



# **Commonly Used Terms**

*IN CALIFORNIA COMMUNITY  
COLLEGE ADMINISTRATION*

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Community College  
League of California

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## 75/25 RATIO

The goal established by AB 1725 for the ratio of full-time faculty to part-time faculty.

## 10+1 (THE 11 RESPONSIBILITIES)

Ed Code Section 70902 (b) (7) provides that the Academic Senate of a college has primary responsibility for “academic and professional matters.” Title 5 Section 53200 (c ) describes the ten areas of responsibility with the addition of one more (+1). The +1 provides for the Academic Senate and the governing board to mutually agree upon other academic and professional matters for consideration.

10 + 1 defined:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate

## A.A./A.S. DEGREES

A.A. - An Associate Degree may be obtained by the completion of all required courses for a major (18 units or more) with grades of “C” or better in each course, fulfill general education requirements, satisfy competencies, and sufficient electives to meet a minimum total of 60 units with a grade point average of 2.0 (“C” average).

A.S. - An Associate in Science degree may be met by completing an approved California Community College Certificate Program of 24 semester units or more, and as specified in the General Education Requirements.



## AB 1725

Shared governance is a process created by the California state legislature that guarantees faculty input in the decision-making process of community colleges. The purpose of the law, AB 1725, was to provide a mechanism to insure that the expertise of the faculty would be used in developing college policies. Although the phrase “shared governance” is not found in the legislation, it has become the commonly used description of the process that provides for faculty input.

## AB 705

The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.

## ACADEMIC CALENDAR YEAR

Begins on July 1 of each calendar year and ends on June 30 of the following calendar year. There are two primary terms requiring instruction for 175 days. A day is measured by being at least 3 hours between 7:00 AM to 11:00 PM.

Basis/Rationale:  $175 \text{ days} \div 5 \text{ days per week} = 35 \text{ weeks} \div 2 \text{ primary terms} = 17.5 \text{ week semester}$ .

$175 \text{ days} \times 3 \text{ hours} = 525 \text{ hours}$ , which equals one (1) full-time equivalent student.

Notes: Community colleges in California are required by code to provide instruction 175 days in an academic calendar year (excluding summer sessions).

## ACADEMIC SENATE (ASCCC)

The statewide organization represents, by law, the faculty on matters of educational policy. Local academic senates also have legal rights and responsibilities related to local district decision-making.

## ACCREDITATION TERMS

**Show Cause** – when the Commission finds an institution to be in substantial non-compliance with its Eligibility Requirements, Accreditation Standards, or Commission policies or when the institution has not responded to the conditions imposed by the Commission. The institution must demonstrate why its accreditation should be continued within a stated period of time.

**Warning** – when the Commission finds that an institution has pursued a course deviating from the Commission’s Eligibility Requirements, Accreditation Standards or Commission policies to an extent that gives concern to the commission, it may issue a warning to the institution to correct its deficiencies, refrain from certain activities, or initiate certain activities.

**Probation** – when an institution deviates significantly from the Commission’s Eligibility Requirements, Accreditation Standards or Commission policies, but not to such an extent as to warrant a Show Cause order or the termination of accreditation, or fails to respond to conditions imposed upon it by the Commission, including a warning, the institution may be placed on probation.

**Reaffirmed** – the institution substantially meets or exceeds the Eligibility Requirements, Accreditation Standards and Commission policies. Recommendations are directed toward strengthening the institution not correcting situations. A Midterm Report must be submitted by the third year of the six-year accreditation cycle.

**Mid-Term Report** – a written response to the recommendations from an accreditation report demonstrating how deficiencies have been resolved and describing progress on self-identified issues from the self-study.

**Self-Study** – (Institutional Self Evaluation Report) a comprehensive review of the institution using institutional data analyzing its strengths, weaknesses, and achievements against its mission and objectives.

**Visiting Team** – a team of trained external peer reviewers appointed by the Commission selected on the basis of their professional expertise in higher education and areas of specialization.

*NOTE: All definitions taken from the Accreditation Reference Handbook or other ACCJC publications at [www.accjc.org](http://www.accjc.org).*



## **ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES (ACCT)**

The Association of Community College Trustees (ACCT) is a non-profit educational organization of governing boards, representing more than 6,500 elected and appointed trustees who govern over 1,200 communities, technical, and junior colleges in the United States and beyond.

## **ALLOCATION**

Division or distribution of resources according to a predetermined plan.

## **APPORTIONMENT**

Federal, state or local monies distributed to college districts or other governmental units according to certain formulas.

## **ASF**

Assignable Square Feet used in conjunction with the Taxonomy of Programs to define capacity space standards in terms of square footage allowable per 100 Weekly Student Contact Hour (WSCH).

## **AUDIT**

An examination of documents, records and accounts for the purpose of determining 1) that all present fairly the financial position of the district; 2) that they are in conformity with prescribed accounting procedures; and 3) that they are consistent with the preceding year.

## **AUXILIARY OPERATIONS**

Service activities indirectly related to teaching and learning. Food service and dormitories are considered auxiliary operations.

## **BASIC AID DISTRICT**

Some districts, known as “basic aid” or “community supported” districts, fund their revenue limit entirely through property taxes and receive no general purpose state aid. They also retain any excess property taxes within their district.

## **BASIC SKILLS**

Courses in reading, writing and computation that prepare students for college level work. May also be called development or remedial skills.

## **BACKFILL**

Funds allocated by the Legislature to make up for revenues (e.g. student fees, property taxes) that were projected but not received.

## **BASE YEAR**

A year to which comparisons are made when projecting a current condition.

## **BLOCK GRANT**

A fixed sum of money, not linked to enrollment measures, provided to a college district by the state.

## **BOARD SELF-EVALUATION**

The process of annually evaluating board performance by the Trustees to identify areas of board functions that are working well or need improvement. The process is an accreditation requirement.

## **BOARD OF GOVERNORS (BOG)**

The Board of Governors set policy and provides guidance for the 73 districts and 115 colleges. The 17-member board is appointed by the governor and formally interacts with state and federal officials and other state organizations.

## **BONDS**

Investment securities (encumbrances) sold by a district through a financial firm for the purpose of raising funds for various capital expenditure.

## **BUDGET ACT**

The legislative vehicle for the State’s appropriations. The Constitution requires that it be passed by a majority vote of each house and sent to the Governor by June 15 each year. The governor may reduce or delete, but not increase, individual items.



## **BUDGET DOCUMENT**

A written statement translating the educational plan or programs into costs, usually for one future fiscal year, and estimating income by sources to meet these costs.

## **CALIFORNIA COLLEGE PROMISE GRANT**

For eligible California residents, the California College Promise Grant (formerly known as the Board of Governor Fee Waiver) permits enrollment fees to be waived. (Assistance for the purchase of books and supplies must be applied for separately.)

## **CALIFORNIA COMMUNITY COLLEGE SYSTEM OFFICE**

The administrative branch of the California Community College system. It is a State agency which provides leadership and technical assistance to the 115 community colleges and 73 community college districts in California. It is located in Sacramento and allocates State funding to the colleges and districts.

## **CAPACITY**

The amount of enrollment that can be accommodated by an amount of space given normal use levels. In terms of facility space standards, it is defined as the number of ASF per 100 WSCH.

## **CAPACITY/LOAD THRESHOLD RATIOS (AKA “CAP LOAD(S)”)**

The relationship between the space available for utilization (square footage that is assignable) and the efficiency level at which the space is currently being utilized. The State measures five areas for Capacity Load: Lecture, Laboratory, Office, Library and AV/TV. The Space Inventory (Report 17) provides the basis for this calculation.

## **CAPITAL PROJECTS**

Construction projects, such as land, utilities, roads, buildings, and equipment which involve demolition, alteration, additions, or new facilities.

## **CARNEGIE UNIT**

A unit of credit; a student's time of 3 hours per week is equivalent to one unit of credit.

## **CATEGORICAL FUNDS**

Also called restricted funds, these are monies that can only be spent for the designated purpose. Examples: funding to serve students with disabilities (DSPS) or the economically disadvantaged, low-income (EOPS), scheduled maintenance, instructional equipment, and matriculation.

## **CAREER DEVELOPMENT COLLEGE PREP (CDCP)**

A specific category of Career Development and College Preparation (CDCP) program courses, sometimes referred to as “enhanced noncredit” courses. These courses provide sequences of instruction that lead to a certificate of completion leading to improved employability or a certificate of competency in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution.

## **CCFS**

320 (“The 320 Report”): One of the primary apportionment (funding) documents required by the State. It collects data for both credit and noncredit attendance. Three reports are made annually: the First Period Report (P-1), the Second Period Report (P-2) and the Annual Report. The importance of this report is whether the college or district is meeting its goals for the generation of full-time equivalent students.

## **CCLC/CCCT/CEOCCC**

CCLC/League - Community College League of California

CCCT - Community College of California Trustees

CEOCCC - Chief Executive Officers of California Community Colleges

## **CENSUS**

An attendance accounting procedure that determines the number of actively enrolled students at a particular point in the term. Census is taken on that day nearest to one-fifth of the number of weeks a course is scheduled.

## **CEO**

A Chancellor in a multi-college district or a Superintendent/President in a single college district.



## **CEP (COMMUNITY ENRICHMENT PROGRAM)**

Classes that provide lifelong learning opportunities or development of new skills and upgrading existing ones.

## **CERTIFICATES OF COMPLETION**

Students must complete the number of units required by the College. No certificate shall consist of less than 12 semester units.

## **CERTIFICATES OF PARTICIPATION (COPS)**

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

## **COR**

Course Outline of Record

## **COURSE 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. Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured, enabling progression to the next level of instruction at the receiving institution.

## **CTE (CAREER TECHNICAL EDUCATION)**

A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. <http://www.cde.ca.gov/ci/ct/>

## **CURRENT EXPENSE OF EDUCATION**

Usually regarded as expenses other than capital outlay, community services, transportation (buses) and selected categorical funds.

## **DACA**

Deferred Action for Childhood Arrivals (DACA) is a United States immigration policy that allows some individuals with unlawful presence in the United States after being brought to the country as children to receive a renewable two-year period of deferred action from deportation and become eligible for a work permit in the U.S.

## **DEIA**

This term stands for Diversity, Equity, Inclusion and Accessibility. A full glossary of DEIA terms begins on page 26.

## **DIGITAL DIVIDE**

The gap between demographics and regions that have access to modern information and communications technology, and those that don't or have restricted access. This technology can include the telephone, television, personal computers and the Internet.

## **DISABLED STUDENT PROGRAMS & SERVICES (DSPS)**

Categorical funds designated to integrate disabled students into the general college program.

## **DISAGGREGATED DATA**

Data that has been divided into detailed sub-categories. In the higher education data is often broken down into categories such as region, gender, age, race and ethnicity. It can reveal inequalities between different sub-categories that aggregated data cannot.

## **DOE**

The U.S. Department of Education. Visit their website at [www.ed.gov](http://www.ed.gov)

## **DREAM CENTER**

A safe space for undocumented students on campus.

## **DUAL ENROLLMENT**

Dual enrollment programs allow students to be enrolled in two separate academically related institutions. Generally it refers to high school students taking college classes.



## **EAP (EARLY ASSESSMENT PROGRAM)**

The Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE) and the California State University (CSU). The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year. For details, visit <http://www.calstate.edu/EAP/>.

## **EDUCATION CODE**

The body of law which regulates education in California. Implementing regulations are contained in the California Administrative Code, Title 5, the Government Code, and general statutes.

## **EDUCATIONAL CENTERS**

A postsecondary institution operating at a location remote from the campus of the parent institution which administers it, and recognized by the Chancellor's Office as a Center.

## **EDUCATIONAL MASTER PLAN**

A part of the College's Master Plan that defines the education goals of the College as well as the current and future curriculum to achieve those goals. The educational master plan precedes and guides the Facilities Master Plan.

## **ENCUMBERED FUNDS**

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

## **ENDING BALANCE**

A sum of money available in the district's account at year end after subtracting accounts payable from accounts receivable.

## **ENROLLMENT CAP**

A limit on the number of students (FTES) for which the state will provide funding.

## **ENROLLMENT FEE**

Charges to students on a per-unit basis, and established in the Education Code.

## **ENROLLMENTS (UNDUPLICATED)**

A student enrollment count (also referred to as "Headcount") based on an Individual Student Number or Social Security Number that identifies a student only once in the system.

## **EQUALIZATION**

Funds allocated by the legislature to raise districts with lower revenues toward the statewide average.

## **ESTIMATED INCOME**

Expected receipt or accruals of monies from revenue or non-revenue sources (abatements, loan receipts) during a given period.

## **ETHNIC STUDIES**

The interdisciplinary study of difference—chiefly race, ethnicity, and nation, but also sexuality, gender, and other such markings—and power, as expressed by the state, by civil society, and by individuals. In California, the four racial/ethnic groups included in ethnic studies are: Asian American, Black/African American, Latinx, and Native American.

## **ETP**

Excellence in Trusteeship Program. A competency-based curriculum for trustee education created and administered by the Community College League of California

## **EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)**

Categorical funds designated for supplemental services for disadvantaged students.

## **FACILITIES**

All of the capital assets of the College including the land upon which it is located, the buildings, systems and equipment.

## **FACILITIES MASTER PLAN**

The Facilities Master Plan is an inventory and evaluation (condition/ life span) of all owned facilities (the site, buildings, equipment, systems, etc.). It identifies regulations impacting those facilities and any deficiencies, and defines a plan to correct those deficiencies. It also identifies the adequacy, capacity and use of those facilities; identifies the deficiencies relative to those criteria; and defines a plan of correction. It draws on information contained in the Educational Master Plan.

## **FACULTY LOADS**

The amount of “teaching time” assigned/appropriated to a given instructional class, i.e. lecture or laboratory, for a given semester or for an academic year (two semesters). It is typically defined in terms of 15 “teaching hours” per week as being equal to one (1) full-time equivalent faculty; a “full faculty load.” Actual faculty loads are generally governed by negotiated agreements and collective bargaining.

## **FCMAT**

Fiscal Crisis Management Advisory Team – [www.fcmat.org](http://www.fcmat.org)

## **FEE**

A charge to students for services related to their education.

## **FIFTY-PERCENT LAW**

Requires that fifty percent of district expenditures in certain categories must be spent for classroom salaries and instruction.

## **FINAL BUDGET**

The district budget that is approved by the board in September, after the state allocation is determined.

## **FIRST GENERATION STUDENT**

A student who is the first person in their family to attend college.

## **FISCAL YEAR**

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

## **FON**

Faculty Obligation Number

## **FORM 700**

Statement of Economic Interest – [www.fpcc.ca.gov](http://www.fpcc.ca.gov)

## **FPPC**

Fair Political Practices Commission – [www.fpcc.ca.gov](http://www.fpcc.ca.gov)

## **FTEF**

An acronym for “full-time equivalent faculty.” Used as a measure by the State to calculate the sum total of faculty resources (full-time and part-time combined) that equate to measurable units of 15 hours per week of “teaching time,” i.e. as being equal to one (1) full-time equivalent faculty. All academic employees are considered to be faculty for this purpose including instructors, librarians and counselors.

## **FULL TIME EQUIVALENT STUDENTS (FTES)**

A measure used to indicate enrollment and workload. The State General Apportionment is based on FTES.

FTES is an acronym for a “full-time equivalent student.” Used by the State as the measure for attendance accounting verification. Also used as a student workload measure that represents 525 class (contact) hours in a full academic year.



## **FUND**

An independent fiscal and accounting entity with a self-balanced set of accounts for recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein.

## **FUND BALANCE**

The difference between assets and liabilities.

## **GANN LIMITATION**

A ceiling on each year's appropriations supported by tax dollars. The limit applies to all governmental entities, including school districts. The base year was 1978-79. The amount is adjusted each year, based on a price index and the growth of the student population.

## **GOLDEN FOUR**

The CSU transfer requirement includes English composition, critical thinking, speech communication, and transfer-level math.

## **GOVERNOR'S BUDGET**

The California Governor proposes a new state budget every year on January 10th.

## **GUIDED PATHWAYS**

The Guided Pathways framework creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns to promote better enrollment decisions and prepare students for future success.

## **IEPI**

Institutional Effectiveness Partnership Initiative

## **INFLATION FACTOR**

An increase in apportionment provided by the state to reflect the increased cost of operation due to inflation.

## **LGBTQ**

Lesbian, gay, bisexual, transgender, queer

## **LOTTERY FUNDS**

The minimum of 34 percent of lottery revenues distributed to public schools and colleges must be used for "education of pupils." Lottery income has added about 1-3 percent to community college funding.

## **MANDATED COSTS**

College district expenditures that occur as a result of federal or state law, court decisions, administrative regulations, or initiative measures.

## **MASTER PLAN**

An extensive planning document which covers all functions of the college or district. Master Plans typically contain a statement of purpose, an analysis of the community and its needs, enrollment and economic projections for the community, current educational program information and other services in relation to their future requirements, educational targets and the strategies and current resources to reach those targets, and a comprehensive plan of action and funding.

## **MAY REVISE**

The Governor revises his budget proposal in May in accordance with up-to-date projections in revenues and expenses.

## **MIDDLE COLLEGE**

Middle College High Schools are secondary schools, authorized to grant diplomas in their own name, located on college campuses across the nation. The Middle Colleges are small, with usually 100 or fewer students per grade level. They provide a rigorous academic curriculum within a supportive and nurturing environment to a student population that has been historically under-served and under-represented in colleges. While at the Middle College, students have the opportunity to take some college classes at no cost to themselves. (For details, visit <http://www.mcnc.us/faqs.htm>).

## **MOU**

Memorandum of Understanding

## **NONCREDIT FTES**

FTES earned in noncredit courses, generally Adult Education.

## **NONRESIDENT TUITION**

A student who is not a resident of California is required, under the uniform student residency requirements, to pay tuition. The fee shall not be less than the average statewide cost per student, and is set by the board.

## **OBJECT CODE**

Classification category of an item or a service purchase. The general classification numbers are:

- 1000 Certificated salaries
- 2000 Classified salaries
- 3000 Employee benefits
- 4000 Books, supplies, materials
- 5000 Operation expenses
- 6000 Capital outlay
- 7000 Other outgo
- 8000 Revenues

## **OPEN EDUCATIONAL RESOURCES (OER)**

Open Educational Resources are no/low cost alternatives to high-priced textbooks.

## **OUTSOURCING**

The practice of contracting with private companies for services such as financial aid programs or food services.

## **PELL GRANTS**

A federal program that provides funds for student expenses related to education (including living expenses, fees, and supplies).

## **PERS**

Public Employees' Retirement System. State law requires school district classified employees, school districts and the State to contribute to the fund for full-time classified employees.

## **POST Academy**

Peace Officers Standards and Training

## **PRIDE CENTER**

Safe space on campus for LGBTQ students

## **PROGRAM-BASED FUNDING**

The budget formula used by the System Office to determine state allocations to local districts. It does not specify where and how the funds must be spent.

## **PROGRAM REVIEW**

A review of each college program completed on a three year cycle to determine the program's educational value and whether updates are required to retain the relevance of the instructional materials and content.

## **PROMISE GRANT**

A grant that provides free tuition for first-time, full time students

## **PROPOSITION 13**

An initiative amendment passed in June 1978 adding Article XIII A to the California Constitution. Tax rates on secured property are restricted to no more than 1 percent of full cash value. Proposition 13 also defined assessed value and required a two-thirds vote to change existing or levy new taxes.

## **PROPOSITION 98**

An initiative passed in November 1988, guaranteeing a portion of the state's budget for K-12 and the community colleges. The split was proposed to be 89 percent (K-12) and 11 (CCC), although the split has not been maintained.

## **PRT**

Partnership Resource Team



## **QUALIFIED AUDIT**

When an auditor is not willing to certify the District's financial statements are fully accurate.

## **RESERVES**

Funds set aside in a college district budget to provide for future expenditures or to offset future losses, for working capital, or for other purposes. There are different categories of reserves, including contingency, general, restricted and reserves for long-term liabilities.

## **RESTRICTED FUNDS**

Money that must be spent for a specific purpose either by law or by local board action.

## **REVENUE**

Income from all sources.

## **REVENUE LIMIT**

The specific amount of student enrollment fees, state and local taxes a college district may receive per student for its general education budget. Annual increases are determined by Proposition 98 formula or the Legislature.

## **SB 1440 – STUDENT TRANSFER (CHAPTER #428 STATUES OF 2010)**

Established Associate Degrees for Transfer (ADTs), which enables the CCC's and the CSU's to collaborate on the creation of Associate in Arts Degree (AA) and Associate in Science (AS) Degree transfer programs. Students are given guaranteed admission into the CSU system, and further are given priority consideration when applying to a particular program that is similar to the student's community college major.

## **SCHEDULED MAINTENANCE**

Major repairs of buildings and equipment. Some matching state funds are available to districts to establish a scheduled maintenance program.

## **SERVICE AREA**

Any community college's service area is usually defined by geography, political boundaries, commuting distances and the historical agreements developed with adjacent community colleges. In most situations the district boundary is not the best measure of potential student participation at a given college, since students tend to look for options, including distance education.

## **SHARED GOVERNANCE**

As outlined in AB 1725 listed on page 4.

## **SHORTFALL**

An insufficient allocation of money, requiring an additional appropriation, and expenditures reduction, or deficits.

## **SLO**

Student Learning Outcomes – knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences. [www.accjc.org/glossary](http://www.accjc.org/glossary)

## **STATE APPORTIONMENT**

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

## **STEM/STEAM**

STEM: Science, Technology, Engineering, Math  
STEAM: Science, Technology, Engineering, Arts, Math

## **STRATEGIC PLAN**

Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people. Various business analysis techniques can be used in strategic planning, including SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) and PEST analysis (Political, Economic, Social, and Technological analysis). The outcome is normally a strategic plan which is used as guidance to define functional and divisional plans, including Technology, Marketing, etc.



## **STRS**

State Teachers' Retirement System. State law requires that school district employees, school districts and the State contribute to the fund for full-time certificated employees.

## **STUDENT CENTERED FUNDING FORMULA**

Enacted in the 2018-19 Budget Act, the Student Centered Funding Formula (SCFF) consists of three components:

- 1) Base Allocation—Enrollments (FTES),
- 2) Supplemental Allocation—Counts of low-income students, and
- 3) Student Success Allocation—Counts of outcomes with higher funding for outcomes of low-income students.

## **STUDENT EDUCATION PLAN (SEP)**

SEP is a counseling tool used to assist students in planning their educational goals. Some student groups are required to complete an SEP for their program e.g., athletes, pre-nursing, veterans.

## **STUDENT EQUITY AND ACHIEVEMENT PROGRAM (SEA)**

Effective Fiscal Year 2018-19, the Basic Skills Initiative, the Student Equity (SE), and the Student Success and Support Program (SSSP) categorical programs were consolidated into a single program known as the Student Equity and Achievement Program (SEAP). Funds for SEAP are intended to increase achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups.

## **STUDENT FINANCIAL AID FUNDS**

Funds designated for grants and loans to students. Includes federal Pell grants, College Work-Study, and the state funds EOPS grants and fee waiver programs.

## **SUBVENTIONS**

Provision of assistance or financial support, usually from higher governmental units to local governments or college districts, for example to compensate for loss of funds due to tax exemptions.

## **SUNSET**

The termination of the regulations for a categorical program or regulation.

## **TECHNOLOGY MASTER PLAN**

A five year plan for the modernization and security of the District's electronic equipment and software.

## **TENTATIVE BUDGET**

The budget approved by the board in June, prior to when state allocations have been finalized.

## **TMC'S**

Transfer model curriculums (AATs: Associate Arts Transfer; AST; Associate Science Transfer)

## **TITLE 5**

The Section of the Administrative Code that governs community colleges. The Board of Governors may change or add to Title 5.

## **TOP CODE**

The "Taxonomy of Programs" (TOP) is a common numeric coding system by which the College categorizes degree and certificate programs. Each course or program has a TOP code. Accountability to the State is reported through the use of TOP codes. The taxonomy is most technical in the vocational programs (0900's).

Example: The taxonomy uses a standard format to codify the offerings. The first two-digits are used for a number of State purposes including educational master planning purposes. A four-digit code is necessary for reports in the Five-Year Capital Outlay Plan.

1500 – Humanities (Letters)

1501 – English

1509 – Philosophy

2200 – Social Sciences

2202 – Anthropology

2205 – History



## TOP/CSS CODE

Taxonomy of Programs. Numbers assigned to programs to use in budgeting and reporting. Rooms or space are assigned for a particular use and function or a specific discipline or service. The State has a numeric code, a four-digit number that identifies the "type" of use that is supported by a particular room/space. (see TOP Code) Space Utilization: assumed by most faculty and staff on campus to mean the level or degree to which a room is utilized. It is the room's capacity expressed as the percentage that the room is actually used.

Example: If the lecture weekly student contact hours were 27,500 and the classroom capacity for weekly student contact hours were 35,000, the utilization would be identified as 78.6%.

Stations: The total space to accommodate a person at a given task (classroom- laboratory-office, etc.). The number of appropriate student work spaces within a defined area. It generally represents the best space apportionment for a given educational program.

## TOTAL COST OF OWNERSHIP (TCO)

Total Cost of Ownership (TCO), as used for college facilities, is defined for these purposes as the systematic quantification of all costs generated over the useful lifespan of the facility (30-50 years). The goal of TCO is to determine a value that will reflect the true, effective cost of the facility including planning, design, constructing and equipping of the facility and also the recurring costs to operate the facility over the useful lifespan of the facility (30-50 years).

## TRANS

Districts finance short-term cash flow needs by issuing Tax and Revenue Anticipation Notes (TRANS) through bond underwriters. The notes are paid off with operating revenue.

## UNENCUMBERED BALANCE

That portion of an appropriation or allotment not yet expended or obligated.

## UNFUNDED FTES

FTES that are generated in excess of the enrollment/FTES cap.

## UNIT PLANS

An annual plan by college unit designed to describe the college unit's support to the college's educational master plan.

## UNQUALIFIED AUDIT

When an auditor finds that the District's financial statements comply with acceptable accounting practices.

## UNRESTRICTED FUNDS

Generally those monies of the General Fund that are not designated by law or a donor agency for a specific purpose. They are legally regarded as unrestricted since their use is at the Board's discretion.

## WASC/ACCJC

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

## WSCH

"Weekly Student Contact Hours." WSCH represents the total hours per week a student attends a particular class. WSCH are used to report apportionment attendance and FTES. One (1) FTES represents 525 WSCH.

## WSCH/FTEF

Represents the ratio between the faculty's hours of instruction per week ("faculty load") and the weekly hours of enrolled students in his/her sections. It is the total weekly student contact hours (WSCH) divided by the faculty member's load. The State productivity/efficiency measure for which funding is based is 525 WSCH/FTEF.

Examples: A faculty member teaching five sections of Sociology, each section meeting for three hours per week with an average per section enrollment of 30 students, equals 450 WSCH/FTEF. (5 class sections X 3 hours/week X 30 students = 450 WSCH/FTEF). A faculty member teaching three sections of Biology, each section meeting for six hours per week with an average section enrollment of 25 students, would be teaching 450 WSCH/FTEF. (3 class sections X 6 hours/week X 25 students = 450 WSCH)



## DIVERSITY, EQUITY, INCLUSION AND ACCESSIBILITY (DEIA) GLOSSARY OF TERMS\*

**Accessibility:** Accessibility allows everyone to easily and safely access information, technology, activities, environments and services. An accessibility culture supports an inclusive environment providing equal access for all.

**Ally:** Person in a dominant position of power actively working in solidarity with individuals that do not hold that same power or they do not share a social identity with to end oppressive systems and practices. In the context of racial justice, allyship often refers to White people working to end the systemic oppression of people of color.

**Anti-Racist:** Person who actively opposes racism and the unfair treatment of people who belong to other races. They recognize that all racial groups are equal (i.e. nothing inherently superior or inferior about specific racial groups) and that racist policies have caused racial inequities. They also understand that racism is pervasive and has been embedded into all societal structures. An anti-racist challenges the values, structures, policies, and behaviors that perpetuate systemic racism, and they are also willing to admit the times in which they have been racist. Persons that say they are 'not a racist' are in denial of the inequities and racial problems that exist.

**Anti-Racism:** A powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas. Practicing antiracism requires constantly identifying, challenging, and upending existing racist policies to replace them with antiracist policies that foster equity between racial groups.

**Bias:** Is an inclination, feeling, or opinion, especially one that is preconceived or unreasoned. Biases are unreasonably negative feelings, preferences, or opinions about a social group. It is grounded in stereotypes and prejudices.

**Co-conspirators:** Are people who are willing to put something on the line to use their privilege to disband systems of oppression. In contrast to allyship, co-conspirators do not just educate themselves about systemic injustice and racism, but like modern-day activists, they take personal risks to pursue meaningful action.

**Color Blindness:** Is a racial ideology that assumes the best way to end prejudice and discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity. This ideology is grounded in the belief that race-based differences do not matter and should not be considered for decisions, impressions, and behaviors. However, the term "colorblind" de-emphasizes, or ignores, race and ethnicity, a large part of one's identity and lived experience. In doing so, it perpetuates existing racial inequities and denies systematic racism.

**Color-Evasiveness:** Is a racial ideology that describes the same concept as color blindness where individuals reject or minimize the significance of race. Color-evasiveness, however, avoids describing people with disabilities as problematic or deficient by using blindness as a metaphor for ignorance.

**Covert Racism:** A form of racial discrimination that is disguised and indirect, rather than public or obvious. Covert racism discriminates against individuals through often evasive or seemingly passive methods. Since racism is viewed as socially unacceptable by mainstream society, people engage in covert racism in subtle ways, and therefore it may go unchallenged or unrecognized.

**Culture:** Is the values, beliefs, traditions, behavioral norms, linguistic expression, knowledge, memories, and collective identities that are shared by a group of people and give meaning to their social environments. Culture is learned and inherited behavior that distinguishes members of one group from another group. Culture is not static and can change over time.

**Cultural Change:** Refers to the stages of development or new patterns of culture that occur as a response to changing societal conditions. Within an organization, cultural change is a new method of operating and reorientation of one's role and responsibilities. in the organization. Effective cultural change in an organization involves moving the organization toward a new vision or desired state. This change is influenced by many factors including effective leadership in all aspects of the change process, intentional alignment of structures, systems and policies with the new culture, ensuring staff and stakeholder participation, clear and frequent communication regarding the cultural change, obtaining feedback and evaluating progress, and managing any emotional response to the change.



**Cultural Competence:** Is the ability to honor and respect the beliefs, language, interpersonal styles and behaviors of those receiving and providing services. Individuals practicing cultural competency have knowledge of the intersectionality of social identities and the multiple axes of oppression that people from different racial, ethnic, and other minoritized groups face. Individuals striving to develop cultural competence recognize that it is a dynamic, on-going process that requires a long-term commitment to learning. In the context of education, cultural competence refers to the ability to successfully teach students who come from cultures other than one's own. It entails developing personal and interpersonal awareness and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills for effective cross-cultural teaching.

**Cultural Fluency:** Is the ability to effectively interact with people from different cultures, racial, and ethnic groups. It includes an awareness of how to properly respond to differences in communication and conflict as well as the appropriate application of respect, empathy, flexibility, patience, interests, curiosity, openness, the willingness to suspend judgement, tolerance for ambiguity, and sense of humor.

**Deficit-Minded Language:** Is language that blames students for their inequitable outcomes instead of examining the systemic factors that contribute to their challenges. It labels students as inadequate by focusing on qualities or knowledge they lack, such as the cognitive abilities and motivation needed to succeed in college, or shortcomings socially linked to the student, such as cultural deprivation, inadequate socialization, or family deficits or dysfunctions. This language emphasizes "fixing" these problems and inadequacies in students. Examples of this type of language include at-risk or high-need, underprepared or disadvantaged, non-traditional or untraditional, underprivileged, learning styles, and achievement gap.

**Discrimination:** The unequal treatment of members of various groups based on race, ethnicity, gender, social class, sexual orientation, physical ability, religion, national origin, age, physical/mental abilities and other categories that may result in disadvantages and differences in provision of goods, services or opportunities.

**Diversity:** The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.

**Equality:** The condition under which every individual is treated in the same way, and is granted the same access, rights, and responsibilities, regardless of their individual differences. People who support equality believe that different circumstances and identities should not prescribe social disadvantage; therefore, equality is the elimination of this disadvantage.

**Equity:** The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people.

**Educational Equity Gap:** The condition where there is a significant and persistent disparity in educational attainment between different groups of students.

**Equity-Minded:** Is a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.

**Ethnicity:** Is a category of people who identify as a social group on the basis of a shared culture, origins, social background, and traditions that are distinctive, maintained between generations, and lead to a sense of identity, common language or religious traditions.



**Gender:** Is separate from 'sex', which is the biological classification of male or female based on physiological and biological features. Gender is socially constructed roles, behavior, activities, and attributes that society considers "appropriate" for men and women. A person's gender may not necessarily correspond to their birth assigned sex or be limited to the gender binary (woman/man).

**Gender Identity:** One's internal sense of being a man, woman, both, in between, or outside of the gender binary which may or may not correspond with sex assigned at birth. Gender identity is internal and personally defined, it is not visible to others, which differentiates it from gender expression (i.e., how people display their gender to the world around them).

**Implicit Bias:** Bias that results from the tendency to process information based on unconscious association and feelings, even when these are contrary to one's conscious or declared beliefs.

**Inclusion:** Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

**Intersectionality:** The acknowledgement that within groups of people with a common identity, whether it be gender, sexuality, religion, race, or one of the many other defining aspects of identity, there exist intragroup differences. In other words, each individual experience social structure slightly differently because the intersection of their identities reflects an intersection of overlapping oppressions. Therefore, sweeping generalizations about the struggle or power of a particular social group fail to recognize that individuals in the group also belong to other social groups and may experience other forms of marginalization. Unfortunately, institutions and social movements based on a commonly shared identity tend to disregard the presence of other marginalized identities within the group.

**Institutional Racism:** Particular and general instances of racial discrimination, inequality, exploitation, and domination in organizational or institutional contexts. While institutional racism can be overt (e.g., a firm with a formal policy of excluding applicants of a particular race), it is more often used to explain cases of disparate impact, where organizations or societies distribute more resources to

one group than another without overtly racist intent (e.g., a firm with an informal policy of excluding applicants from a low income, minority neighborhood due to its reputation for gangs). The rules, processes, and opportunity structures that enable such disparate impacts are what constitute institutional racism (and variants such as "structural racism", systemic racism', etc.)

**Low Income:** Is defined per federal guidelines as household incomes that are or below 100% of their poverty threshold. These boundaries are considered "in poverty." Household incomes that are below 50% of their poverty threshold are considered "severe" or "deep poverty." Low income person have less disposable income than others and may sometimes struggle to cover their basic needs. In addition, low income persons also face housing, food, transportation, and health disparities.

**Marginalized/Marginalization:** The process by which minority groups/cultures are excluded, ignored, or relegated to the outer edge of a group/society/community. A tactic used to devalue those that vary from the norm of the mainstream, sometimes to the point of denigrating them as deviant and regressive. Marginalized (groups) have restricted access to resources like education and healthcare for achieving their aims.

**Merit:** A concept that at face value appears to be a neutral measure of academic achievement and qualifications; however, merit is embedded in the ideology of Whiteness and upholds race-based structural inequality. Merit protects White privilege under the guise of standards (i.e., the use of standardized tests that are biased against racial minorities) and as highlighted by anti-affirmative action forces. Merit implies that White people are deemed better qualified and more worthy but are denied opportunities due to race-conscious policies. However, this understanding of merit and worthiness fails to recognize systemic oppression, racism, and generational privilege afforded to Whites.

**Microaggressions:** Are brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative racial slights and insults that potentially have harmful or unpleasant psychological impact on the target person or group.



**Minoritized:** Describes the process of “minoritization” whereby individuals are afforded less power and representation based on their social identities. These social identities, such as race and ethnicity, are socially constructed concepts that are created and accepted by society. They are used to minoritize individuals in specific environments and institutions that sustain an overrepresentation of Whiteness and subordinate other groups.

**Obligation Gap:** Is the call for civic consciousness and acts of genuine care with the intention of catalyzing change toward becoming a more equity-centered college through epistemological disruption and the reconstruction of educational structures and policies that negatively impact poor and ethno-racially minoritized students. It places the onus of change on the higher education institution rather than the student.

**Oppression:** The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society. Oppression also signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups.

**Overt Racism:** Is an unconcealed, unapologetic form of ethnocentrism and racial discrimination that is observable. Historically, overt racism is a creation and product of white supremacy. Characterized by blatant use of negative and/or intentionally harmful attitudes, ideas, or symbols and actions directed at a specific racial group or groups deemed nonwhite or colored, overt racism persists in many forms throughout contemporary society. Overt racism occurs in individual and group interactions, institutions, nations, and international relations, spanning micro- and macro-level social realities.

**Power:** Is the ability to exercise one’s will over others. Power occurs when some individuals or groups wield a greater advantage over others, thereby allowing them greater access to and control over resources. There are six bases of power: reward power (i.e., the ability to mediate rewards), coercive power (i.e., the ability to mediate punishments), legitimate power (i.e., based on the perception that the person or group in power has the right to make demands and expects others to comply), referent power (i.e., the perceived attractiveness and

worthiness of the individual or group in power), expert power (i.e., the level of skill and knowledge held by the person or group in power) and informational power (i.e., the ability to control information). Wealth, Whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates.

**Prejudice:** A hostile attitude or feeling toward a person solely because he or she belongs to a group to which one has assigned objectionable qualities. Prejudice refers to a preconceived judgment, opinion or attitude directed toward certain people based on their membership in a particular group. It is a set of attitudes, which supports, causes, or justifies discrimination. Prejudice is a tendency to over categorize.

**Privilege:** Is unearned social power (set of advantages, entitlements, and benefits) accorded by the formal and informal institutions of society to the members of a dominant group (e.g., White/Caucasian people with respect to people of color, men with respect to women, heterosexuals with respect to homosexuals, adults with respect to children, and rich people with respect to poor people). Privilege tends to be invisible to those who possess it, because its absence (lack of privilege) is what calls attention to it.

**Race:** A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly skin color), cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. There are no distinctive genetic characteristics that truly distinguish between groups of people. Race presumes human worth and social status for the purpose of establishing and maintaining privilege and power. Race is independent of ethnicity.

**Racial Justice:** The systematic fair treatment of people of all races, resulting inequitable opportunities and outcomes for all. Racial justice- or racial equity-goes beyond “anti-racism.” It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.



**Racism:** Is the intentional or unintentional use of power to isolate, separate and exploit others on the basis of race. Racism refers to a variety of practices, beliefs, social relations, and phenomena that work to reproduce a racial hierarchy and social structure that yield superiority, power, and privilege for some, and discrimination and oppression for others. It can take several forms, including representational, ideological, discursive, interactional, institutional, structural, and systemic. Racism exists when ideas and assumptions about racial categories are used to justify and reproduce a racial hierarchy and racially structured society that unjustly limits access to resources, rights, and privileges on the basis of race.

**Reverse Racism:** A term created and used by White people to erroneously describe the discrimination they experience when racial minorities allegedly receive preferential treatment. Propagated by segregationist and those against affirmative action, reverse racism is a form of racism that denies the existence of White privilege and assumes that White people have a superior claim to the opportunities that racial minorities earn. This term is also generally used to describe hostile behavior or prejudice directed at White people.

**Sex:** Is the biological classification of male or female based on physiological and biological features. A person's sex may differ from their gender identity.

**Structural Racism:** Is the normalization and legitimization of an array of dynamics historical, cultural, institutional and interpersonal that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system. White domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism all other forms of racism emerge from structural racism.

**Transgender:** Is an umbrella term for people whose gender identity and/or gender expression differs from their assigned sex at birth (i.e. the sex listed on their birth certificates). Transgender people may or may not choose to alter their bodies through the use of hormones and/or gender affirmation surgery. Transgender people may identify with any sexual orientation, and their sexual orientation may or may not change before, during, or after transition. Use "transgender," not "transgendered."

**Underserved Students:** Are students who have not been afforded the same educational opportunities and equitable resources as some of their peers or as other students in the academic pipeline. This group of students includes low-income, minoritized, disabled, and first-generation students.

**White Immunity:** Is a product of the historical development and contemporary manifestation of systematic racism and White supremacy. White immunity describes how White people are immune from disparate racial treatment and their privileges are elevated, while people of color are marginalized and denied their rights, justice, and equitable social treatment due to systematic racism. White immunity is used to more accurately engage and describe White privilege.

**White Privilege:** Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are White. Generally White people who experience such privilege do so without being conscious of it.

**White Supremacy:** Is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by White peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.

\*NOTE: This glossary derives from the California Community Colleges Chancellor's Office DEI Glossary of Terms. For questions about these terms please refer to their original glossary.





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