Confirm alignment of proposed budget with Master and Strategic Plans (P)	SPC
		Evaluate progress on previous year's college-wide and Strategic Plan priorities (R)	SPC
		Identify college-wide planning priorities and Strategic Plan objectives for following years' budget (P)	SPC
	June – July	Approve tentative budget (P)	Governing Board
		Finalize college-wide planning priorities and Strategic Plan objectives for following year's budget (P)	SPC

FAS – Finance & Administrative Services	Divisional Planning Councils
SPC – Strategic Planning Council	Finance and Administrative Services
BC – Budget Committee	Human Resource Services
	Instructional Planning Council
	Student Services Planning Council

## **Recommendation #2.3**

**Develop mechanisms to regularly evaluate all of the college's planning and resource allocation processes as the basis for improvement (I.B.6; II.A.2.f; II.B.4; III.D.3; IV.A.5)**

### **Summary**

The evaluation team concluded,

Once the resources are allocated using the new IPM the college will then be able to evaluate how well the resource allocation process worked. Another year will be needed in order for a complete cycle to be available for revaluation. Accordingly, the team concludes that this recommendation is partially implemented.

Evaluation is a crucial component of the college's integrated planning and resource allocation processes. The college conducts two types of evaluation of the *IPM* and the *RAM*. Annually, the SPC completes a formative evaluation in order to strengthen and improve the implementation of the planning and resource allocation processes. (See #4 in *Integrated Planning Model – Figure 1*.) Upon the completion of a three-year Strategic Planning cycle, SPC completes a summative evaluation in order to examine the effectiveness and outcomes of the *IPM* and the *RAM*, especially as these results relate to improving student learning and success. Both types of evaluation are informed by comprehensive review.

### **Resolution and Analysis**

In November 2010, the Strategic Planning Council (SPC) established the college's evaluation approach, which includes annual formative and three-year summative evaluations. A summary of this approach is described as follows.

#### **Formative Evaluation**

SPC reviews the following types of information as part of its formative evaluation:

1. Progress reports on the current year's "Action Plan" and other plans identified in the *IPM*,
2. Progress reports from Planning Councils on their PRP processes and planning priorities,
3. Progress reports on Institutional Effectiveness Measures,
4. Analysis of resources allocated to fulfill the college's master and strategic planning priorities and the Planning Councils' priorities drawn from their PRPs, and
5. Description of the process used by SPC to implement the *IPM* and the *RAM*.

### **Additional Plans**

1. Refine the *IPM* diagram to clearly depict the college's summative evaluation component.

### **Evidence**

[Here we will provide a link to a chronology of activities, actions, and documents.]

## **Recommendation #2.4**

**Develop an updated Technology Plan to address such major concerns as disaster recovery, data security, and on-going equipment replacement (III.C; III.C.1.a, c, d; III.C.2; III.D; Previous Recommendation #5).**

### **Summary**

The evaluation team concluded,

The college has not updated the Technology Plan although it is scheduled for completion as a component of the Strategic Plan for FY 2010/11. The college now has a disaster recovery plan, a data security methodology or procedure and a plan to address the on-going equipment replacement needs. The team concludes that this recommendation is partially implemented.

The *Integrated Planning Model (IPM)* includes a Technology Master Plan that is on a six-year cycle. Finance and Administrative Services Planning Council reviews this plan annually and conducts a mid-cycle review with a report and recommendations to the Strategic Planning Council.

### **Resolution and Analysis**

In Spring 2010, Finance and Administrative Services Planning Council convened a Technology Master Plan Task Force to update the plan. The Strategic Planning Council accepted *Technology Master Plan 2016* on November 16, 2010.

### **Additional Plans**

None.

### **Evidence**

Finance and Administrative Services Planning Council Minutes, February 18, 2010  
*Technology Master Plan 2016*  
Strategic Planning Council Minutes, November 16, 2010

## Appendices

Appendix A –Planning Councils Participating in *Follow-Up Report 2011*

Appendix B – *Strategic Plan 2013*

Appendix C – *Palomar College Strategic Plan 2013 Action Plan – Year One*

Appendix D – Strategic Planning Priority Funding Allocations

## Appendix B – *Strategic Plan 2013*

### VISION – *Learning for Success*

#### MISSION

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to promoting the learning outcomes necessary for our students to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and changing world.

#### VALUES

Palomar College is dedicated to achieving student success and cultivating a love of learning. Through ongoing planning and self-evaluation, we strive to improve performances and outcomes. In creating the learning and cultural experiences that fulfill our mission and ensure the public's trust, we are guided by our core values of

- **Excellence** in teaching, learning, and service
- **Integrity** as the foundation for all we do
- **Access** to our programs and services
- **Equity** and the fair treatment of all in our policies and procedures
- **Diversity** in learning environments, philosophies, cultures, beliefs, and people
- **Inclusiveness** of individual and collective viewpoints in collegial decision-making processes
- **Mutual respect** and **trust** through transparency, civility, and open communications
- **Creativity** and **innovation** in engaging students, faculty, staff, and administrators
- **Physical presence** and **participation** in the community

**Goal 3:** Ensure that the college's shared governance structure operates effectively and that the processes for decision-making are clearly defined and participatory.

*Objective 3.1:* Create a glossary of governance terms.

*Objective 3.2:* Develop and implement an annual orientation program on college governance.

*Objective 3.3:* Create a centralized archive documenting institutional history: major planning council recommendations, precedent-setting decisions, and the evolution of shared governance structures.

*Objective 3.4:* Develop and implement a method for assessing the effectiveness of the shared governance process.

**Goal 4:** Recruit, hire, and support diverse faculty and staff to meet the needs of students.

*Objective 4.1:* Complete an EEO plan.

*Objective 4.2:* Develop a staffing plan that identifies minimum and optimum staffing levels throughout the district.

*Objective 4.3:* Evaluate the extent to which staffing plans and decisions reflect the needs expressed in the Council and College-wide priorities.

**Goal 5:** Ensure that existing and future facilities support learning, programs, and services.

*Objective 5.1:* Develop and implement a plan for opening the North Education Center.

*Objective 5.2:* Consider space for student engagement and interaction in the design of new and renovated buildings.

*Objective 5.3:* Identify and purchase a site for future development of another Education Center in accordance with the Master Plan.

**Goal 6:** Optimize the technological environment to provide effective programs and services throughout the district.

*Objective 6.1:* Update Technology Master Plan 2005 to address:

- Access
- Training
- Evaluation
- Disaster preparedness and data security
- Ongoing technology, maintenance and replacement

## **Appendix D – Strategic Plan Priority Funding (SPPF)**

To Be Inserted



# Palomar College and California Community Colleges

## Glossary of Commonly Used Names, Terms, and Acronyms

### Names and 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.** Those persons who are employed in positions for which the Board of Governors has established Minimum Qualifications. The term generally includes faculty (including librarians and counselors) and educational administrators. (And at Palomar College Child Development Teachers are considered Academic Employees.)

**Academic Review Committee.** Reporting to the Student Services Planning Council, the role of the Academic Review Committee is to act on petitions for exceptions to academic regulations and catalog policies.

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

**Accreditation.** The review of the quality of higher education institutions and programs by an association comprised of institutional representatives. The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) accredits California's community colleges.

**Accreditation Steering Committee.** Reporting to the Strategic Planning Council the Accreditation Steering Committee provides the overall planning, guidance, response, and preparation for the self-study, mid-term report, and other report requirements from ACCJC/WASC. The Committee is responsible for coordinating and organizing information, data, and resources in preparation for accreditation-related reports and site visits. The Committee makes recommendations on any issues related to accreditation throughout the six-year cycle. The Committee maintains currency with accreditation standards and procedures, including attending accreditation workshops. The Committee communicates and distributes information related to accreditation standards and procedures.

**Ad Hoc Committee.** A working group or sub-group created by a council or operational committee to address and make recommendations on a particular subject. The members need not be from a council or committee.

**Administrative Association (AA).** The Administration Association represents all management-level personnel including educational administrators and classified administrators in the meet-and-confer process with the District.

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

**Advisory Committee.** A group created to provide direction and/or input in compliance with state and federal regulations or other external mandates. Not part of the governance structure but may bring items to SPC as information only. Membership may be defined by state and federal regulations or external mandates and may be appointed by the appropriate constituent group(s).

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

**Annual Implementation Plan (AIP).** Annual review process for the goals and objectives as defined within a Strategic Plan time period.

**Apportionment.** Federal, state or local monies distributed to college districts or other governmental units according to certain formulas. For Palomar College, these are funds received for 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 that are comparable to, or acceptable in lieu of, specific course requirements at a “receiving” campus.

**Associated Student Government (ASG).** The Associated Student Government represents the students on student related matters. It consists of students from Palomar’s student body. The ASG focuses on issues that students have, represents the students of Palomar on and off campus, and researches and advocates for the students legislatively. They participate throughout the college by appointing representatives to shared governance committees.

**Bagley-Keene Act.** 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 formulas.

**Basic Skills.** Courses in reading, writing, computation, and English as a Second Language that prepare students for college-level work. Also called remedial or developmental courses.

**Basic Skills Committee/Title V, HSI Steering Committee.** Reporting to the Learning Outcomes Council the Basic Skills Committee/Title V, HSI Steering Committee, guided by the Learning Outcomes Council, will advance the Basic Skills Initiative and the Title V, HSI grant at Palomar College.

**Benefits Committee.** Reporting to the Human Resource Services Planning Council, comprised of membership from the Palomar Faculty Federation, the Administrative Association, the Confidential and Supervisory Team, CCE/AFT, and the President’s Cabinet, the Benefits Committee reviews current and future employee benefits and makes recommendations for additions and changes to employee and

retiree health and welfare benefits plans. It reviews benefits plan design changes in light of federal and state laws, as well as District planning and policy decisions. The Committee seeks input from employees and retirees for benefits needs, considers costs of benefits, and advises employee and retiree groups and the administration as necessary.

**Block Grant.** The provision of 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 110 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 (BOGW).** 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. Students who qualify for the BOGFW are also entitled to discounted parking fees and a waiver of any health services fees charged by a district.

**Bookstore Committee.** Reporting to the Finance and Administrative Services Planning Council the Bookstore Committee works as a liaison between students, faculty, staff, Business Services, and the bookstore vendor to assist in providing quality services from the vendor, and to make recommendations to the vendor for improvement/changes in services to students, faculty, and the college.

**Brown Act (The Ralph M. Brown Act).** The Ralph M. Brown Act (Gov. Code, § 549501 et seq., hereinafter "the Brown Act," or "the Act") governs meetings conducted by local legislative bodies, such as boards of supervisors, city councils and school district boards. The Act represents the Legislature's determination of how the balance should be struck between public access to meetings of multi-member public bodies on the one hand and the need for confidential candor, debate, and information gathering on the other.

**Budget Act.** The bill the Governor signs to become law is the Budget Act. Prior to the Budget Act, budget bills voted on in each house are usually referred to a conference committee to resolve differences that exist between the Senate and Assembly Budget Bills. A 2/3<sup>rd</sup>s vote in each house is required to pass the final budget package agreed to by the conference committee before it's submitted to the Governor for signature. June 15<sup>th</sup> is the Constitutional deadline for the Legislature to pass the Budget Bill (a deadline rarely met).

**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.

**Budget Committee (BC).** Reporting to the Strategic Planning Council the Budget Committee recommends the process for development of the guidelines for the preparation of the unrestricted and designated budgets.

**Budgeting and Accounting Manual (BAM).** The BAM has the authority of regulation in accordance with Title 5 Section 59011 of the California Code of Regulations (CCR), is distributed as part of the Board of Governors' responsibility to define, establish, and maintain the budgeting and accounting structure and

procedures for the California Community Colleges as defined in California Education Code (EC) Section 70901.

**California Articulation Number.** A course identification system that facilitates the identification of lower-division, transferable major preparation courses taught at one CCC or CSU campus, as comparable to similar courses taught at another.

**California Community College Chancellor's Office (CCCCO).** The CCCCCO is currently comprised of 72 districts, 109 campuses, 64 approved educational centers, and 20 separately reported district offices. These assets include 58.4 million gross square feet of space housed in 4,629 buildings atop more than 20,489 acres of land. Website: [www.cccco.edu](http://www.cccco.edu)

**Campus Police Committee.** Reporting to the Student Services Planning Council the Campus Police Committee is charged with providing input and recommendations on Campus Police Department services.

**Cap.** An enrollment limit beyond which districts do not receive funds for additional students.

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

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

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

**Categorical Programs/Categorical Funds.** Provided in the law and budget for specific uses. Examples of categorical programs are Deferred Maintenance, Part-time Faculty Office Hours, EOPS and DSP&S.

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

**CCC Confer.** A systemwide audio and e-conferencing system that allows communication and collaboration for all staff, faculty and administrators in the California Community College system via telephone and the Internet.

**CDS Code.** A series of numbers assigned to a California community college and utilized as a database to track, sort, and identify community college campuses.

**Census Week.** A week during each semester used to count enrollment for funding purposes.

**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.

**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 duty. Certification has been superseded by the designation of Minimum Qualifications for academic employees, except for Child Development Teachers and academic employees who hold qualifying certificates earned prior to July 1, 1990.

**Certificates of Completion or Achievement.** Granted by colleges to students for specific vocational and workforce training programs. Do not require general education or elective units.

**Certificates of Participation.** Used to finance the lease/purchase of capital projects. Essentially, they are the issuance of shares in the lease for a specified term.

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

**Classified Professional Growth Committee.** Reporting to the Vice President of Human Resource Services the Classified Professional Growth Committee reviews and approves the professional growth programs for classified employees and monitors the progress of classified employees enrolled in professional growth programs. The Committee recommends changes and additions to the requirements and structure of the program.

**Classified Staff.** Employees of a district not in academic positions, including secretarial staff, computer and program technicians, instructional aides, accountants and maintenance personnel.

**Common Course Numbering.** A numbering system to identify comparable courses at multiple institutions. The CAN numbering system has been adopted by the California Community Colleges as its official common course numbering system.

**Community Service (Extension Courses).** One of the missions of the community colleges; the Ed 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.

**Comparable Colleges.** Several years ago, Palomar College established a list of comparable colleges that would be used for comparison purposes for items involving budgets, salaries, and other issues. This comparable colleges' list was originally compiled based upon a statewide study conducted and identified as the *Gooder Report*. In the past Palomar College referred to comparable colleges as the "Gooder Colleges"; presently, the colleges are merely referred to as the "comparable colleges."

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

**Conference Committee.** A legislative committee that settles differences between Assembly and Senate versions of bills, or House and Senate bills in the federal arena.

**Confidential and Supervisory Team (CAST).** The Confidential and Supervisory Team is comprised of all confidential and supervisory employees at Palomar College and represents all team members in the meet-and-confer process with the District.

**Consultation.** The mechanism for systemwide 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.

**Continuation funds.** This term is used to distinguish between the expenditure for items that recur on an annual basis as compared to items that are strictly a one-time outlay of funds. Items that are identified as one-time outlay of funds can be used from identified ending balance funds and do not need to be limited to continuation funds. However, items that require an on-going commitment of funds cannot be paid for with ending fund balance unless continuation funds in subsequent budget years have been identified prior to making the expenditure. (Note: See One-time funds.)

**Cooperative Agencies Resources for Education.** 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 that meets on a regular basis. The charge of a council entails college-wide issues and reports directly to the Strategic Planning Council (SPC).

**Council of Classified Employees (CCE/AFT).** Palomar College classified employee representative union and is the exclusive representative of the classified employee bargaining unit.

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

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

**Deficit Financing.** This term is used in different ways but for Palomar purposes it is defined as a budget that projects expenditures that exceed the revenue. This type of projection assumes the reserves will

be reduced. The Palomar College budget for FY2005-06 will probably reflect deficit financing. However it is hoped that savings, especially through unanticipated vacancies, will reduce and perhaps eliminate any projected deficit.

**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. Also called basic skills or remedial education.

**Disabled Students Programs and Services.** A state-funded categorical program that provides funds for the additional costs related to supporting students with disabilities in community colleges.

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

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

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

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

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

**Early College High School.** A program, funded by a \$9 million grant from the Gates Foundation to the Foundation for California Community Colleges to support the creation of small high schools that provide students the opportunity to finish 4 years of high school and the equivalent of 2 years of college during a 4-5 year period.

**Economic and Workforce Development Program.** A California Community College program that supports regional centers and systemwide 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.** Regulates collective bargaining for K-12 and community college districts. Also called the Rodda Act.

**Educational Research Information Center.** 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 in California. 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 Ed. Code section 76300 per credit unit of enrollment. The enrollment fee for 2003-04 is \$18 per unit.

**Enrollment Management.** The term used to describe processes related to setting priorities for 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.

**Evaluation Appeals Committee (EAC).** According to Article 17 of the Faculty Contract, the EAC considers Tenure or Rehire appeals. The primary role of the EAC is to review the appeal with all appropriate documents and to make a recommendation to the Superintendent/President to uphold or not uphold the recommendation of the TEC.

**Expenditures.** Amounts actually dispersed for the expenses associated with operations of a fund. (Note: Accounts kept on an accrual basis include all charges whether paid or not. Accounts kept on a cash basis include only actual cash disbursements.)

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

**Facilities Review Committee (FRC).** Reporting to the Finance & Administrative Services Planning Council the Facilities Review Committee generates the 20-Year Facilities Master Plan and keeps the plan current. It develops policy and plans to increase the quality and effective use of College facilities.

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

**Faculty Senate.** The Faculty Senate represents the faculty to the Governing Board on academic and professional matters. The Governing Board has agreed to rely primarily on the Faculty Senate regarding academic and professional matters.

**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.

**Finance & Administrative Services Planning Council (FASPC).** Reporting to the Strategic Planning Council, the Finance & Administrative Services Planning Council (FASPC) annually reviews proposed budgets for all Finance & Administrative Services (F&AS) departments, ensuring alignment with the mission, goals, and objectives of the District's existing Strategic and Master Plans.



**Financial Aid Appeals Committee.** Reporting to the Student Services Planning Council the Financial Aid Appeals Committee advises and makes recommendations to the Director of Financial Aid, Veterans' and Scholarship Services on matters related to the application of policy, procedures, and practices relative to the administration of federal, state, and institutional student financial aid programs. The Committee also reviews and makes recommendation to the Director of Enrollment Services on written appeals from students regarding financial aid status.

**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.

**Flexible Calendar.** Colleges may designate up to 10 instructional days per year for professional development. "Flex" activities are designed for faculty and staff development.

**Food Services Subcommittee.** Reporting to the Finance & Administrative Services Planning Council the Food Services Subcommittee works as a liaison between students, faculty, staff, Business Services, and the food services vendor to assist in providing quality services from the vendor, and to make recommendations to the vendor for improvement/changes in services to students, faculty, and the college.

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

**Fund for Instructional Improvement.** A competitive grant program administered by the system office that focuses on innovative curriculum and faculty and staff development projects. The program is not currently funded.

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

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

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

**General Fund:** The fund used to account for the ordinary operations of the district. It is available for any legally authorized purpose not specified for payment by other funds (Fund 11).

**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).** An 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. Prop M is an example of a General Obligation Bond.

**Gooder Colleges.** Several years ago, Palomar College established a list of comparable colleges that would be used for comparison purposes for items involving budgets, salaries, and other issues. This comparable colleges' list was originally compiled based upon a statewide study conducted and identified as the *Gooder Report*. In the past Palomar College referred to comparable colleges as the "Gooder Colleges"; presently, the colleges are merely referred to as the "comparable colleges."

**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.

**Government Affairs Committee.** Reporting to the Superintendent/President the Government Affairs Committee develops recommendations for an annual District advocacy agenda for local, state, and federal issues.

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

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

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

**Headcount Enrollment.** The actual number of students enrolled.

**Hispanic Association of Colleges and Universities (HACU):** HACU represents nearly 450 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, Spain and Portugal.

**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; and (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.

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

**Human Resource Services Planning Council (HRSPC).** Reporting to the Strategic Planning Council the HRSPC is responsible for developing recommendations for the strategic plans of Human Resource Services.

**Independent Citizens Oversight Committee (ICOC):** Required under GO39 regulations, the ICOC is composed of local citizens that monitor the expenditure of funds acquired after the passage of Prop M.

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

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

**Instructional Services.** Services that support the teaching-learning process, such as libraries and media centers.

**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.** 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.

**Learning Outcomes Council (LOC).** Reporting to the Faculty Senate the Learning Outcomes Council, as the core working group, facilitates the development of a college-wide discussion of the assessment of learning at Palomar College and will support departments and work areas as they develop their specific approaches to learning outcomes assessment cycles, consistent with the Principles of Assessment.

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

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

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

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

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

**Matriculation.** A state-funded categorical program and campus process that includes admission, orientation, assessment, counseling, follow-up, and evaluative services to help students define and attain their educational goals.

**Matriculation and Transfer Committee.** Reporting to the Student Services Planning Council the Matriculation and Transfer Committee reviews and supports the activity of the Matriculation and Transfer programs.

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

**Middle College High School.** Collaborative high school/community college programs that enable high potential, "at-risk" students to complete their high school education while concurrently receiving direct access to college courses and services.

**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.

**North County Higher Education Alliance (NCHEA).** NCHEA is a tri-campus committee that is dedicated to improving educational opportunities for North County citizens and to promoting working relationships among California State University, San Marcos; Mira Costa College; and Palomar College.

**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. Also referred to as Vocational Education.

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

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

**One-time funds.** Unspent funds that remain after a fiscal year has ended are generally referred to as one-time funds. These are funds that would not be replicated or replenished in subsequent years.

**Operational Committee.** A standing committee of constituency representatives intended to consider all matters pertaining to procedural issues as defined by its role. An operational committee is part of the governance structure.

**Overload.** Refers to classes taught by faculty that are over the standard full-time faculty workload and compensated as such.

**Palomar College Committee to Combat Hate (PC<sup>3</sup>H).** Reporting to the Strategic Planning Council the Palomar College Committee to Combat Hate celebrates differences and advocates the civil rights and safety of all members of our community.

**Palomar Faculty Federation (PFF).** Palomar College Faculty Union (CFT/AFT) and is the exclusive representative of the Faculty bargaining unit.

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

**Partnership for Excellence.** A program wherein the system received additional state funds in return for a commitment to improve student outcomes in six areas.

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

**Peer Review Committee (PRC).** A committee convened for the evaluation of each permanent faculty member at least once in every three years.

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

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

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

**Positive Attendance.** Alternative to census week counts, positive attendance counts the actual number of persons present in class each day.

**Professional Development (PD).** Professional Development allows faculty members to continually extend their professional competence by keeping current in their fields, by increasing their workplace effectiveness (e.g. enhancing teaching or counseling skills) and by contributing to the organizational dynamics 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 standards in five areas: instruction, instructional services and libraries, student services, maintenance and operations, and institutional support.

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

**Prop M.** A \$694,000,000 Proposition 39 General Obligation Bond passed by the voters of the Palomar Community College District.

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

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

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

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

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

**Recalculation (“Recalc”).** Final Principal Apportionment (usually completed in January/February of each year).

**Registration Committee.** Reporting to the Student Services Planning Council the Registration Committee serves primarily to review, examine, and make recommendations concerning the registration process and plan for system improvement.

**Request for Applications.** Used by the Chancellor’s Office to solicit applications for grants.

**Request for Proposal.** 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 collective bargaining for K-12 schools and community colleges. Also called the EERA.

**RP Group.** Research and Planning Group for California Community Colleges; the professional association for community college institutional researchers.

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

**Scheduled Maintenance.** Major repairs of buildings and equipment. Matching state funds are available to districts to establish a scheduled maintenance program as approved in the State’s Annual Budget Act.

**Scholarship Committee.** Reporting to the Student Services Planning Council the Scholarship Committee reviews applications for Palomar College scholarships, recommends the selection of award recipients, and assists the Director of Financial Aid and Scholarships in recommending policies relative to the administration of the scholarship program.

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

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

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

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

**Small College Factor.** A factor in funding formulas that recognizes the disproportionately higher per-student costs of operation for small colleges.

**Special Admits.** High school students who are able to attend community colleges for advanced scholastic course work with parental and principal permission.

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

**Standing Orders.** Directives from the Board of Governors that focus on aspects of systemwide 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.

**Strategic Planning Council (SPC).** The Strategic Planning Council, representing all constituent groups of Palomar College, in the development of the strategic plan, and governance policies, and communicates with the respective groups. The strategic planning process guides budget priorities. Recommendations made by the Strategic Planning Council will reflect the values and support the mission of the College and be in the best interest of improving student success and serving the community.

**Student Equity Committee.** Reporting to the Assistant Superintendent/Vice President of Student Services the Student Equity Committee prepares and makes recommendations concerning the Student Equity Plan, monitors the District's progress toward meeting its student equity goals, and keeps the District's Student Equity Plan up to date.

**Student Senate.** An organization that provides policy input to the Consultation Council on behalf of community college students.

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



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

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

**Task Force.** A constituency-represented group specifically convened by and reporting to SPC or to the Superintendent/President to address a special college-wide subject/issue and meets until the subject/issue is resolved.

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

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

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

**Team Life Committee.** Reporting to the Human Resource Services Planning Council the Team Life Committee Provides opportunities for achieving mind, body, social, and spiritual wellness in order to cultivate positive change in a supportive campus community environment.

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

**Tentative Budget.** Each district is legislatively required to adopt a "tentative" fiscal year budget by June 15<sup>th</sup>.

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

**Tenure and Evaluations Review Board (TERB).** According to Article 17 of the Faculty Contract, the TERB "shall oversee and make recommendations regarding the development and use of evaluation forms, oversee and make recommendations regarding the evaluations of faculty members, hear and consider matters of concern brought to it by faculty members and the District regarding the faculty evaluations process and/or procedures, and perform other duties which specifically are delegated to it by this Article."

**Tenure Evaluation Committee (TEC).** A committee established for the evaluation of each probationary (contract) faculty member.

**Tidal Wave II.** Refers to the large number of students graduating from high school and projected to enter college between 1995 and 2005.

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

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

**Transfer Admission Agreement.** 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. A student who was enrolled full-time in the fall and spring terms and a student who took a single .5 unit course are each counted once.

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

**Weekly Student Contact Hours (WSCH).** A measure of the hours that credit students are in classes, 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. 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 or in off-campus placements made by the college.

### Commonly Used Acronyms

<b>AA</b>	Administrative Association
<b>AACC</b>	American Association of Community Colleges
<b>AAO</b>	Affirmative Action Officer
<b>AAWCC</b>	American Association of Women in Community Colleges
<b>AB</b>	Assembly Bill
<b>ACA</b>	Assembly Constitutional Amendment
<b>ACBO</b>	Association of Chief Business Officers
<b>ACCCA</b>	Association of California Community College Administrators
<b>ACCE</b>	Association of Community and Continuing Education
<b>ACCJC</b>	Accrediting Commission for Community and Junior Colleges
<b>ACCT</b>	Association of Community College Trustees
<b>ACCTLA</b>	Association of California College Tutoring and Learning Assistance
<b>ACHRO</b>	Association of Chief Human Resources Officers
<b>ACR</b>	Assembly Concurrent Resolution
<b>ACT</b>	American College Testing
<b>ADA</b>	Americans with Disabilities Act
<b>AFT</b>	American Federation of Teachers
<b>AG</b>	Attorney General
<b>AIA</b>	Association of Instructional Administrators
<b>AICCU</b>	Association of Independent California Colleges and Universities
<b>AIP</b>	Annual Implementation Plan

<b>APAHE</b>	Asian Pacific Americans in Higher Education
<b>API</b>	Academic Performance Index
<b>AS</b>	Associated Students
<b>ASACC</b>	American Student Association of Community Colleges
<b>ASB</b>	Associated Student Body
<b>ASBGP</b>	Associated Student Body Government Presidents
<b>ASCCC</b>	Academic Senate for the California Community Colleges
<b>ASG</b>	Associated Student Government
<b>ASP</b>	Academic Senate President
<b>ASSIST</b>	Articulation System to Stimulate Inter-institutional Student Transfer
<b>BAM</b>	Budgeting and Accounting Manual
<b>BC</b>	Budget Committee
<b>BCP</b>	Budget Change Proposal
<b>BFAP</b>	Board Financial Assistance Program
<b>BOG</b>	Board of Governors
<b>BOGW</b>	Board of Governors fee Waiver
<b>BPPVE</b>	Bureau for Private Postsecondary and Vocational Education
<b>CACCRAO</b>	California Association of Community College Registrars and Admissions Officers
<b>CACT</b>	Centers for Applied Competitive Technologies
<b>CALPASS</b>	California Partnership for Achieving Student Success
<b>CALSACC</b>	California Student Association of Community Colleges
<b>CALWORKS</b>	California Work Opportunity and Responsibility for Kids
<b>CAN</b>	California Articulation Numbering

<b>CARE</b>	Cooperative Agencies Resources for Education
<b>CARL-S</b>	California Academic and Research Libraries
<b>CAST</b>	Confidential and Supervisory Team
<b>CBO</b>	Chief Business Officer
<b>CCC</b>	California Community Colleges
<b>CCCAAAA</b>	Community College Counselors/Advisors Academic Association for Athletics
<b>CCCCO</b>	California Community Colleges Chancellor's Office
<b>CCCI</b>	California Community College Independents
<b>CCCCS</b>	California Community College Classified Senate
<b>CCCAA</b>	California Community College Athletic Association
<b>CCCSAT</b>	California Community College Satellite Network
<b>CCCCSSAA</b>	California Community College Chief Student Services Administrators Association
<b>CCCT</b>	California Community College Trustees
<b>CCD</b>	Community College District
<b>CCE/AFT</b>	Council of Classified Employees/American Federation of Teachers
<b>CCIA</b>	Community College Internal Auditors
<b>CCLC</b>	Community College League of California
<b>CCLDI</b>	Community College Leadership Development Institute
<b>CCPRO</b>	Community College Public Relations Organization
<b>CDE</b>	California Department of Education
<b>CDS</b>	California Directory of Schools
<b>CENIC</b>	Corporation for Education Network Initiatives in California
<b>CEO</b>	Chief Executive Officer

<b>CEOCCC</b>	Chief Executive Officers of the California Community Colleges
<b>CFIER</b>	California Foundation for Improvement to Employer-Employee Relations
<b>CFT</b>	California Federation of Teachers
<b>CHRO</b>	Chief Human Resources Officer
<b>CIO</b>	Chief Instructional Officer
<b>CIOCCC</b>	Chief Instructional Officers of the California Community Colleges
<b>CISO</b>	Chief Information Systems Officer
<b>CISOA</b>	Chief Information Systems Officers Association
<b>COFHE</b>	Capital Outlay Fund for Higher Education
<b>COFO</b>	Council of Faculty Organizations
<b>COLA</b>	Cost-of-Living Adjustment
<b>CPEC</b>	California Postsecondary Education Commission
<b>CPR</b>	California Performance Review
<b>CSAC</b>	California Student Aid Commission
<b>CSEA</b>	California State Employees Association or California School Employees Association
<b>CSSO</b>	Chief Student Services Officer
<b>CSU</b>	California State University
<b>CTA</b>	California Teachers Association
<b>CTC</b>	Commission on Teacher Credentialing
<b>DED</b>	Data Element Dictionary
<b>DETAC</b>	Distance Education Technical Advisory Committee
<b>DOF</b>	Department of Finance
<b>DSP&amp;S</b>	Disabled Students Programs and Services

<b>EAC</b>	Evaluation Appeals Committee
<b>EAP</b>	Early Acceptance Program or Early Assessment Program
<b>ECHS</b>	Early College High School
<b>EDD</b>	Employment Development Department
<b>ED&gt;Net</b>	Economic Development Network
<b>EDPAC</b>	Economic and Workforce Development Program Advisory Committee
<b>EERA</b>	Educational Employment Relations Act
<b>EOPS</b>	Extended Opportunity Programs and Services
<b>ERAF</b>	Educational Revenue Augmentation Fund
<b>ERIC</b>	Educational Research Information Center
<b>ESL</b>	English as a Second Language
<b>FACCC</b>	Faculty Association for California Community Colleges
<b>FAFSA</b>	Free Application for Federal Student Aid
<b>FAO</b>	Financial Aid Officer (or Office)
<b>FAQ</b>	Frequently Asked Questions
<b>FASPC</b>	Facilities & Administrative Services Planning Council
<b>FERPA</b>	Family Educational Rights and Privacy Act
<b>FII</b>	Fund for Instructional Improvement
<b>FIPSE</b>	Fund for Improvement of Postsecondary Education
<b>FRC</b>	Facilities Review Committee
<b>FSA</b>	Faculty Service Area
<b>FSS</b>	Fund for Student Success
<b>FTE</b>	Full-time Equivalent

<b>FTEF</b>	Full-time Equivalent Faculty
<b>FTES</b>	Full-time Equivalent Students
<b>FY</b>	Fiscal Year
<b>GAAP</b>	Generally Accepted Accounting Principles
<b>GAAS</b>	Generally Accepted Accounting Standards
<b>GASB</b>	Governmental Accounting Standards Board
<b>GCEPD</b>	Governor's Committee on Employment of People with Disabilities
<b>GE</b>	General Education
<b>GED</b>	General Equivalency Diploma
<b>GO39</b>	General Obligation Bond, Proposition 39
<b>GRAD</b>	Goal, Responsibility, Attitude, Determination
<b>GSL</b>	Guaranteed Student Loan
<b>HACU</b>	Hispanic Association of Colleges and Universities
<b>HBCUs</b>	Historically Black Colleges and Universities
<b>HRSPC</b>	Human Resources Planning Council
<b>HSEE</b>	High School Exit Exam
<b>HSI</b>	Hispanic Serving Institution
<b>ICAS</b>	Intersegmental Committee of Academic Senates
<b>IDRC</b>	Industry-Driven Regional Collaborative
<b>I-ECC</b>	Industry Education Council of California
<b>IGETC</b>	Intersegmental General Education Transfer Curriculum
<b>IJE</b>	Interjurisdictional Exchange
<b>ILP</b>	Independent Living Program



<b>IMPAC</b>	Intersegmental Major Preparation Articulated Curriculum
<b>IPC</b>	Instructional Planning Council
<b>IPEDS</b>	Integrated Postsecondary Educational Data System
<b>IPM</b>	Integrated Planning, Evaluation and Resource Allocation Decision-Making Model
<b>IT</b>	Information Technology
<b>ITV</b>	Instructional Television
<b>JPA</b>	Joint Powers Authority
<b>LAN</b>	Local Area Network
<b>LAO</b>	Legislative Analyst's Office
<b>LEP</b>	Limited English Proficiency
<b>LOC</b>	Learning Outcomes Council
<b>MALDEF</b>	Mexican-American Legal Defense and Education Fund
<b>MCHS</b>	Middle College High School
<b>MESA</b>	Mathematics Engineering and Science Achievement
<b>MIS</b>	Management Information System
<b>MP2022</b>	Palomar Community College District Master Plan 2022
<b>MOE</b>	Maintenance of Effort
<b>MOU</b>	Memorandum of Understanding
<b>MQs</b>	Minimum Qualifications
<b>NCHEA</b>	North County Higher Education Alliance
<b>NCLB</b>	No Child Left Behind
<b>NSF</b>	National Science Foundation
<b>OAL</b>	Office of Administrative Law

<b>OCR</b>	Office of Civil Rights
<b>OE</b>	Office of Education
<b>OSE</b>	Office of the Secretary of Education
<b>P-1</b>	First Principal Apportionment
<b>P-2</b>	Second Principal Apportionment
<b>PD</b>	Professional Development
<b>PCCD</b>	Palomar Community College District
<b>PC<sup>3</sup>H</b>	Palomar College Committee to Combat Hate
<b>PERB</b>	Public Employment Relations Board
<b>PERS</b>	Public Employees Retirement System
<b>PFE</b>	Partnership for Excellence
<b>PFF</b>	Palomar Faculty Federation
<b>PIO</b>	Public Information Officer
<b>PRC</b>	Peer Review Committee
<b>Q &amp; A</b>	Questions and Answers
<b>RAM</b>	Resource Allocation Model
<b>RFA</b>	Request for Applications
<b>RFP</b>	Request for Proposals
<b>SB</b>	Senate Bill
<b>SBE</b>	State Board of Education
<b>SBGP</b>	Student Body Government President
<b>SCA</b>	Senate Constitutional Amendment
<b>SCANS</b>	Secretary of Labor's Commission on Achieving Necessary Skills

<b>SCO</b>	State Controller's Office
<b>SCR</b>	Senate Concurrent Resolution
<b>SEIU</b>	Service Employees International Union
<b>SNRC</b>	Student Neighborhood Relations Commission
<b>SPC</b>	Strategic Planning Council
<b>SRTK</b>	Student Right to Know
<b>SSCCC</b>	Student Senate for the California Community Colleges
<b>SSM</b>	State Scheduled Maintenance
<b>SSPC</b>	Student Services Planning Council
<b>STRS</b>	State Teachers Retirement System
<b>STW</b>	School to Work
<b>TANF</b>	Temporary Assistance to Needy Families
<b>TBA</b>	To Be Announced
<b>TEC</b>	Tenure Evaluation Commiee
<b>TERB</b>	Tenure and Evaluations Review Board
<b>TMI</b>	Technology Mediated Instruction
<b>TOEFL</b>	Test of English as a Foreign Language
<b>TQM</b>	Total Quality Management
<b>TRANS</b>	Tax Revenue Anticipation Notes
<b>TRDP</b>	Teacher and Reading Development Partnership Program
<b>TTAC</b>	Technology Technical Advisory Committee
<b>TTIP</b>	Telecommunications & Technology Infrastructure Program
<b>UC</b>	University of California

<b>UCOP</b>	University of California, Office of the President
<b>VTEA</b>	Vocational and Technical Education Act
<b>WIA</b>	Workforce Investment Act
<b>WSCH</b>	Weekly Student Contact Hours
<b>WWW</b>	World Wide Web

DRAFT