Orange Coast College

Application for Reaffirmation of Accreditation

December 2006
INSTITUTIONAL SELF STUDY REPORT
in SUPPORT of REAFFIRMATION of ACCREDITATION

Submitted by
Orange Coast College
2701 Fairview Road, P.O. Box 5005
Costa Mesa, California 92628-5005

Submitted to
Accrediting Commission for Community and Junior Colleges
of the Western Association of Schools and Colleges

DECEMBER 2006
Certification of the Institutional Self Study Report

Date: December 2006
To: Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges
From: Orange Coast College
2701 Fairview Road, P.O. Box 5005
Costa Mesa, California 92628-5005

This institutional Self Study 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 we believe the Self Study Report accurately reflects the nature and substance of the institution.

Walter G. Howald
President, Board of Trustees

Kenneth D. Yglesias
Chancellor, Coast Community College District

Robert Dees
President, Orange Coast College

Melinda Nish
Vice President of Instruction
Self Study Co-Chair

Lesley Danziger
Staff Development Coordinator
Self Study Co-Chair

Georgie Monahan
President, Academic Senate
Introduction

INSTITUTIONAL SELF STUDY REPORT in SUPPORT of REAFFIRMATION of ACCREDITATION

ORANGE COAST COLLEGE
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MISSION STATEMENT

Orange Coast College enhances student learning by providing exemplary programs leading to the Associate in Arts degree and the Associate in Science degree, transfer to other institutions of higher education, occupational certificates and continuous workforce improvement, as well as quality instruction in basic skills and English as a Second Language. Additionally, the College is a partner in contributing to the economic vitality of the community and to serving the community's diverse needs for lifelong learning.

INSTITUTIONAL COMMITMENT

Orange Coast College is committed to providing a unique learning community where personal and intellectual growth is valued by all. As an outcome of their academic study, graduates of Orange Coast College possess proficiency in four core areas: Communication, Thinking Skills, Global Awareness, and Personal Development and Responsibility.

Administrators, faculty, and staff are committed to the development of students as individuals and as citizens of the world. We value close teaching and learning relationships, support services, and strong co-curricular programs that contribute to meaningful personal growth in our students and to their quest for knowledge.


**FOUR CORE AREAS OF LEARNING OUTCOMES**

Students receiving an associate’s degree from Orange Coast College will demonstrate competency in four core outcome areas. These outcome areas are as follows:

<table>
<thead>
<tr>
<th>COMMUNICATION</th>
<th>GLOBAL AWARENESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Science and society</td>
</tr>
<tr>
<td>Writing</td>
<td>The arts and society</td>
</tr>
<tr>
<td>Listening</td>
<td>Social diversity</td>
</tr>
<tr>
<td>Speaking</td>
<td>Civics</td>
</tr>
<tr>
<td>Non-verbal communicating</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THINKING SKILLS</th>
<th>PERSONAL DEVELOPMENT AND RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>Self-management</td>
</tr>
<tr>
<td>Creative thinking</td>
<td>Social well-being</td>
</tr>
<tr>
<td>Problem solving</td>
<td>Physical and emotional health</td>
</tr>
<tr>
<td>Quantitative reasoning</td>
<td>Workplace and professional skills</td>
</tr>
<tr>
<td>Information competency</td>
<td>Ethics</td>
</tr>
<tr>
<td>Technological competency</td>
<td>Aesthetic appreciation</td>
</tr>
</tbody>
</table>
HISTORY of the INSTITUTION

HISTORICAL BACKGROUND, CHRONOLOGY AND DEMOGRAPHICS

Orange Coast College was the third community college established in Orange County and the first located along the beautiful "Orange Coast."

Prior to America's involvement in World War II in 1941, the Orange County Coast Association, a group of business and education leaders, mounted a campaign to establish a junior college somewhere along the county's coast. Although the war delayed the project, the campaign resumed immediately after the conflict ended. The association's efforts were rewarded when, in 1947, 243 acres of land were deeded to the Orange Coast Junior College District by the federal government at a cost of $1. The land had comprised a segment of the deactivated 1,336-acre Santa Ana Army Air Base, a pre-flight school that trained approximately 150,000 aviation cadets between 1942 and 1946. The first OCC classes were held on September 13, 1948, in military barracks. Those structures have since been replaced by permanent structures.

In 1958, the voters of the District established the five trustee election areas in effect today. Each trustee is required to be a resident of the area he or she represents. Trustees are elected at large for a period of four years. The elected trustees are joined annually by a non-voting student trustee.

Situated on the northern perimeter of the city of Costa Mesa, between Fairview Road and Harbor Boulevard, the Orange Coast College campus today comprises 164 acres. College land along Harbor Boulevard was sold in the early 1960s to purchase property in Huntington Beach for the site of the District's second campus, Golden West College, which opened in 1966. The third District campus, Coastline Community College, opened in Fall 1976. Additionally, the District operates KOCE-TV, Channel 50, a PBS affiliate offering quality programming to Orange County residents since 1972. The District was officially renamed the Coast Community College District on December 1, 1970.

Orange Coast College's physical plant today is situated on 164 acres. The plant includes eighty-two buildings; 1,196 total rooms; and 10,579 total assignable stations. The campus contains classrooms, nine large lecture halls, laboratories, studios, computer facilities, and a variety of other facilities to include athletic fields, music rooms, and specialized centers and labs. The campus has a total of 543,642 assignable square feet.

As of Fall 2005, OCC employs a staff of 271 full-time faculty members and 461 part-time faculty members. Among the full-time faculty 53% are male; 80% are white and non-Hispanic; 10% are Hispanic/Latino; and 7% are Asian/Pacific Islander.

Part-time faculty members are 50% female, 79% white and non-Hispanic, 9% Asian/Pacific Islander, and 8% Hispanic/Latino. The College's 333 classified staff members are 59% female, 59% white and non-Hispanic, 23% Hispanic/Latino, and 15% Asian/Pacific Islander.

The twenty-nine administrators are 59% male, 69% white and non-Hispanic, 14% Hispanic/Latino, and 14% Asian/Pacific Islander.

Orange Coast College is organized into four wings under the management of the President and three vice presidents: the Vice President of Instruction, the Vice President of Student Services, and the Vice President of Administrative Services. College committees, important components of the governance structure, are composed of representatives from the faculty, the classified staff, students, and administration.

OCC's Full-time Teaching Equivalents (FTES) were on an upward trend through 2002-03, recovering from declines in the mid-1990s. FTES declined in 2003-04 by almost 10%. Contributing to this decline was a decrease in course sections offered. Student headcount for the entire 2005-06 academic year was down approximately 4%, but the impact on course enrollment was not as great, with a decline of 3%. A significant loss of students occurred in Fall 2003, but that trend appeared to be reversing itself in Fall 2004 as headcount increased by 1.3% over the prior fall, and course enrollment increased 14.8%. In Fall 2005, student headcount and enrollment dropped by 3.6% and 2.3% respectively.

OCC's student population is becoming more ethnically diverse and younger. Caucasian student enrollment decreased from 55.4% in Fall 1995 to 45.9% in Fall 2005. The Hispanic/Latino population
increased from 12.8% to 18.8% during that same period. African-American, Asian/Pacific Islander, and native American student populations have remained relatively constant over the past ten years.

Over the past decade, the College has seen most of its growth occur in the “under-21” age group. In Fall 1995, 33.6% of the College’s students were under the age of 21. In Fall 2005 that figure was 46.1%. In Fall 1995, 58.2% of the students were under the age of 25. In Fall 2005, 71.3% of OCC’s students were below the age of 25. In Fall 1995, 35.5% of OCC’s students were full-time, taking 12 or more units. A total of 40.1% were full-time in 2005. A total of 52.6% were female in Fall 2000, and 50.2% were female in Fall 2005. Approximately 47% of the College’s students reside outside the boundaries of the Coast Community College District.

Student success and retention rates have increased over the past 10 years, as have four-year transfer rates. As of 2004-05, OCC ranks first out of the state’s 109 community colleges in the number of students it transfers to the California State University system, sixth in transfers to the University of California system, and second in transfers to the two systems combined. OCC transferred 1,129 students to the CSU in 1995-96 and 1,452 to that system in 2004-05, an increase of 28.6%. The College transferred 431 students to the UC system in 1995-96 and 486 in 2004-05, an increase of 12.8%.

The number of Associate in Arts degrees awarded jumped from 803 in 1994-95 to 1,350 in 2004-05, an increase of 68.1%. 
DEMOGRAPHIC INFORMATION
FALL 2000-FALL 2005

• DATA
• CHARTS
• TRENDS
• PROJECTIONS
**Student Enrollment Trends**

Figure 1 illustrates Orange Coast College's academic year headcount for the past ten years. After a steep decline in 2002-2003, headcount enrollment increased 8.1% in 2004-2005. Out-of-district enrollment continues to increase at Orange Coast College.

![Figure 1: OCC Headcount by Academic Year](image1)

*Source: OCC Atlas 2005-2006, 67*

Figure 2 displays the within and out-of-district enrollment since Fall 1995. Within-district enrollment has declined from 62.5% in Fall 1995 to 53.1% in Fall 2005. Out-of-district enrollment was at 46.9% in Fall 2005.

![Figure 2: OCC Enrollment by District Boundaries](image2)

*Source: OCC Atlas 2005-2006, 13*
**Out-of-district Enrollment**

The enrollment breakdown by surrounding cities (Table 1) shows that students from Santa Ana are the largest out-of-district population, followed by Irvine.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Ana (Rancho Santiago CCD)</td>
<td>11.4%</td>
<td>11.5%</td>
<td>9.5%</td>
<td>11.4%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Irvine (South Orange County CCD)</td>
<td>7.4%</td>
<td>7.3%</td>
<td>6.6%</td>
<td>7.9%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Tustin (Rancho Santiago CCD/ South Orange County CCD)</td>
<td>3.6%</td>
<td>3.6%</td>
<td>3.2%</td>
<td>3.8%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Anaheim (North Orange County CCD)</td>
<td>3.0%</td>
<td>3.2%</td>
<td>2.8%</td>
<td>3.3%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Orange (Rancho Santiago County CCD)</td>
<td>2.6%</td>
<td>2.7%</td>
<td>2.2%</td>
<td>2.7%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Other Orange County</td>
<td>9.7%</td>
<td>10.2%</td>
<td>8.9%</td>
<td>10.4%</td>
<td>10.2%</td>
</tr>
<tr>
<td>Outside Orange County</td>
<td>7.0%</td>
<td>7.4%</td>
<td>6.9%</td>
<td>7.7%</td>
<td>8.8%</td>
</tr>
</tbody>
</table>

Table 1: Out-of-district Enrollment Breakdown  

**Within-district Enrollment**

Costa Mesa and Huntington Beach comprise the largest within-district cities for Orange Coast College students. Table 2 details student enrollment by within-district cities.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Mesa</td>
<td>17.5%</td>
<td>17.1%</td>
<td>13.9%</td>
<td>15.7%</td>
<td>16.0%</td>
</tr>
<tr>
<td>Huntington Beach</td>
<td>16.0%</td>
<td>15.6%</td>
<td>12.6%</td>
<td>14.4%</td>
<td>13.5%</td>
</tr>
<tr>
<td>Garden Grove</td>
<td>6.9%</td>
<td>7.1%</td>
<td>5.7%</td>
<td>6.9%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Newport Beach</td>
<td>6.3%</td>
<td>6.1%</td>
<td>4.9%</td>
<td>6.0%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Fountain Valley</td>
<td>5.9%</td>
<td>5.9%</td>
<td>4.8%</td>
<td>5.8%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Westminster</td>
<td>5.7%</td>
<td>5.5%</td>
<td>4.1%</td>
<td>4.9%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Seal Beach</td>
<td>0.4%</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.4%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Other CCCD</td>
<td>0.5%</td>
<td>0.5%</td>
<td>0.4%</td>
<td>0.4%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

Table 2: Within-district Enrollment Breakdown  
# Student Demographics

Orange Coast College's student demographics have changed significantly over the past ten years. Most noticeably, the student population has become younger and more diverse. Table 3 shows ethnicity, age, and gender for Orange Coast College students.

<table>
<thead>
<tr>
<th>ETHNIC GROUP</th>
<th>FALL 1995</th>
<th>FALL 2005</th>
<th>PERCENT CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>1.7%</td>
<td>1.8%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>25.6%</td>
<td>26.0%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>12.8%</td>
<td>18.8%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.7%</td>
<td>0.6%</td>
<td>-0.1%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>55.4%</td>
<td>45.9%</td>
<td>-9.5%</td>
</tr>
<tr>
<td>Other, non-white</td>
<td>3.8%</td>
<td>6.9%</td>
<td>3.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGE</th>
<th>FALL 1995</th>
<th>FALL 2005</th>
<th>PERCENT CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 21</td>
<td>33.6%</td>
<td>46.1%</td>
<td>12.5%</td>
</tr>
<tr>
<td>21–24</td>
<td>24.6%</td>
<td>25.2%</td>
<td>0.6%</td>
</tr>
<tr>
<td>25-30</td>
<td>18.2%</td>
<td>11.9%</td>
<td>-6.3%</td>
</tr>
<tr>
<td>31–40</td>
<td>14.2%</td>
<td>8.3%</td>
<td>-5.9%</td>
</tr>
<tr>
<td>41–50</td>
<td>6.2%</td>
<td>5.2%</td>
<td>-1.0%</td>
</tr>
<tr>
<td>51–54</td>
<td>1.3%</td>
<td>1.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Over 55</td>
<td>2.0%</td>
<td>2.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENDER</th>
<th>FALL 1995</th>
<th>FALL 2005</th>
<th>PERCENT CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>48.9%</td>
<td>49.6%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Female</td>
<td>50.8%</td>
<td>50.2%</td>
<td>-0.6%</td>
</tr>
</tbody>
</table>

| Total Headcount      | 22,864    | 22,694    | -170           |

Table 3: Ethnicity, Age, and Gender Trends

**Staff Diversity**

Staff diversity has increased for all employee groups at Orange Coast College over the past ten years.

<table>
<thead>
<tr>
<th>ADMINISTRATORS</th>
<th>Fall 1995</th>
<th>Fall 2005</th>
<th>FULL-TIME FACULTY</th>
<th>Fall 1995</th>
<th>Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>75%</td>
<td>59%</td>
<td>Male</td>
<td>58%</td>
<td>53%</td>
</tr>
<tr>
<td>Female</td>
<td>25%</td>
<td>41%</td>
<td>Female</td>
<td>42%</td>
<td>47%</td>
</tr>
<tr>
<td><strong>Ethnic Group</strong></td>
<td></td>
<td></td>
<td><strong>Ethnic Group</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African-American</td>
<td>0.0%</td>
<td>3%</td>
<td>African-American</td>
<td>1.4%</td>
<td>2%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.0%</td>
<td>14%</td>
<td>Asian/Pacific Islander</td>
<td>3.4%</td>
<td>7%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>7.1%</td>
<td>14%</td>
<td>Hispanic/Latino</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>Native American</td>
<td>—</td>
<td>0%</td>
<td>Native American</td>
<td>—</td>
<td>0%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>92.9%</td>
<td>69%</td>
<td>Caucasian</td>
<td>90%</td>
<td>80%</td>
</tr>
<tr>
<td>Unknown</td>
<td>—</td>
<td>0%</td>
<td>Unknown</td>
<td>—</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total Administrators</strong></td>
<td>28</td>
<td>29</td>
<td><strong>Total Full-Time Faculty</strong></td>
<td>296</td>
<td>271</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASSIFIED STAFF</th>
<th></th>
<th>PART-TIME FACULTY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td><strong>Gender</strong></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>38%</td>
<td>Male</td>
<td>55%</td>
</tr>
<tr>
<td>Female</td>
<td>62%</td>
<td>Female</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Ethnic Group</strong></td>
<td></td>
<td><strong>Ethnic Group</strong></td>
<td></td>
</tr>
<tr>
<td>African-American</td>
<td>3.9%</td>
<td>African-American</td>
<td>0.7%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>7.8%</td>
<td>15%</td>
<td>Asian/Pacific Islander</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>15.0%</td>
<td>Hispanic/Latino</td>
<td>4%</td>
</tr>
<tr>
<td>Native American</td>
<td>—</td>
<td>Native American</td>
<td>—</td>
</tr>
<tr>
<td>Caucasian</td>
<td>73.3%</td>
<td>Caucasian</td>
<td>89%</td>
</tr>
<tr>
<td>Unknown</td>
<td>—</td>
<td>Unknown</td>
<td>—</td>
</tr>
<tr>
<td><strong>Total Classified Staff</strong></td>
<td>307</td>
<td>333</td>
<td><strong>Total Part-Time Faculty</strong></td>
</tr>
</tbody>
</table>

**Table 4: Diversity of Orange Coast College Employees**

**Student Outcomes**

Success and retention rates of Orange Coast College students have increased over the past ten years.

---

**Figure 3:** OCC Success and Retention Rates

Source: OCC Atlas 2005-2006, 44
**Basic Skills Completion**

The progress of students starting in basic skills courses and who progress to a course at the Associate in Arts degree level or transfer level course is documented in Table 5. Basic skills cohorts in English, ESL, and math were tracked for two years to determine the number of students in each cohort attempting and completing the applicable degree or transfer level course.

<table>
<thead>
<tr>
<th></th>
<th>Number of Students Who Completed ESL 199AC</th>
<th>Percentage of Students Who Attempted ENGL 100</th>
<th>Percentage of Students Successful in ENGL 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1997</td>
<td>63</td>
<td>90.5%</td>
<td>82.5%</td>
</tr>
<tr>
<td>Spring 1998</td>
<td>67</td>
<td>88.1%</td>
<td>83.1%</td>
</tr>
<tr>
<td>Fall 1998</td>
<td>59</td>
<td>93.2%</td>
<td>83.6%</td>
</tr>
<tr>
<td>Spring 1999</td>
<td>87</td>
<td>85.1%</td>
<td>91.9%</td>
</tr>
<tr>
<td>Fall 1999</td>
<td>105</td>
<td>95.2%</td>
<td>78.0%</td>
</tr>
<tr>
<td>Spring 2000</td>
<td>98</td>
<td>88.8%</td>
<td>80.5%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>479</strong></td>
<td><strong>90.2%</strong></td>
<td><strong>82.9%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Number of Students Who Completed ENGL 099</th>
<th>Percentage of Students Who Attempted ENGL 100</th>
<th>Percentage of Students Successful in ENGL 100</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Spring 1998</td>
<td>430</td>
<td>79.8%</td>
<td>73.2%</td>
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<td>Fall 1998</td>
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<tr>
<td>Spring 1999</td>
<td>444</td>
<td>83.1%</td>
<td>72.4%</td>
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<tr>
<td>Fall 1999</td>
<td>541</td>
<td>88.2%</td>
<td>73.0%</td>
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<tr>
<td>Spring 2000</td>
<td>395</td>
<td>82.3%</td>
<td>72.9%</td>
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<td><strong>Totals</strong></td>
<td><strong>2897</strong></td>
<td><strong>85.4%</strong></td>
<td><strong>73.3%</strong></td>
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<th>Number of Students Who Completed MATH N008</th>
<th>Percentage of Students Who Attempted MATH 010</th>
<th>Percentage of Students Successful in MATH 010</th>
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<td><strong>807</strong></td>
<td><strong>78.6%</strong></td>
<td><strong>53.3%</strong></td>
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Table 5: English, ESL, and Math Basic Skills Completion Rates

Source: “OCC Student”
A. A. Degrees and Certificates Awarded

The number of degrees and Certificates of Achievement awarded to Orange Coast College students are detailed in Figure 4. The total number of Associate in Arts (A.A.) degrees and Certificates of Achievement has increased over the past ten years, most notably among A.A. degrees. Certificates of Completion are not shown.

![OCC Degrees and Certificates Awarded](Source: OCC Atlas 2005-2006, 52)

OCC Transfers to CSU and UC

Transfers to both CSU and UC were on the rise from 1997-1998 to 2001-2002 after dipping to a ten-year low in 1997-1998 (Figure 5). As of 2004-2005, OCC ranks first in CSU transfers statewide and sixth in UC transfers statewide.

![OCC Transfers to CSU and UC](Source: OCC Atlas 2005-2006, 53)
Graduation and Completion Rates

Graduation and completion rates for Orange Coast College’s first-time, full-time degree or certificate seeking freshman are shown in Figure 6. These rates indicate the percentage of this cohort who have attained a degree, certificate, or become “transfer prepared” (completed 56 transferable units with a GPA of 2.0 or better) in three years, and have ranged from 38.2% to 44.0% over the past five cohort years.

![Image of graph showing graduation/completion rates]

Figure 6: Orange Coast College Statewide Student Right-to-Know Graduation Completion Rates
Source: Chancellor’s Office Student Right-to-Know Reporting Project

Orange Coast College transfer students have higher continuation rates and comparable GPA’s to other community college transfer students attending the California State University (CSU) system. The most recent data from CSU is 2003-2004.

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<td>2.92</td>
<td>2.91</td>
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Table 6: Performance of OCC Students at CSU  
Source: OCC Atlas 2005-2006, 54
ABSTRACT of the REPORT

Institutional Commitment

The commitment of Orange Coast College to provide high quality education is communicated internally and externally through its Mission Statement and the statement of Institutional Commitment.

Orange Coast College’s Mission Statement is based on the College goal of enhancing student learning and contributing to the community’s needs for lifelong learning. The College has long prided itself on its commitment to close teaching and learning relationships, as indicated by the statement of Institutional Commitment. In this statement, the College commits itself philosophically to providing a “learning community” for its students and to emphasizing institutional student learning outcomes characterized by four core outcome areas: Communication, Thinking Skills, Global Awareness, and Personal Development and Responsibility.

The Mission Statement is reviewed annually to reaffirm the College’s commitment to student learning and to be revised according to changing student learning needs. The Mission Statement was revised in April 2006 to include the Associate in Science degree and to expand the statement of Institutional Commitment to include the institutional student learning outcomes, as expressed in the four core outcome areas.

Several major institutional planning statements and processes demonstrate the College’s commitment to student learning.

The primary goal of the Orange Coast College Academic Master Plan is to “Emphasize a Campus-Wide Focus on Student Learning.” This goal has three specific objectives: (1) seek campus-wide support of student learning as the primary mission and activity of the College; (2) expand the number and types of learning opportunities available to students, especially cohort groups; and (3) introduce and implement measurable student learning outcomes across the curriculum.

The Instructional Planning Council has developed a Student Learning Outcomes Plan. This plan demonstrates College commitment to institutional, program, and course-level outcomes, and to training to support the development, implementation, and ongoing assessment of those outcomes.

The program review process is evidence of the institution’s commitment to continuous review of its learning programs according to an established six-year cycle. Program review is integrated into major recommendation and decision-making committees at all levels within the College.

The curriculum process is further evidence of institutional commitment to student learning. As part of the Curriculum Committee’s process, all course outlines of record are now required to include student learning outcomes.

In assessing the learning needs of its student population, the College created an Associate in Science degree program, approved by the California Community College Chancellor’s Office in Spring 2006.

The Office of Institutional Research supports the College commitment to student learning by providing measurable evidence of this commitment, compiled annually in the Orange Coast College Atlas.

The institution has demonstrated its overall commitment to student learning by increasing awareness of the Mission Statement to students, faculty, and administrative staff. The Mission Statement is incorporated into campus publications, Planning Committee documents, and public displays throughout the campus.

Student Learning Outcomes

The College has made continuous progress towards the institutionalization of student learning outcomes.

In Spring 2004, a faculty member presented a review of student learning outcomes to the Academic Senate based on her attendance at the League of Innovation Annual Conference. As a result of this presentation, in Summer 2004 a group of faculty and administrators attended the League of Innovation Learning College Conference in Toronto, Canada. Dubbed “The Toronto Group,” these faculty and administrators spearheaded the continuing campus discussion and training about student learning outcomes during 2004-2005. In Fall 2004, the Academic Master Plan was finalized. The plan included the first and primary goal, to “emphasize a campus-wide focus on student learning.” One of the stated objectives toward accomplishing this goal was to include measurable student learning outcomes across the curriculum.
Over the course of the 2004-2005 academic year, faculty and administrators attended local, state, and national conferences on student learning outcomes. SLO Cafés, run by the Academic Senate President, encouraged campus-wide discussion of student learning outcomes, how to identify and assess them, and how the campus should approach the adoption of student learning outcomes. In Summer 2005, an academic division dean attended the annual League of Innovation Learning College Conference. This administrator subsequently paired with a faculty member from the Toronto Group to offer college-wide student learning outcomes training sessions.

During Fall 2005, the Instructional Planning Council, in conjunction with leadership from the Student Services and Administrative Services wings, developed and recommended an Institutional Student Learning Outcomes Plan to the Planning and Budget Committee. This plan was approved in December 2005. The Institutional Student Learning Outcomes Plan recommended that student learning outcomes and assessment occur at three levels: the institutional level, the program or department level, and the course level. The institutional-level student learning outcomes section of the plan states that students receiving an associate’s degree from Orange Coast College will demonstrate competency in four core outcome areas: Communication, Thinking Skills, Global Awareness, and Personal Development and Responsibility. These core student outcome areas create a set of institutional student learning outcomes across disciplines, degrees, certificates, programs, and courses. Each program or department will develop appropriate and measurable student learning outcomes. Program student learning outcomes will correlate with the institutional student learning outcomes areas. Program outcomes will be included in the established program review process.

During Spring 2006, department representatives received the first in a series of campus training sessions in the development of course level student learning outcomes. Also during Spring 2006, the Curriculum Committee approved the requirement that starting Fall 2006, all new and revised course outlines of record will include student learning outcomes.

During Fall 2006, the Curriculum Committee began its first formal approval of course outlines that included student learning outcomes. The goal of the Curriculum Committee was to incorporate student learning outcomes into 25% of the course inventory during the 2006-2007 academic year. Training in developing student learning outcomes at the course level continued during Fall 2006. Also, the development of an assessment training program began, with implementation to begin during Spring 2007. The 2006-2007 academic year has been designated as the time period during which program-level student learning outcomes will be developed with implementation of student learning outcomes to begin during Fall 2007.

**Evaluation, Planning, Improvement**

There is an ongoing evaluation, planning, and improvement process at Orange Coast College to help serve students better. Improvement is achieved through the systematic cycle of evaluation, goal setting, resource distribution, implementation, and reevaluation.

Evaluation is a crucial element in the process of ongoing institutional improvement. The primary source of data and evidence to allow effective institutional and program evaluation is provided by the Office of Institutional Research. The Office of Institutional Research provides an annual compilation of institutional effectiveness measures in the Orange Coast College Atlas. These measures include Environment and Access, Student Enrollment Trends, Student Outcomes, Employee Data, and Data by Academic Year. The information provided in the Atlas serves as the basis for institutional review and is disaggregated for specific program review. The Office of Enrollment Services reports enrollment data every instructional session, including fall and spring semesters, intersession, and summer session. Enrollment Services provides demographic data for each fall and spring semester. A further element in evaluation is budget trends and information provided in reports from Administrative Services.

One of the key characteristics of the Orange Coast College culture is an ongoing process of self-evaluation, where all constituents, including students and staff, are encouraged to identify areas in need of
improvement and suggest potential solutions and plans to achieve that improvement. The institution evaluates itself with respect to external measures such as accreditation, recommendations and labor market trends. Internal sources of evaluation include district-wide goals and recommendations and College recommendations made by key planning committees, with information and recommendations from the subcommittees and constituencies they represent.

Goal setting and planning are based on District and institutional goals. The mission and goals of the Coast Community College District are outlined in its Board policy. College goals are expressed in the Orange Coast College Mission Statement and the statement of Institutional Commitment. The College goals are further developed in the Orange Coast College Master Plan, which includes the Academic Master Plan, Facilities Master Plan, and Technology Master Plan.

The planning committees are the major avenue through which goals are developed and communicated to the College.

The central campus-wide body for goal setting and planning is the Planning and Budget Committee. This committee sets its goals based on recommendations from seven planning committees: Outreach and Recruitment Committee, Facilities Committee, Technology Committee, Instructional Planning Council, Student Services Planning Council, Administrative Services Planning Council, and the Academic Senate. These seven planning committees draw on information provided by the campus community.

The main goals of the Outreach and Recruitment Committee are to improve relations with the community and to build student recruitment. In order to set goals and to plan, this committee relies heavily on data obtained from the Office of Enrollment Services and the Office of Institutional Research. The membership of this committee is campus-wide, including students, faculty, classified staff, and administrators. The committee is chaired by the College President.

The Facilities Committee is guided closely by the Facilities Master Plan in setting its goals. This committee is responsible for continually reviewing the Facilities Master Plan and to set goals consistent with this plan. It recommends the allocation of resources obtained from the Measure C bond issue and for ongoing facilities planning, including maintenance of the campus infrastructure, buildings, landscape and hardscape, as well as new construction. Membership of this committee is campus-wide, including students, faculty, classified staff, and administrators. The committee is co-chaired by the Vice President of Administrative Services and the Academic Senate President.

The goal setting of the Technology Committee is framed by the Technology Master Plan. This committee is responsible for continually reviewing the Technology Master Plan and setting goals consistent with this plan. The primary goal of this committee is to ensure access of all College constituents to appropriate technology in support of student learning. The membership of this planning committee is also campus-wide, composed of students, faculty, classified staff, and administrators. The committee is currently chaired by the Administrative Computer Services Director.

The goals of the Instructional Planning Council are broadly set by the Academic Master Plan. The committee is responsible for continually reviewing the Academic Master Plan and for setting goals consistent with this plan. An important function of the Instructional Planning Council is to incorporate recommendations from key committees. These committees include the Deans’ Council, which represents division-specific goals, program preview committees’ data, and the Career Education Steering and Planning Committee, which represents student learning needs in occupational programs. The membership of the Instructional Planning Council is composed of students, faculty, and academic deans. Permanent members include the Program Review Coordinator, the Academic Senate President, and the Curriculum Committee Chair. The council is chaired by the Vice President of Instruction.

The Student Services Planning Council sets goals according to the evaluation of student needs within the following service areas: Enrollment Services, which includes Admissions, Records, and Enrollment; Assessment, Matriculation, and Financial Aid; International Student Services; Student Health Ser-
services; Extended Opportunity Programs and Services (EOPS); and the Child Care Center services. Membership includes all managers within the Student Services wing. The council is chaired by the Vice President of Student Services.

The Administrative Services Planning Council sets goals according to the evaluation of student needs within the following service areas: Fiscal Affairs and Services, Personnel Services, Facilities Construction, Administrative Computing Services, Maintenance and Operations, and Campus Safety. Membership includes all managers within the Administrative Services wing. The council is chaired by the Vice President of Administrative Services.

The goals of the Academic Senate are broadly set by the State Academic Senate and the Orange Coast College Academic Senate. The Academic Senate relies on information from two primary sources: the senators, who represent academic divisions and campus-wide faculty needs, and data and recommendations from Academic Senate committees. The membership of the Academic Senate is composed uniquely of faculty elected by their peers. It is chaired by a president nominated and elected by the Academic Senate members.

The Planning and Budget Committee is responsible for assuring that its recommendations to the President are consistent with recommendations of the seven planning committees which report to it and with the College Mission and Master Plan. In addition to these planning committees, the President also relies on recommendations made by the Associated Students of Orange Coast College (ASOCC) Executive Board and the Orange Coast College Foundation Board of Directors.

The Planning and Budget Committee is primarily responsible for resource distribution. Each new academic year begins with a budget report. This report highlights budget performance in the previous fiscal year, including the ending year balance and the current year’s budget. The current year’s budget is reviewed in terms of state funding guidelines, the District funding model, and the distinction between ongoing and one-time resource allocations.

The new fiscal year budget is built from budget worksheets submitted in the spring of the previous academic year by all departments of the College. These worksheets are used by the Supervisor of Fiscal Affairs to create the base allocations for all departments on the campus.

The Planning and Budget Committee distributes remaining available funds based on recommendations from the seven planning committees and the office of the Vice President of Administrative Services. One-time categorical funding is allocated by the appropriate planning committee, based on information and data drawn from its constituencies.

Once resources have been allocated, the implementation phase begins. Implementation takes place in the individual divisions and departments, specific programs, or committees. The recipients of resources report back to the appropriate planning committee with regard to the effectiveness and level of improvement achieved in attaining their goals. This process of reevaluation serves as the planning point for the next planning cycle.

**Organization**

Orange Coast College is organized into four wings, each of which supports student learning from a specific perspective.

The President’s wing, under the direction of the President, includes the Office of Institutional Research; the Office of Community Relations, Publications, and Special Events; Staff Development; and the Orange Coast College Foundation. The Office of Institutional Research supports student learning by providing an empirical basis for the ongoing evaluation and improvement of student learning programs. The Office of Community Relations provides potential and current students with information regarding learning opportunities at the College. Staff Development supports student learning by ensuring ongoing professional development for all faculty and staff members. The Orange Coast College Foundation supports student learning by financially underwriting many of the College’s academic and extracurricular activities.
The Instructional wing, under the direction of the Vice President of Instruction, includes nine academic divisions, the Library, Extended Education, Instructional Computing, and Web Services. The Instructional wing has the responsibility for planning, evaluating, and improving the instructional programs at the College.

The Student Services wing, under the leadership of the Vice President of Student Services, includes the Office of Student Services, Enrollment Services, Student Health Services, Extended Opportunities Programs and Services (EOPS), the Child Care Center, and bookstore operations. The Student Services wing takes primary responsibility for the extracurricular programs and services that support student learning at the College.

The Administrative Services wing, under the leadership of the Vice President of Administrative Services, includes Fiscal Services, Personnel Services, Maintenance and Operations, Administrative Computing Services, and Construction and Facilities Services. The Administrative Services wing takes primary responsibility for those services that support the administrative infrastructure of student learning.

Because the College is large and complex, the primary means for communication and decision making takes place within the campus committee structure. These committees may be specific to a wing or span across two or more wings. The process of shared governance, as articulated in the recently updated OCC Shared Governance Document, ensures appropriate representation of all College constituents on campus committees. The major committees of the College are listed below:

**Academic Senate**

*Role:* Communication and decision making  
*Members:* Faculty  
*Chair:* Academic Senate President  
*Student Learning Support:* Ensures faculty have primary input in the provision, evaluation, and ongoing improvement of learning programs

**Administrative Cabinet**

*Role:* Primarily communication  
*Members:* All College managers  
*Chair:* College President  
*Student Learning Support:* Communicates college-wide planning and provides direct as well as indirect support for student learning

**Administrative Services Planning Council**

*Role:* Communication and decision making  
*Members:* All Administrative Services wing managers  
*Chair:* Vice President of Administrative Services  
*Student Learning Support:* Assures the operation and safety of the learning environment

**Associated Students of Orange Coast College (ASOCC) Executive Board**

*Role:* Communication and decision making  
*Members:* Students  
*Chair:* Elected Student ASOCC President  
*Student Learning Support:* Provides for student participation in the planning and operation of co-curricular learning programs

**Classified Forum**

*Role:* Primarily communication  
*Members:* Classified staff  
*Chair:* Classified staff member  
*Student Learning Support:* Shares information about college-wide planning and provides direct as well as indirect support for student learning

**Curriculum Committee**

*Role:* Communication and decision making  
*Members:* Faculty  
*Chair:* Faculty  
*Student Learning Support:* Guarantees breadth, depth, and quality of academic curriculum
Facilities Committee
Role: Communication and decision making
Members: Students, faculty, classified staff, and managers
Co-Chairs: Vice President of Administrative Services and Academic Senate President
Student Learning Support: Maintains physical plant and equipment to assure an effective learning environment

Instructional Planning Council
Role: Communication and decision making
Members: Students, faculty, and academic administrators
Chair: Vice President of Instruction
Student Learning Support: Assures the overall evaluation and improvement of instructional services and programs

Outreach and Recruitment Committee
Role: Communication and decision making
Members: Students, faculty, classified staff, and managers
Chair: President
Student Learning Support: Addresses the learning needs of potential students and recommends strategies to recruit those students

Planning and Budget Committee
Role: Communication and decision making
Members: Students, faculty, classified staff, and managers
Chair: President
Student Learning Support: Makes final recommendations to the President in terms of institution-wide resource allocation

Student Services Planning Council
Role: Communication and decision making
Members: All Student Services wing managers
Chair: Vice President of Student Services
Student Learning Support: Provides the administrative and extracurricular support for student learning

Technology Committee
Role: Communication and decision making
Members: Students, faculty, classified staff, and managers
Chair: Director of Administrative Computing Services
Student Learning Support: Assures campus-wide access to technology in support of student learning

Vice President’s Council
Role: Primarily communication
Members: Vice presidents
Chair: College President
Student Learning Support: Assures the integration of learning support across all wings

Many other committees participate in communication and decision making with regard to focused areas of student learning and needs.

Dialogue
Orange Coast College prides itself on a strong tradition of inclusive, informed, and intentional dialogue about institutional quality in an effort to purposefully guide institutional change.

The academic year begins with a Focus Day, led by the President of the College. Focus Day sets the tone for the year; the President reviews the State of the College in his presidential address, and key institutional, District, and union leaders review their goals for the year. Information tables allow various groups and committees on campus to share student learning initiatives, and division and department meetings review annual goals.

Frequent open forums allow for unrestricted campus dialogue regarding major College initiatives such as shortening the semester length from eighteen to sixteen weeks, the Associate in Science degree, the accreditation self study report, and student learning outcomes.

The OCC Portal, OCC’s intranet, represents a major online improvement in campus-wide dialogue.
All divisions, departments, and committees are represented on the portal. The portal provides easy access from any web browser to major policies, announcements, calendars, and agendas.

Dialogue occurs not only formally within the committee structure of the campus, but also informally. A large, informal communication network is fostered by a relatively flat hierarchical structure, encouraging communication and dialogue at all levels and between all members of the College community. For example, an open door policy is practiced by all College managers. The Vice President of Instruction has regular, weekly open door hours for any member of the College community to drop in for informal discussions.

The accreditation self study process epitomizes the degree to which dialogue is fostered across the Orange Coast College campus. One hundred and fifty members of the campus community, including students, faculty, staff, and managers, were directly involved in creating the self study report, representing close to 25% of all full-time employees. Committees maintained online communication with individual and shared accreditation OCC Portal sites. Individual committees held over 100 meetings. Accreditation co-chairs updated the entire campus in campus-wide forums and by newsletters and announcements to faculty and staff.

Institutional Integrity

Orange Coast College demonstrates its commitment to honesty, truthfulness, and the manner in which it represents itself to stakeholders, internal and external.

The main publications in which Orange Coast College represents itself to stakeholders are the Orange Coast College Catalog, the Class Schedule, the College website, the College eDVD, We’ll Help You Get There, and a variety of community brochures, external and internal reports, and memos distributed to the College and larger community. The Office of Community Relations has the overall responsibility to assure the accuracy, clarity, understandability, and appropriateness of publications. The Director of this office serves on the Catalog and Class Schedule Committee, which reviews these key College publications on a regular basis. This committee is chaired by the Dean of Instructional Programs. OCC’s online Catalog and Class Schedule continue to be updated even after the printed schedules are published. Other information presented online is monitored by the appropriate department, division, or constituency.

Following the events of September 11, 2001, various departments engaged in discussion regarding the need to distinguish between personal conviction and professionally accepted views in an instructional setting. This prompted the Academic Senate to form, in 2002, the Academic Freedom Committee. This committee reviews and makes recommendations regarding academic freedom.

The Academic Standards Committee, another subcommittee of the Academic Senate, also addresses integrity. This committee was formed to ensure that academic standards are defined and maintained. One of the responsibilities of this committee is to ensure that student grades reflect an honest appraisal of student performance against faculty standards. The College also maintains the integrity of student grades through a formal grievance procedure. According to this procedure, student concern about faculty assignment of grades is addressed first through the academic dean, then submitted to the grade grievance officer for investigation. Based on the investigation, the grievance officer makes a formal recommendation which the student may appeal to the President of the College. This policy is stated in the OCC Catalog.

The College has an Academic Honesty Policy, stated in the Catalog and the Class Schedule. On November 3, 2005, the Coast Community College District adopted a revised CCCD Student Code of Conduct. This Code of Conduct is published on the OCC website and in the Catalog. The Dean of Students holds an Academic Integrity Seminar, a non-credit, voluntary series of workshops. Students who have violated the Code of Conduct are invited to attend these seminars. Those students who complete the seminar series in its entirety regain their good standing with the Dean of Students.

The College pays close attention to issues of equity and diversity with regard to its students, faculty,
and staff. The Office of Institutional Research maintains ongoing research on diversity and demographics of students, faculty, and staff through the Orange Coast College Atlas, published annually. Equal opportunity guidelines and hiring laws are outlined in the District Hiring Committee Handbook. These guidelines and laws are followed by the College hiring committees under the supervision of the College Personnel Director.

CCCD Board policies include mandated workshops and training in the areas of sexual harassment, gender equity, and staff diversity.

The needs of a diverse student population are supported with such programs as Extended Opportunity Programs and Services (EOPS), the Puente Program, and the Transfer Opportunity Program (TOP). These programs serve targeted populations of low-income, disadvantaged, and first-generation college students, whose demographics are primarily underrepresented minorities. A large number of clubs address religious, ethnic, and cultural diversity. The needs of disabled students are served by a comprehensive disabled students’ program organized under the Disabled Students’ Center.

The four core areas of institutional student learning outcomes, as expressed in the statement of Institutional Commitment, specifically address issues of diversity and ethics. These four core areas are articulated in greater detail in the Institutional Student Learning Outcomes Plan. The core area of Global Awareness includes social diversity as a component. The core area of Personal Development and Responsibility includes ethics as a component.

The College assures honesty and integrity in its relationships with external agencies, and in particular with the Commission, by conducting all program and policy appraisals through committee review with memberships comprised of broad-based campus constituencies. This ensures that all viewpoints, including dissenting viewpoints, are recognized and addressed.

The college culture at OCC is one of constant self-reflection. One demonstration of this is the continuous improvement in College planning and evaluation processes to ensure that the College is addressing student needs with the utmost integrity. Within the past three years, the planning structure has been significantly revised with the creation of new committees, such as the Instructional Planning Council, the Outreach and Recruitment Committee, the Facilities Planning Committee, and the new Technology Committee. Another example is the continuous revision and improvement in student learning programs which led to the development of the Associate in Science degree. Finally, the revision of the OCC Shared Governance Document and the ongoing reevaluation of all major planning documents attest to a high standard of self-reflection.
ORGANIZATION for the SELF STUDY

In March 2005, President Robert Dees, in consultation with the Academic Senate President, appointed a faculty member to serve as an accreditation self study co-chair. Once the new Vice President of Instruction was selected in the summer of 2005, she was asked to serve as the accreditation Liaison Officer and second self study co-chair. At this time, the President of the College also selected a part-time clerical assistant to serve as document and research assistant.

In April 2005, the President, the accreditation faculty co-chair, the Academic Senate President, and other campus representatives who had attended the ACCJC/WASC accreditation training sessions, reviewed possible organizations for the self study. This group decided to organize the Accreditation Committee by the eleven standard subsections and to review the six themes within each of the standards. Given this organizational strategy, the President, vice presidents, Academic Senate President, and the faculty co-chair selected standards co-chairs according to three main criteria:

- Provide opportunities for broad participation of faculty, classified staff, and management
- Combine the knowledge of seasoned staff with previous accreditation experience and the energy of new staff with fresh perspectives
- Team administrative managers with faculty and staff to provide adequate clerical support.

In May 2005, an orientation meeting was held for the Accreditation Steering Committee, composed of the accreditation self study co-chairs and the co-chairs of each of the eleven standard committees. The Director of Research and the Web Services Manager were also invited to this orientation. The Director of Institutional Research was asked to prepare survey instruments to assist the self study process. The Web Services Manager assigned a technology trainer to design and maintain an internal website, the OCC Portal, which has served as the main storehouse of online information and the central means of dialogue and research for the Accreditation Committee members. The standards co-chairs were charged with reviewing accreditation material in preparation for their responsibilities in the following academic year.

During the summer of 2005, standards co-chairs attended portal training in order to develop websites for each of their standards. They also reviewed accreditation materials in order to understand how best to approach their report responsibilities. The accreditation co-chairs met frequently to review overall approaches to completing the report and decided to develop a time line that approached the accreditation report in terms of the three main sections: the Descriptive Summary, the Self-Evaluation, and the Planning Agenda. The six themes would be used as guidelines for each committee’s research and evaluation.

Immediately prior to the beginning of Fall Semester 2005, a full-day retreat was held for the Accreditation Steering Committee. The co-chairs from the Mount San Antonio College 2004 Accreditation Committee were invited as guest speakers to review their accreditation process, having recently completed a self study. The Orange Coast College accreditation co-chairs reviewed goals and time lines for completing the report. They discussed the integration of the six themes, shared relevant documents, such as the previous accreditation report and ACCJC/WASC documents, and held open discussions with the standards co-chairs to determine strategies for successful recruitment of committee members and completion of reports.

On Fall Focus Day, held in September 2005, accreditation co-chairs and standards co-chairs introduced the accreditation self study process and goals to the campus community and recruited committee membership. During subsequent weeks in the fall, the standards committees drafted outlines and responses to the Descriptive Summary section of their reports. The Office of Institutional Research distributed a student survey and assisted individual standard committees with requests for statistical data. The accreditation co-chairs reviewed recommendations made during the 2000 site visit. They also worked closely with standards co-chairs to assist with
research and review outlines and then drafts of the Descriptive Summaries. The co-chairs maintained regular communication with the campus community about the progress of the report by means of weekly staff development newsletters, reports to the Academic Senate, and key administrative committees, such as Instructional Planning Council. Moreover, everyone with a network account has access to the OCC Portal site, on which accreditation meetings, committee members, and documentation are posted regularly.

In late January 2006, the Accreditation Steering Committee met for a full-day workshop to review progress on the Descriptive Summaries, revisit documentation procedures and citations, exchange information and ideas to facilitate the progress of the report, and update the timeline.

In February of 2006, the Office of Institutional Research communicated the results of faculty, staff, and student surveys.

By the end of April 2006, the standards committees completed drafts of their Descriptive Summaries, Self-Evaluations, and Planning Agendas. The accreditation co-chairs reviewed the draft and distributed a comprehensive first draft of the standards to the standards co-chairs and committee members on May 19, 2006. In addition, an electronic version of this comprehensive draft was made available to the entire College community via the OCC Portal.

During the summer of 2006, the accreditation co-chairs, with assistance of the Office of Community Relations and clerical staff, completed a second draft of the standards, which was presented to the campus community on Fall Focus Day, held in September 2006.

During September 2006, the accreditation co-chairs completed the introductory section. The Office of Community Relations compiled the historical background section of the report, and the Office of Institutional Research provided all the required, current College institutional data. The accreditation co-chairs held two informational forums, one on September 19 and one on September 25, to allow for campus-wide feedback on the second draft. During these forums, the co-chairs also shared introductory materials, including historical background and institutional data. As an outcome of these forums, individuals and committees with expertise in standard areas on campus were identified to review content in the final draft of the self study.

A complete draft of the report was submitted to the CCCD Board of Trustees on October 11, 2006. This draft was reviewed publicly during the Board of Trustees meeting of October 18. A final editing was completed and the printed version of the report was submitted to ACCJC/WASC and made available to the campus in November 2006.
ACCREDITATION STEERING COMMITTEE

CO-CHAIRS
Melinda Nish ..................Vice President, Instruction
Lesley Danziger .................Professor, English; Staff Development Coordinator

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS CO-CHAIRS
I.A. ......................................Valerie Hayward, Professor of Mathematics
     Melissa Moser, Director, Financial Aid
I.B. ......................................Georgie Monahan, Professor, Speech
     Communications; Academic Senate President
     Paul Asim, Dean, Social and Behavioral Sciences

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES CO-CHAIRS
II.A. ....................................Sylvia Impert, Dean, Visual and Performing Arts
     Candy Pettus, Professor, Anthropology and Sociology
II.B. ....................................Greg Clark, Professor, Management
     Kate Mueller, Dean of Students
II.C. ....................................Michael Mandelkern, Dean, Literature and Languages
     Vinta Oviatt, Professor, Library

STANDARD III: RESOURCES CO-CHAIRS
III.A. ..................................Dottie Aper, Athletic Facilities Coordinator
     Kevin Ballinger, Dean, Consumer Health Sciences
III.B. ..................................Rose Anne Kings, Professor, Architectural Technology
     Mark Thissell, Director, Maintenance and Operations
III.C. ..................................Bill Saichek, Professor, Computer Information Systems and Computer Science
     Ed Waterman, Director, Administrative Computing Services
III.D. ..................................Rich Pagel, Vice President, Administrative Services
     Brenda Shine, Professor, Hotel Meeting and Event Management

STANDARD IV: LEADERSHIP AND GOVERNANCE CO-CHAIRS
IV.A. ..................................Barbara Bond, Dean, Physical Education and Athletics
     Anna Hanlon, Professor, Physical Education
IV.B. ..................................Irene Naesse, Professor, Geography
     Hilary Thomas, President, Coast Federation of Classified Employees
Research Support ...................Sheri Sterner, Director, Institutional Research and Library Services
Documentation Support ..........Robbie Lever, Clerical Staff
ACCREDITATION STANDARDS COMMITTEES

F: Faculty C: Classified Staff A: Academic Administrator
M: Classified Manager S: Student

STANDARD I.A.: MISSION
Co-Chairs: Valerie Hayward (F) and Melissa Moser (M)

Brahmbhatt, Jay (C) Cuellar, Eric (F) Gadiert, Inez (C)
Goode, Rene (C) Harmer, Ann (F) Jana, Dennis (F)
Keegan, Diane (F) Lozano, Marlee (S) Zhe, Bob (F)
Nguyen, Tijai (C) Ouellette, Harriet (C) Perkins, Marc (F)

STANDARD I.B.: IMPROVING INSTITUTIONAL EFFECTIVENESS
Co-Chairs: Georgie Monahan (F) and Paul Asim (A)

Abukar, Yusuf (S) Attore, Lois (F) Lohman, Ben (F)
Obstfeld, Loretta (F) Martinez, Carla (C) Mendoza, Robert (A)

STANDARD II.A.: INSTRUCTIONAL PROGRAMS
Co-Chairs: Candy Pettus (F) and Sylvia Impert (A)

Carroll, Kat (F) Dunlap, Doree (M) Erger, Cynthia (C)
Groetsch, Lucy (M) Hehn, Linda (C) Kelly, Marilyn (F)
Kraft, Richard (F) Lara, Richard (F) Olson, Scott (S)
Poshek, Joe (F) Robertson, Darrin (C) Soto, Ricardo (F)

STANDARD II.B.: STUDENT SUPPORT SERVICES
Co-Chairs: Kate Mueller (A) and Greg Clark (F)

Bonnett, Timothy (S) Burton, Kathleen (C) Bustamante, Rina (C)
Katsuki, Anna (F) Kiger, Chris (C) Kunzler-Yett, Betil (F)
Martinez, Olivia (M) Morgan, Dennis (F) Papastathis, Andonia (C)
Phillips, Clyde (F) Price, Barbara (F) Shajie, Vida (F)
Vu, Jenny (C) Watson, Maryanne (F)

STANDARD II.C.: LIBRARY AND LEARNING SUPPORT SERVICES
Co-Chairs: Michael Mandelkern (A), Oviatt, Vinta (F)

Barton, Laurie (F) Clark, Jennifer (S) Conner, Greg (F)
Fawcett, John (C) Heavern, Irene (F) Keesler, Kathy (F)
Keith, Beatriz (F) Kennedy, Marilyn (F) Koff, Sheila (F)
Lerma, Maria (F) Marron, Sherry (F) Muelas, Ali (F)
Rodriguez, Betty (C) Smith, Susan (F) Taylor, Mike (F)
Wakim, Salena (F) Whiteside, Sandy (C)
STANDARD III.A.: HUMAN RESOURCES
Co-chairs: Dottie Aper (C), Kevin Ballinger (A)

Becker, Lauren (F)    Belcher, Mary (F)    Cabral, Marta (F)
Campbell, Laurie (F)  Carrizo, Mike (C)   Clevenger, Julie (C)
Cutenese, Chuck (F)   Dutro, Chas (C)     Foster, Rodney (F)
Hanlon, Anna (F)      Hollander, Gena (F)  McClanahan, Anne (F)
Neth, Jan (M)         Tran, Darlene (S)    

STANDARD III.B.: PHYSICAL RESOURCES
Co-Chairs: Rose Anne Kings (F), Thissell, Mark (M)

Biggs, Marina (S)     Brown, Eva Shaffer (C)  Canett, Mike (M)
Cashile, Bethany (S)  Costas, Jose (F)       Frechen, Richard (F)
Gilliam, Kristen (S)  Hartunian, Ursula (C)  Kubiak, Renee (F)
Hutchison, Catherine (C)  O’Connor, Robin (F)  Malaty, Martha (F)
McCall, Leslie (F)    Rothgeb, Helen (M)     

STANDARD III.C.: TECHNOLOGY RESOURCES
Co-Chairs: Ed Waterman (M), Bill Saichek (F)

Akers, Tom (F)        Clark, Kristin (M)    Fawcett, John (C)
Lurya, Rachel (S)     Murphy, Tim (F)       Nguyen, Thuy (C)
Olds, Mike (F)        Profeta, Glen (M)     Ring, David (F)

STANDARD III.D.: FINANCIAL RESOURCES
Co-Chairs: Brenda Shine (F), Rich Pagel (M)

Cooper, Barbara (F)   Denton, Bob (F)       Etherton, Joyce (C)
Motupalli, Priya (S)  Sugden, Jim (F)       Schneiderman, Rob (F)
Thompson, Daniela (M) Zellerback, Charles (F) 

STANDARD IV.A.: DECISION-MAKING ROLES AND PROCESSES
Co-Chairs: Barbara Bond (A), Anna Hanlon (F)

Area, Sheryl (C)      Behr, Laura (F)       Keefer, Sherry (F)
Knox, John (F)        Lloyd, Nicole (C)     Martinez, Rachel (C)
Samuels, Terri (S)    Shepard, James (C)    

STANDARD IV.B.: BOARD AND ADMINISTRATIVE ORGANIZATION
Co-Chairs: Irene Naesse (F), Hilary Thomas (C)

Adan, Amina (F)       Bowen, Todd (S)       Coaty, Patrick (F)
Funex-Gonzalez, Juani (F)  Marcina, Vesna (F)  Isaac, Darryl (F)
Paine, Allison (C)    Vallera-Rickerson, Irini (F)
ORGANIZATION of the INSTITUTION
ORGANIZATION OF THE INSTITUTION

COAST COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

Board of Trustees

Armando Ruiz
Walter G. Howald

Jerry Patterson
Jeri Elder
Student Trustee

Mary L. Hornbuckle
George E. Brown
COMMITTEE PLANNING STRUCTURE

Level 3
- ASOCC Executive Board
- OCC President Robert Dees
- Planning & Budget Committee
- CCCD Chancellor Kenneth D. Yglesias
- Foundation Board of Directors

Level 2
- Outreach Recruitment Committee
- Facilities Planning Committee
- Technology Planning Committee
- Instructional Planning Council
- Student Services Planning Council
- Admin Services Planning Council
- Academic Senate

Level 1
- Career Services & Planning Committee
- Deans Council
- Student Services Programs
- Admin Services Departments
- Curriculum Committee
- Other Academic Senate Committees
- Divisions, Departments & Programs
TIME LINE for ACCREDITATION 2007 SELF STUDY

MARCH 2005
• Campus-wide announcement of the self study
• District-wide ACCJC/WASC Accreditation Workshop
• Identification of the self study co-chairs

APRIL 2005
• Identification of the standards co-chairs

MAY 2005
• Orientation with standards co-chairs

JUNE-JULY 2005
• Chairs review accreditation expectations
• Standards co-chairs review self study process
• Establish Accreditation Committee OCC Portal site
• Technology training to assist chairs and co-chairs

AUGUST 2005
• Retreat for Accreditation Steering Committee
• Presentation by Mount San Antonio College accreditation chairs
• Review standards and themes
• Establish time line for standards, goals, protocols

SEPTEMBER 2005
• Fall Focus Day: college-wide review of self study process
• Presentations by Accreditation Steering Committee chairs
• Recruit Standards Committee members
• Standards teams identify self study tasks and establish meeting schedule

OCTOBER-DECEMBER 2005
• Standards committees research and write Descriptive Summary
• Interview, research, dialogue, and write outline and draft
• Committees confer regularly to review progress
• Establish document collection and citation format

NOVEMBER 2005
• Student surveys distributed

JANUARY 2006
• Accreditation Steering Committee workshop
• Review Descriptive Summary drafts, self-Evaluations, and Planning Agendas
• Meetings with individual standard chairs

FEBRUARY 2006
• Faculty and staff surveys distributed
• Descriptive Summary draft due

MARCH 2006
• Planning Agenda, Self-Evaluation drafts due
APRIL 2006
• Editing of drafts

MAY 2006
• First draft of standards distributed campus-wide

JUNE-JULY-AUGUST 2006
• First draft edited by accreditation co-chairs

SEPTEMBER 2006
• Second draft distributed campus-wide

OCTOBER 2006
• Final draft submitted to Board of Trustees and distributed online

NOVEMBER 2006
• Self Study completed
• Mail Self Study Report to ACCJC

FEBRUARY 2007
• Final campus preparation for site visit

MARCH 2007
• Host ACCJC site team
CERTIFICATION of CONTINUED COMPLIANCE with ELIGIBILITY REQUIREMENTS

1. AUTHORITY

Orange Coast College (OCC) is authorized to operate as an educational institution and award degrees through governance by the Coast Community College District Board of Trustees, which derives its authority from the *California Education Code*. The College is regulated by the California Community Colleges Board of Governors, and is accredited by the Western Association of Schools and Colleges as well as other specialized accrediting agencies (*OCC Catalog 2006-2007*).

2. MISSION

Orange Coast College's current Mission Statement was adopted by the Coast Community College Board of Trustees on April 5, 2006 (Board, 5 April 2006). The Mission Statement is clearly defined, is consistent with the College's legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it serves. The Mission Statement is included in the 2006-2007 *OCC Catalog* (*OCC Catalog 2006-2007*). The Mission Statement is complemented by the statement of Institutional Commitment and a declaration of four core areas which outline institutional student learning outcomes.

3. GOVERNING BOARD

The Board of Trustees for Coast Community College District (Orange Coast College, Golden West College, Coastline Community College, and KOCE) is a functioning governing board, bearing the responsibility for the quality, integrity, and financial stability of the institution and for ensuring that the College's mission is carried out. The governing board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program.

The Board's membership is sufficient in size and composition to fulfill all Board responsibilities. The governing board consists of five elected members and a non-voting student member. The voting members are elected at-large by the community and must reside within the District boundaries. The majority have no employment, family, ownership, or other personal financial interest in the institution. The Board adheres to a “Conflict of Interest Policy” that assures that those interests are disclosed, and that they do not interfere with the impartiality of governing body members, or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution (“Conflict”).

4. CHIEF EXECUTIVE OFFICER

The College President was selected according to District procedures and confirmed by the District Board in Spring 2005. The President's primary responsibility is to Orange Coast College, the fulfillment of the College's stated mission, adherence to federal, state, and local mandates, and Board policies. The President's most important charge is to lead effectively in fiscal management, long-range planning, achievement of goals, cultivation of human resources, and institutional integrity.

5. ADMINISTRATIVE CAPACITY

Orange Coast College, in cooperation with the District office and appropriate faculty and staff, establishes clearly delineated and published standards for fulfillment of administrative duties and responsibilities. Prominent in all screening and selection processes is verification of experience, credentials, and personal and professional capacity to support the College mission and purpose. The President is directly supported by a senior staff consisting of the Vice Presidents of Instruction, Administrative Services, and Student Services. They are supported by deans, directors, managers, and supervisors who are responsible for specific divisions, departments, or operations. The organizational structure is outlined in institutional organizational charts. The administrative staff is sufficient to provide the services necessary to support the institution's mission and purpose.
6. OPERATIONAL STATUS

Orange Coast College is operational, with students actively pursuing its degree programs. Approximately 24,000 students annually enroll at Orange Coast College. This includes full- and part-time students taking credit and non-credit classes at day and evening times. Students are seeking fulfillment of transfer requirements, Associate in Arts or Associate in Science degrees, and completion of certificate programs (OCC Atlas 2005-2006, 32, 33, 52). A Class Schedule is published three times each year (OCC Fall).

7. DEGREE PROGRAMS

The OCC Catalog lists all requirements for the Associate in Arts or Associate in Science degrees and Certificate of Completion and Certificate of Achievement programs, as well as course descriptions for all credit courses. Students indicate their educational goals as part of the application and registration processes. The majority of students are seeking a degree or certificate or wish to prepare for transfer to a four-year institution (OCC Catalog 2006-2007, OCC Atlas 2005-2006).

8. EDUCATIONAL PROGRAMS

The Associate in Arts and Associate in Science degree programs at Orange Coast College are congruent with the College mission. By authorization of the Board of Governors of the California Community Colleges, the College confers the Associate in Arts and Science degrees to those who complete sixty units with a grade of “C” or better in prescribed courses or who prepare to transfer to a four-year institution. Fields of study are recognized as appropriate to higher education and are sufficient in content, length, quality, and academic rigor. The College also awards Certificates of Achievement requiring a minimum of 18 hours, as well as Certificates of Completion for specifically designed learning activities (OCC Catalog 2006-2007).

9. ACADEMIC CREDIT

The College awards academic credits based on generally accepted practices in degree-granting institutions of higher education and in keeping with standards set by the American Association of College Registrars and Admissions Officers.

10. STUDENT LEARNING ACHIEVEMENT

Institutional educational outcomes and objectives for degree and certificate programs are published in the Orange Coast College Catalog. All course outlines approved by the Curriculum Committee are required to have clearly stated objectives and learning outcomes (OCC Catalog 2006-2007; OCC Curriculum Committee Handbook, 6).

11. GENERAL EDUCATION

To ensure breadth of knowledge and promote intellectual inquiry, the College has established three options for general education requirements, including Orange Coast College Requirements, General Education Breadth Requirements for California State University, and the Intersegmental General Education Transfer Curriculum (IGETC).

All requirements are outlined and published in the OCC Catalog. The general education components include demonstrated competencies in writing and computational skills and introduction to major areas of knowledge. Credit is consistent with levels of quality and rigor appropriate to higher education (OCC Catalog 2006-2007).

12. ACADEMIC FREEDOM

The College respects the academic freedom of faculty and students to examine and test all knowledge appropriate to their discipline or area of major study. The CCCD Manual of Board Policies and Administrative Procedures clearly defines the College’s commitment to encourage and protect academic freedom (“Academic”). This commitment to academic freedom is also stated in the Faculty and Staff Handbook (OCC Faculty, 5).
13. FACULTY

As of Fall 2006, 277 full-time faculty teach 66% of all courses offered; 510 part-time faculty teach 34% of all courses offered. All full-time faculty names and degrees are published in the OCC Catalog. Replacements of faculty and new faculty positions are based on institutional data, including program review. Faculty meet the teaching and hiring requirements of Title 5 and are substantially qualified and experienced to support the College’s educational programs and mission.

14. STUDENT SERVICES

Student Services provides comprehensive services and development programs consistent with student characteristics and the institution. Such services and programs are outlined in the OCC Catalog, the student matriculation guide, and other student resources. Included are special programs for learning disabled, re-entry, and educationally and economically disadvantaged students. Campus centers are in operation for transfer, international students, and assessment processes. A full program of student life includes clubs and leadership opportunities for a diverse student population. Student characteristics are reviewed each semester.

15. ADMISSIONS

Admission policies are consistent with the College’s mission and specify the qualifications of students appropriate for all programs. Admissions information and requirements are published in the OCC Catalog. Applications are readily available and can also be found on the home page of the OCC website.

16. INFORMATION AND LEARNING RESOURCES

The large, full-service Library, containing a wide array of media surveys, including an open computer lab, has been temporarily located at the north end of the Adams parking lot since 2000. Construction has begun on a new library, known as the Learning Resource Center, on the west side of the campus. The new Learning Resource Center is scheduled to open in 2008. The John R. Clark Computing Center includes the largest campus open computing lab and nine computer classrooms. Other smaller computer labs, such as the Hoag Multimedia Lab, are located across the campus. The Online Learning Program is dedicated to the support and development of computer-assisted and distance learning. Additional learning resources include the OCC Tutorial Center, the OCC Math Center, and Career Services. Internet access is available to faculty, staff, and students. In 2006, the campus completed campus-wide wireless internet access. There is sufficient access to information and learning resources and services to support the College mission and its educational programs.

17. FINANCIAL RESOURCES

The funding base, financial resources, and plans for financial development are adequate to support the College mission and educational programs. The College budget is part of the Coast Community College District budget model. Copies of the District and College budget are available and are reviewed regularly along with the status of state resources. District-wide quarterly reports are presented to the governing board in public session.

18. FINANCIAL ACCOUNTABILITY

Orange Coast College, as part of the Coast Community College District, demonstrates financial accountability through the findings of an independent auditor secured by the governing board. The independent auditor report is presented annually to the governing board in public session. In addition, the District retains an internal auditor to serve District colleges and make regular reports to the CCCD Board. In all fiscal matters, the College adheres to Board-approved policies and procedures.

19. INSTITUTIONAL PLANNING AND EVALUATION

Orange Coast College has in place a three-year Orange Coast College Master Plan for 2005-2008 developed through a campus-wide process. The institutional plan evolved from departmental, division, and service area plans covering all operations of the College. The College plan is reviewed regularly and is used as a basis for resource allocations.
and decision making. An institution-wide system for program review is in place, with program review validation processes formally established for both instruction and student services. The Office of Institutional Research systematically provides data for validation of effectiveness and outcomes.

20. PUBLIC INFORMATION

All information pertinent to mission, objectives, admissions requirements and procedures, rules and regulations directly affecting students, programs and courses, degrees offered, requirements, costs, refund policies, grievance procedures, academic credentials of faculty and administrators, and other items relative to attending the institution and withdrawing from it are published in the OCC Catalog and other appropriate places, including the home page of the OCC website.

21. RELATIONS WITH THE ACCREDITING COMMISSION

Orange Coast College and the Coast Community College District Board of Trustees provide assurances that the institution adheres to the eligibility requirements and accreditation standards and policies of the Commission. The institution describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

Robert Dees
President, Orange Coast College
Date: September 15, 2006

Kenneth D. Yglesias
President, CCCD Board of Trustees
Date: September 15, 2006
RESPONSES to the RECOMMENDATIONS of the 2000 VISITING TEAM

RECOMMENDATION 1:

*That a more effective instructional Program Review process that can lead to improvement of programs and services be developed.*

The College has implemented a new program review process resulting in increased access to and use of program review results campus-wide. A major objection to the previous instructional program review model was that it was too lengthy and overly complicated. These qualities were viewed as making the program review both burdensome to complete and essentially ignored in the College’s planning and decision-making process. In response to such objections, the current program review process has been greatly simplified. Under the current model, department review teams use data provided by the Office of Institutional Research to complete a single page report for each of the seven major areas: (1) enrollment, (2) students, (3) faculty, (4) curriculum, (5) campus and community support, (6) facilities, and (7) technology, equipment, and supplies.

Whereas the College’s previous program review model essentially excluded the Vice President of Instruction, the new model includes that position as integral to the successful use of program review to improve programs and services throughout the campus. The new model provides that once the department committee has completed its program review, the committee chair, division dean, and Program Review Coordinator meet with the Vice President of Instruction to discuss the program review report. The meetings with the Vice President of Instruction have proven helpful in achieving quick, informal resolution of department-related budget or curriculum issues, and they have promoted increased attention to program review among the division deans and other administrators.

To encourage campus-wide use of program review to strengthen programs and services, the Program Review Coordinator is a permanent member of the Instructional Planning Council and presents status reports to the Academic Senate and the Planning and Budget Committee each year. The Program Review Coordinator also meets periodically throughout each semester with division deans regarding program review implementation and issues identified in the reviews.

The new program review process has gained campus-wide support and influence. Faculty consider the new program review model an improvement over its predecessor and have been more willing to participate in conducting program reviews as a result. Evidence of the new process’ acceptance is the decision of the campus Curriculum Committee to include the latest program review date on course outlines.

In a process of continuing improvement, the program review process itself is continually being assessed. Currently, the program review process is being reviewed to address the incorporation of student learning outcomes that will align programs with course and institutional-level student learning outcomes.

RECOMMENDATION 2:

*That a planning process that integrates all educational, financial, physical, and human resources planning efforts be developed and published, and that the process include regularly scheduled review and modification when necessary.*

The first significant improvement in integrating all educational, financial, physical, and human resources planning efforts occurred in Fall 2003.
At this time, the Planning and Budget Committee oversaw the creation of a comprehensive Orange Coast College Master Plan 2005-2008. This plan consists of the Academic Master Plan, Facilities Master Plan, and Technology Master Plan. These three plans create a comprehensive vision of the College’s purpose, future needs, and potential.

A faculty member was given full reassigned time to meet with faculty, students, and staff to elicit their views in creating the Academic Master Plan goals and objectives. The Facilities and the Technology Master Plans were constructed by committees made up of faculty, staff, and students, who held frequent open forums to engage the campus community in planning future facilities and technology initiatives.

The OCC Master Plan 2005-2008 has become the primary planning document used by the Planning and Budget Committee.

The Planning and Budget Committee is responsible for College implementation of OCC Master Plan goals and objectives. Members of this committee, who represent all constituencies in the College, serve as advocates for each of the goals within the plan. Moreover, the committee is responsible for reviewing and modifying the plan where necessary. In Spring 2006, the Planning and Budget Committee made a thorough review of the Academic Master Plan goals and the achievement of these goals.

The Facilities Committee is responsible for the College implementation of the Facilities Master Plan goals. This committee was formed in Fall 2004. Its members represent all constituencies of the College: students, faculty, classified staff, and managers. The Facilities Committee’s duties include recommending allocation of the Measure C bond funds.

The Technology Committee is responsible for continuous review and modification of the Technology Master Plan and for making recommendations to the Planning and Budget Committee based on these reviews. The current Technology Committee was formed and began meeting on a regular basis in Spring 2004. The committee membership represents all constituencies of the College: students, faculty, classified staff, and managers.

Another significant achievement in improving the planning process came with the creation of the Instructional Planning Council (IPC). This council was formed in Fall 2004 by the Vice President of Instruction. The IPC represents all constituencies within the Instructional wing, which include faculty representatives for specialized learning programs, Academic Senate representatives, division deans, and students. It is responsible for prioritizing instructional hiring needs, which include full-time faculty tenure-track positions and other instructional and non-instructional support positions. The IPC has been instrumental in developing and recommending institutional student learning outcomes to the Planning and Budget Committee. At this time, the IPC, in conjunction with the Academic Senate and program review, oversees student learning outcomes training at the course and program level. One of the most important ways in which program review is becoming increasingly integrated into the College planning process is through IPC. For example, all IPC hiring recommendations are based on data which must include program review recommendations. The representation of the Academic Senate on the IPC, with the Senate President and Vice President of Instruction serving as standing members, helps assure the integration of Senate goals and initiatives with those of the entire Instructional wing.

Two other major planning bodies are the Student Services Planning Council and the Administrative Services Planning Council. The Student Services Planning Council, chaired by the Vice President of Student Services, is composed of all the managers within the Student Services wing and meets on a weekly basis. This committee makes recommendations to the Planning and Budget Committee concerning the non-instructional support needs of students, including services such as student government, co-curricular activities, Enrollment Services, and Financial Aid. The Administrative Services Planning Council is a new planning body which began to meet regularly in Fall 2006. The members of the council include all Administrative Services wing managers; the council is chaired by the Vice President of Administrative Services.

The committee most responsible for integrating educational, financial, physical, and human
resources planning efforts is the Planning and Budget Committee. This committee oversees and integrates the recommendations of all other planning committees, including the Facilities Committee, the Technology Committee, the IPC, Student Services Planning Council, the Administrative Services Planning Council, and the Academic Senate.

Thus, the OCC planning process, based on a set of key interrelated institutional plans and committees, has made enormous strides since the last accreditation process in the integration of all educational, financial, physical, and human resources planning.

**RECOMMENDATION 3:**

*That the College High Technology Committee be revived or a new committee formed to plan for the technological needs of the College and support the ongoing implementation of the new district-wide management information systems.*

In response to the recommendation of the 2000 Self Study, the campus initiated a new Information Technology Committee during 2002-2003. The Committee met during Spring 2003, but its size of over forty members and the fact that its three co-chairs were unable to continue leading it resulted in its discontinuance. Following campus-wide discussion in Fall 2003, a new committee organization was agreed upon and the committee was renamed the Technology Committee.

The new Technology Committee began meeting in Spring 2004. This newly formed committee has been highly successful in creating a plan for the technological needs of the College, as published in the *Technology Master Plan 2005-2008*. It meets on a monthly basis, and is chaired by one of the College information technology directors. It represents all College constituencies, including students, faculty, administrators, and classified staff.

The main goal of the Technology Committee is to provide universal access to technology for all members of the College community. The committee has been instrumental in reviewing and recommending the implementation of campus-wide wireless internet access. It has also been instrumental in recommending to the Planning and Budget Committee the need for resources to replace and update technology-related infrastructure and equipment. One of the Technology Committee recommendations to the Planning and Budget Committee was that funds be secured for information technology staff training. The Planning and Budget Committee approved funds for this training in an ongoing annual basis.

Currently, the Technology Committee is involved in supporting the College implementation of a district-wide Enterprise Resource Planning (ERP) system. This new web-based system will be fully implemented in 2007. The ERP system integrates all financial functions, human resource functions, scheduling, and enrollment services, including online registration for students.
LIST OF SUPPORTING EVIDENCE


Board of Trustees. Coast Community College District Minutes. 5 April 2006.


OCC Faculty and Staff Handbook, 2003-2006.

OCC Fall Classes 2006.

“OCC Student Equity Plan.” 1 July 2005.

Standard I

INSTITUTIONAL MISSION and EFFECTIVENESS
STANDARD I

INSTITUTIONAL MISSION and EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. Mission

The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.


The following Mission Statement for Orange Coast College (OCC) appears in the 2006-2007 Orange Coast College Catalog:

Orange Coast College enhances student learning by providing exemplary programs leading to the Associate in Arts degree and the Associate in Science degree, transfer to other institutions of higher education, occupational certificates, and continuous workforce improvement, as well as quality instruction in basic skills and English as a Second Language. Additionally, the College is a partner in contributing to the economic vitality of the community and to serving the community’s diverse needs for lifelong learning.

Institutional Commitment

Orange Coast College is committed to providing a unique learning community where personal and intellectual growth is valued by all. As an outcome of their academic study, graduates of Orange Coast College possess proficiency in four core areas: Communication, Thinking Skills, Global Awareness, and Personal Development and Responsibility.

Administrators, faculty, and staff are committed to the development of students as individuals and as citizens of the world. We value close teaching and learning relationships, support services, and strong co-curricular programs that contribute to meaningful personal growth in our students and to their quest for knowledge.

(OCC Catalog 2006-2007, 7)

Orange Coast College’s Mission Statement is based on the campus’ goal of enhancing student learning and contributing to the community’s needs for lifelong learning. The College has long prided itself on its commitment to close teaching and learning relationships, as indicated by the Institutional Commitment accompanying the Mission Statement.
In this statement, the College commits itself philosophically to providing a “learning community” for its students and to emphasizing institutional student learning outcomes characterized by four core outcome areas: Communication, Thinking Skills, Global Awareness, and Personal Development and Responsibility. The Mission Statement and its accompanying Institutional Commitment were further modified during the 2005-2006 academic year to include the Associate in Science degree, endorsed by the College, and approved by the Board of Trustees in Spring 2006 (Board, 5 April 2006, 27).

The College aligns its student learning programs and services with its intended student population by various means. Comprehensive statistical research analyzing student demographics is compiled annually by the College Office of Institutional Research in the Orange Coast College Atlas. Data in the Atlas tracks trends in several aspects of student demographics, ranging from diversity to educational goals, overall success, and retention rates. Additionally, incoming student demographic data is collated each semester by the Enrollment Services Department in such documents as “Who Are Our Students?” (Kidder, Fall 2006). In order to facilitate ongoing assessment of student learning needs, this data regarding the College student population is shared each semester with major committees such as Administrative Cabinet, Academic Senate, Vice Presidents’ Council, Student Services Council, and the Instructional Deans’ Council to use in ongoing evaluation and planning for programs and services.

In order to better ensure that learning programs and services are aligned with the learning needs of its student population, OCC requires all students enrolling in an English, ESL, or mathematics class to take a placement test. The College recognizes that although a significant percentage of incoming students identify themselves as having a transfer goal, many still demonstrate the need for remediation in mathematics and English. For example, assessment test results from 2001-2005 indicated that a consistently significant percentage of enrolling students placed into remedial classes. Fall 2005 results indicated that 45% placed in remedial English, 89% placed in pre-collegiate math, and 46% were recommended to take a remedial reading class (OCC Office, 12 April 2006). In 2004 and again in 2006, the College applied for a Title III grant in part to address that percentage of the student population with basic skills needs (OCC Title, 2006). A major goal of these grant applications was to fund a Student Success Center to address basic skills needs in English and mathematics. Although the College narrowly missed winning this grant in 2006, the intention is to reapply in 2007. Additionally, the Freshman Experience Program has created cohorts of students who are instructed in companion basic skills and counseling classes.

One indicator that OCC is serving the learning needs of its student population is its record of success rates and retention rates. Success is defined as a passing grade: A, B, C, and CR (Credit). Those who are not successful receive the following grades: D, NC (No Credit), F, I (Incomplete), and W (Withdrawal). Retention denotes those who remain in a class and includes those who may or may not have been
successful. Thus, retention includes the following grades: A, B, C, CR, D, NC, F, and I. The retention rate excludes those who withdrew (W). The following chart, compiled in the Atlas 2005-2006, provides the last six years of retention and success rates. The average retention rate is 85.5% and the average success rate is 70.6% (see Table 1).

Another indicator that OCC is serving the learning needs of its students is the number of associate degrees the College awards. The Atlas 2005-2006 indicates that there was a significant increase in the degrees awarded in 2002-2003 and that increase has been sustained (see Table 2).

One reason for the continued high number of students receiving Associate in Arts degrees is the large number of programs at OCC that qualify for an A.A. degree. The OCC Catalog 2005-2006 indicates approximately ninety programs that qualify for an A.A. degree. A major illustration of the College’s response to its students’ needs has been the development of an Associate in Science degree. Advisory Committee suggestions and student concerns about the need to tailor their A.A. requirements to occupational certificate requirements initiated the campus discussions leading to this degree being approved. Over 120 programs will satisfy either the A.A. or the A.S. degree program when the A.S. degree program is incorporated in the 2006-2007 Catalog for the first time (OCC Catalog 2006-2007, 48-49).

The success of Orange Coast College’s transfer program is partially demonstrated by the number of students who transfer to University of California and California State University. Again, this indicates ongoing and increasing success in meeting the learning needs of that proportion of the student population whose goal is to transfer (see Table 3).

The College engages in continuous dialogue with transfer institutions to ensure that its programs provide equivalent lower division preparation for students desiring to transfer. Orange Coast College will certify the completion of the California College American Institutions Requirement for students following either Intersegmental General Education Transfer Curriculum (IGETC) or California State University GE Breadth. In addition, the College maintains articulation agreements with individual campuses of the University of California and the California State University System and also with independent colleges both in and out of state (“OCC–UC”).

<table>
<thead>
<tr>
<th>Articulation</th>
<th>UC</th>
<th>CSU</th>
<th>Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Course to Course</td>
<td>6</td>
<td>16</td>
<td>N/A</td>
</tr>
<tr>
<td>Agreement by Major</td>
<td>9</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>General Education</td>
<td>7</td>
<td>4</td>
<td>23</td>
</tr>
</tbody>
</table>

Table 4: Four-Year College Articulation
Source: “OCC–UC”

The College provides extensive counseling and information at the Transfer Center. The Center is headed by a Director and includes the articulation officer and counselors assigned to programs designed to enhance transfer opportunities such as Freshman Experience and TOP (Transfer Opportunity Program). The articulation officer makes use of ASSIST (Articulation System Stimulating Inter-institutional Student Transfer), a web-based student transfer information system that contains data about how courses taken at California community colleges can be applied when transferring to a University of California or California State University campus (Regents).

The Honors Program continues to grow, expanding its curriculum to address a developing student need. Two hundred and twenty-five students...

<table>
<thead>
<tr>
<th>OCC Transfers to CSU and UC Systems</th>
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</thead>
<tbody>
<tr>
<td>UC</td>
</tr>
<tr>
<td>CSU</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Table 3: OCC Transfers to CSU and UC Systems
enrolled full-time in Fall 2005. Twenty-three courses were designated honors, and the program currently has formal transfer agreements with eleven universities and colleges.

The Puente Program addresses the needs of first-generation college students whose goal is to transfer to a four-year college or university, but who are at risk for various reasons, including basic skills needs. The project was endorsed by the College in 1995 and has now become a model in the state. A cohort of students is enrolled in English 099 and Counseling 102, “Becoming a Master Student.” Students then continue into English 100 with the same English instructor and counselor. The program establishes mentors from the community for each student and supports participating students with special events, tours of college campuses, and targeted counseling. The program serves approximately thirty new students annually. The OCC Puente Program has demonstrated significant success. The latest data reported by the Puente Program indicates a 95% retention rate in English 099 and 100% retention rate in English 100 and Counseling 102. Moreover, 75% of the students in the program have transferred to universities and colleges (Traver).

The Transfer Opportunity Program (TOP), originally designed for members of under-represented groups, is now open to all incoming freshmen who are first-generation college students interested in transferring to a four-year institution. Students enrolling in TOP must successfully complete Counseling 102.

All incoming students are assessed by means of the matriculation process, and data regarding skill levels is gathered and distributed as a guide to program development. The College addresses students in need of basic skills in a variety of ways. First, the College offers a significant number of remedial reading, writing, and math classes. Math students may also enroll in self-paced courses offered in the Mathematics Center. The Tutoring Center provides assistance for students in all areas of study. The Counseling Program offers a variety of “Becoming a Master Student” classes aimed at specific groups of students who may be experiencing academic difficulties in college (OCC Fall, 42).

The Freshman Experience Program began in Fall 2002 as an effort to address the needs of basic skills and English as a Second Language (ESL) students. The program creates cohorts of students enrolled in companion freshman remedial math and English classes with a counseling class focused on study skills. The program expands each year and continues to demonstrate great success in terms of increasing student retention and success.

The College is planning to apply for another Title III grant to better serve students needing further assistance with basic skills. The grant will include plans for a Student Success Center, which will offer combined tutoring, reading, writing, and math assistance to students (OCC Title, 2006).

Special Services programs serve the needs of students with physical, learning, and psychological disabilities. Students may use services provided in the Learning Center, the Disabled Students Center, the Disabled Students High Tech Center, and Adaptive Physical Education. Students may qualify for counseling, interpreters, registration assistance, special proctoring, and many other services.

Non-native English speakers who matriculate must take the ESL Assessment Test, which indicates the level of instruction the student should enter. The ESL program currently offers a sequence of thirteen courses to serve student needs (OCC Catalog 2006-2007, 179-180). Despite a decrease in enrollment, over thirty-two sections continue to be offered in each semester (OCC Fall, 54-55).

In Fall 2005, seven percent of Orange Coast College students were identified as international students. These students are assisted by the Orange Coast College International Center both in terms of fulfilling entrance requirements in order to attend the College and in terms of counseling and support once they have arrived.

In addition to program and curriculum development, OCC has expanded various services to meet the needs of its students:

- CalWORKs and CARE respond to the diversity in the student population by serving as a designated county intake office for students who qualify for assisted housing.
- Middle College High School answers the community needs of at-risk high school students in grades eleven and twelve.
- The International Center supports international students and sponsors an annual Study Abroad
fair as well as various on and off-campus programs in order to provide a mutual cultural exchange for both international and domestic student population. The Center assists the general student body and community with housing information and a Homestay program. It also serves as the community issuing office for international identification cards.

- The Transfer Center assists students with transfer applications and has expanded its online resources.
- Student Financial Aid now supplements regular office hours with online applications and has installed a computer access area.
- The Registration Office provides in-person and telephone registration as well as assistance for students petitioning classes. Online registration will be available late Spring 2007.
- The Student Health Center offers expanded physician hours for students.
- EOPS (Extended Opportunities Program and Services) assists low-income and academically disadvantaged students.
- The Tutoring Center offers peer and faculty tutoring and has recently expanded the number of tutors.
- The Admissions Office now accepts online applications and has further streamlined the admission process by modifying application dates to accommodate a more streamlined student admission process.
- The Children’s Center now serves kindergarten age children before and after school, as well as offering a pre-school program during regular hours.

Orange Coast College currently offers approximately eighty occupational certificates and fifty-eight occupational programs to address the needs of students interested in vocational skills. The number of students awarded Certificates of Achievement is indicated in Table 5 as having decreased from 594 to 381 from 1999-2000 to 2004-2005. However, during this time period, students enrolled in an increasing number of Certificates of Completion, which are not recorded in the data published in the *Atlas*.

An important aspect of the OCC Mission Statement is its commitment to the economic vitality of the community and to serving the community’s diverse needs for lifelong learning. Several local companies have employees, including executives, who graduated from OCC and maintain close ties with the College, engaging in an ongoing dialogue about how best to prepare students for the local workforce. One outstanding example of OCC’s reciprocal connection with the local business community is its strong tie with the local fashion industry. Well-known and extremely successful companies, ranging from Nordstrom to Volcom, maintain an ongoing relationship with the College by supporting internship programs, hiring graduates, and providing a resource of part-time faculty. At the annual “Industry Expert Presentation” event, sponsored by the Business and Fashion Departments, local company executives make presentations to OCC students. Past speakers have included CEOs from Quicksilver, Paul Frank, Hurley, and Volcom.

The College’s Extended Education program addresses lifelong learning with its annual offerings of over forty non-credit courses per year, which include non-credit online classes. One major Spring 2006 offering was “Disney’s Keys to Excellence,” a leadership and service development program offered in cooperation with the Disney Institute (OCC Office, 1 June 2006). This event was sponsored as both a revenue-generating and staff development activity. Over 125 OCC faculty, classified staff, and administrators attended an evening or all-day workshop for free, along with nearly 200 paying participants from around the United States and Canada. The purpose of the workshop was to increase a sense of campus community and commitment to serving our students better.

The College’s Physical Education and Athletics Division has also recently begun a special program aimed at older members of the community. “The Second Half” program was conceived as an integrated, multi-disciplinary program for active adults. The initial course, “Strength and Balance,” was first offered in Spring 2005, with additional classes developed each semester. “The Second Half” courses currently focus on the prevention of cardiovascular disease, injuries leading up to inactivity, and obesity. With the help of other campus divisions, the Physical Education Department is looking to expand the courses
to address all aspects of wellness: body, mind, and spirit (OCC Catalog 2006-2007, 208).

Orange Coast College is the only community college in the country that maintains a School of Sailing and Seamanship. This is one of the nation’s largest public boating education programs, annually enrolling 5,000 people of all ages in classes, seminars, and voyages. In addition to locally taught sailing classes, the program also sponsors long-range credit and non-credit sailing adventures to such distant locales as Tahiti and Alaska. The School of Sailing and Seamanship is located on Newport Bay and leased rent-free from the County of Orange for the purpose of “promoting the development of facilities and services needed by the public” and “operating a sailing and rowing facility for the advancement of marine-oriented educational, athletic, and recreational programs” (OCC School). Today the facility and its programs are models for other community boating programs across the country. Course fees and other income make up about 70% of its annual $1.3 million budget. The remaining 30% is met from gifts made to its non-profit program through the Orange Coast College Foundation (OCC Sailing, 2004). The College also uses the Sailing Center for regular credit course offerings such as sailing and crew.

The Orange Coast College Foundation and its Board of Directors demonstrate the strength of the ties that Orange Coast College has with its local community. With approximately thirty members, drawn largely from the local business and philanthropic community, and total net assets of $16,975,103 as of June 30, 2005, the Foundation is extremely active in its support of the College, contributing to the development of buildings, programs, and special events. Currently, the Foundation is in the final stages of a capital campaign that has raised over $2.8 million for the College’s new Frank M. Doyle Fine Arts Pavilion.

The large number of individual donors from the community not only demonstrates a high level of community support, but also contributes to the development of programs and services that enhance student learning. The largest gift in recent history is Rabbit Island, an island off the coast of Vancouver, donated to the College in 2002, and now an interdisciplinary teaching and learning site for summer programs (“About”).

Other responses to students’ needs, according to the Mission Statement, include the expansion of the College’s online course offerings and increased computing support to accommodate a growing demand for technology-based teaching and learning. The number of students enrolled in online courses has doubled in the last three years and continues to grow. Since the last accreditation report, the College has developed a significant number of wireless “hot spots” across the College campus where students can access the Internet and use laptops. The Computing Center has replaced and upgraded its computers, and the College has hired technology trainers to support faculty and staff. The Admissions Office has posted registration information online and is rapidly moving toward complete online registration, which should occur during the 2007-2008 school year.

Self-Evaluation I.A.1.

Orange Coast College’s Mission Statement focuses on providing exemplary programs leading to the Associate in Arts degree and the Associate in Science degree, transfer to other institutions of higher education, occupational certificates, and continuous workforce improvement, as well as quality instruction in basic skills and ESL. The College has created a learning environment that meets the needs of its diverse student body by fostering an open exchange of ideas. However, the College needs to expand its support for this learning environment by developing a Student Success Center that will increase support for students needing help with basic skills.

The Mission Statement has guided the College during the development process for new program offerings as well as the A.S. degree. Despite the fact that, over the past four years, general fund and categorical funding have been reduced by 25%, and enrollment fees rose from $11 to $26 per unit, the College was able to maintain programs throughout the budget cuts by focusing on its mission.

In response to student and community requests, the institution has increased the sections of technology-based online course selections by 50%. Although these courses have been highly successful, the institution does not yet provide sufficient online student services. Online services should be developed or expanded for registration, tutoring, writing labs, counseling, job placement, and financial aid. For those students who attend in the evening or on weekends, there are no student support services, online or in person.
Although the institution faced severe budget cuts during 2001-2004, the institution continues to offer all support services in place during 2000. No program was cut, although student direct access hours were reduced.

Technological advancements have been sorely lacking at the College. No online services are available to students for registration, tutoring, and counseling services. The admission application is online, but requires manual intervention before the process is completed. All grades are submitted on paper rosters, optically read into the student’s academic history. The lack of an integrated system often causes delays for our students. In December 2005, an integrated system was purchased with implementation to be phased in over a two-year period. These online capabilities will streamline the admission, registration, academic history, financial aid, and counseling processes.

Planning Agenda I.A.1.

- Develop a plan for a Student Success Center.
- Expand the College’s online course offerings and increase corresponding computing support.
- Provide increased online student services.

I.A.2. The mission statement is approved by the governing board and published.

Self-Evaluation I.A.2.

The Mission Statement is posted on the website in the welcoming address from the President, but is not easy to locate. The Mission Statement is not printed in the Class Schedule and should be. Requests have been made to place the Mission Statement in a more prominent area of the website. The new Mission Statement posters have been well received on campus and brought new attention to the College’s Mission Statement and statement of Institutional Commitment.

Planning Agenda I.A.2.

- Continue to ensure that the current version of the Mission Statement is posted in prominent locations on the campus, on the website, and in all official handbooks, including the Class Schedule.

I.A.3. Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary I.A.3.

Orange Coast College reviews the Mission Statement on an annual basis prior to publishing the following year’s catalog. The current Mission Statement evolved over the last two years, beginning with a campus-wide presentation on Orange Coast College as a Learning College at the Fall Focus Day 2004 by the Vice President of Instruction, Academic Senate President, and a panel of faculty members. This presentation initiated a series of discussions in the Instructional Planning Council, formed in Fall 2004, and in the Academic Senate. These discussions culminated in changing the Mission Statement and including a Statement of Institutional Commitment to emphasize the College focus on student learning.
The Planning and Budget Committee approved these changes March 10, 2005 (Planning, 10 Mar. 2005). During Fall 2005, discussions within the Instructional Planning Council and joint meetings with representatives from the Instructional Planning Council and the Student Services leadership resulted in the adoption of the College’s four core competencies, which were incorporated into the Institutional Commitment. The current Mission Statement and its accompanying statement of Institutional Commitment were approved by the College Planning and Budget Committee in February 2006 (Planning, 9 February 2006) and approved by the District Board of Trustees in April 2006 (Board, 5 April 2006, 27).

Self-Evaluation I.A.3.

Fall Focus Day 2004 began a two-year revision process for the Mission Statement. The revisions were brought before and approved by the Academic Senate, Planning and Budget Committee, Instructional Planning Council, and Student Services leadership. The involvement of these committees in the development of the Mission Statement ensured that a broad segment of the College community had an opportunity to contribute to the development of the Mission Statement. The current Mission Statement, with the inclusion of the statement of Institutional Commitment, emphasizes the College’s focus on student learning.

Planning Agenda I.A.3.

- Ensure that the review process for the Mission Statement will begin in the fall and culminate in early spring to enable any revisions to be included in all future publications.

I.A.4. The institution’s mission is central to institutional planning and decision making.

Descriptive Summary I.A.4.

Orange Coast College’s Mission Statement focuses on creating a learning campus that meets the needs of a diverse student population and the community it serves. The Mission Statement is intended to serve as the primary guide for the College planning process. The four core outcome areas—Communication, Thinking Skills, Global Awareness, and Personal Development and Responsibility—are allied with the Mission Statement to guide institutional planning and decision making.

The general principles of the Mission Statement and its particular emphasis on enhancing student learning are incorporated into the Orange Coast College Master Plan, which serves as the College’s central planning document. This document was prepared as a result of a year-long series of campus-wide meetings and focus groups during the 2003-2004 academic year. The document comprises three aspects of future College planning: the Academic Master Plan, the Facilities Master Plan, and the Technology Master Plan. Each of these plans has student learning as its central focus. The Academic Master Plan defines OCC’s future academic planning in terms of the Mission Statement and the principle of enhancing student learning. The eight goals of the Academic Master Plan are revisited annually by the College Planning and Budget Committee and reinforced by general planning policies and with specific Academic Master Plan grants. To receive a grant, faculty and staff may submit proposals for teams to create activities and strategies to address at least one of the following eight Academic Master Plan goals:

Goal 1: Emphasize a campus-wide focus on student learning.

Goal 2: Implement new strategies to increase student recruitment and enrollment.

Goal 3: Investigate and implement new strategies to support student learning.

Goal 4: Broaden campus use of technology to support learning and student achievement.

Goal 5: Devise and implement a three-year hiring plan with stated staffing goals and priorities.

Goal 6: Develop new and strengthen existing partnerships with external educational and business organizations.
Goal 7: Strengthen student, faculty, and staff awareness and knowledge of international issues.

Goal 8: Develop and maintain cutting-edge employment preparation curricula and programs.

*(OCC Master, 2.1-1–2.1-7)*

The major College planning committees base their strategic objectives and principles on the Mission Statement and the *Academic Master Plan*. The Planning and Budget Committee, Instructional Planning Council, Curriculum Committee, Technology Committee, program review, and the Academic Senate all refer to the Mission Statement to guide their decision making. The College’s willingness to reassess existing curricula and programs in light of its mission is evidenced most dramatically by the introduction of the Associate in Science degree.

**Self-Evaluation I.A.4.**

The 2005-2006 Accreditation Self Study Survey indicates that the Mission Statement is known by College constituents. Specifically, employees surveyed responded as follows to the statement “The Mission Statement provides the framework for programs”:

<table>
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<tr>
<th></th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
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<tr>
<td>Administrators</td>
<td>10.0%</td>
<td>15.0%</td>
<td>75%</td>
</tr>
<tr>
<td>Classified</td>
<td>4.5%</td>
<td>24.2%</td>
<td>71.2%</td>
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<tr>
<td>Faculty</td>
<td>5.0%</td>
<td>26.6%</td>
<td>68.3%</td>
</tr>
<tr>
<td>Managers</td>
<td>0.0%</td>
<td>37.5%</td>
<td>62.5%</td>
</tr>
<tr>
<td>Total</td>
<td>5.1%</td>
<td>25.6%</td>
<td>69.2%</td>
</tr>
</tbody>
</table>

*Table 5: Mission Statement Provides Framework*

*Source: Faculty, 1*

Employees surveyed responded as follows to the statement, “The Mission Statement guides planning and decision making at the College”:

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>15.0%</td>
<td>35.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Classified</td>
<td>14.5%</td>
<td>30.6%</td>
<td>54.8%</td>
</tr>
<tr>
<td>Faculty</td>
<td>11.5%</td>
<td>33.2%</td>
<td>55.3%</td>
</tr>
<tr>
<td>Managers</td>
<td>25.0%</td>
<td>50.0%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Total</td>
<td>12.8%</td>
<td>33.2%</td>
<td>54%</td>
</tr>
</tbody>
</table>

*Table 6: Mission Statement Guides Planning*

*Source: Faculty, 1*

The survey indicates that the Mission Statement is known by College constituents; however, the College needs to more fully utilize the Mission Statement to guide planning and decision making.

**Planning Agenda I.A.4.**

- Incorporate the Mission Statement more fully into institutional planning and decision making.
I.B.  Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary I.B.1.

Orange Coast College has a long tradition of open communication and self-reflective dialogue about student learning. The College is increasingly moving toward a “culture of evidence” in which this dialogue is bolstered by ongoing assessment and statistical review.

College leadership, from the President through the administrative ranks, has historically maintained an “open door” policy. This literally means that administrative doors are open when meetings are not in session. Faculty, staff, and students are encouraged to drop in on any of the administrative leaders to address problems and offer suggestions for improvement. The President of the College has a sign in his office passed down from previous generations of presidents, asking “How Does It Benefit Students?” This sign epitomizes the cultural understanding at the College that suggestions that will benefit student learning are encouraged whenever they occur and that institutional initiatives are measured against that question.

The College often uses campus-wide “town meetings” or focus groups to make decisions regarding the improvement of student learning institutional processes. Since the last accreditation, the College has moved from an eighteen- to a sixteen-week semester. This change occurred over a period of two years and involved a series of open forums and focus groups before the campus agreed to move collectively onto the new calendar. The College developed its most recent Academic Master Plan through a year-long series of focus group meetings to which all members of the campus community were invited. The Facilities Master Plan was developed in the same way, with a series of open forums over a year-long period. During the 2005-2006 academic year, the Academic Senate initiated a “town meeting” to address the inclusion of an Associate in Science degree in the College academic offerings. The President, in conjunction with the Academic Senate President and interested faculty, has relied on the campus’ traditional responsiveness to open dialogue, community forums, and focus groups to engage the campus community in the idea of the Learning College and in the development of Student Learning Outcomes. The Academic Senate President’s SLO Cafes were a good example of the College culture of approaching institutional change with conversation (Planning, 10 Nov. 2005, 2). Most recently, the President led a day-long retreat, with representatives from all campus constituencies, which resulted in the formation of the Outreach and Recruitment Committee (ORC). Open, campus-wide meetings were also scheduled during Fall 2006 for students and staff to come together to discuss the draft versions of the current accreditation self study.

This tradition of open dialogue regarding student
learning has been reinforced by the increasing utilization of data-based evidence to assist in evaluation, planning, and improvement. The data is culled from a variety of sources. The Office of Institutional Research plays a significant role in supporting any campus conversation regarding student learning with appropriate data. As well as a myriad of targeted research reports, the Office produces the Orange Coast College Atlas, an annual compilation of facts, figures, and institutional effectiveness indicators for the College. The Atlas is available on the OCC Portal, the College intranet, as well as in hard copy (OCC Office 2005-2006). The Office of Enrollment Services publishes a biannual statistical report on incoming students titled “Who Are Our Students?” (Kidder, Fall 2006). In the spring semester of 2006, the College initiated a new enrollment planning model in which online wait lists provide data to support campus dialogue regarding section and class offerings and future hiring needs.

Additionally, increased use of technology has improved the ability of campus constituents to share information, data, and other resources as part of their ongoing effort to improve student learning. The OCC Portal allows committees to post membership, minutes, and discussion items for public view by any OCC employee. The proceedings of most campus committees can be reviewed on the OCC Portal where agendas and minutes are posted.

At a formal level, self-reflective dialogue about the continuous improvement of student learning institutional processes is most effectively conducted through the system of committees that unites the different constituencies within Orange Coast College and links the College with the Coast Community College District.

The presidents of the colleges and the Academic Senate presidents meet regularly with the Chancellor to prioritize District planning goals and to share individual institutional approaches to these identified shared goals. The District Board of Trustees is kept informed of improvements and institutional changes by the individual colleges to ensure accountability with the goals and community objectives each college serves.

Orange Coast College has several campus committees specifically focused on the continuous improvement of student learning, all of which are open to the campus community. The apex of a thorough process of informal and formal mechanisms for campus dialogue regarding student learning occurs in the Planning and Budget Committee. This committee, which meets biweekly, is chaired by the President and represents all campus constituencies. This is the major committee for all campus-wide planning and budgeting decisions. The committee allocates money to College initiatives recommended by individual divisions and departments or by committees representing the different wings, divisions, or departments. The committee also finalizes hiring recommendations from subsidiary committees and reports the College’s progress in College student learning initiatives. Two recent student learning initiatives discussed at length by the campus community and finalized by the Planning and Budget Committee were the Associate in Science degree and the College’s Institutional Student Learning Outcomes Plan.

A key responsibility of the Planning and Budget Committee is to supervise the success of the Orange Coast College Master Plan goals and objectives. The Master Plan is composed of three major documents, each with its own goals and objectives related to improving student learning and includes the Academic Master Plan, the Facilities Master Plan, and the Technology Master Plan. The Technology Committee and the Facilities Committee both report to the Planning and Budget Committee on progress in their areas, while members of the Planning and Budget Committee are assigned as advocates for each of the Academic Master Plan goals. As advocates, they are charged with ensuring that the College continues to engage in the process of achieving, evaluating, and reviewing these student learning-centered goals. Through the President’s Office, the Planning and Budget Committee has developed a grant process to encourage ongoing, campus-wide engagement in achieving the goals and objectives of the Academic Master Plan. One successful Academic Master Plan faculty grant project is the development of learning communities for incoming students with basic skills needs. Known as the Freshman Experience program, this group of courses links a basic skills, math, or English class with a counseling course. After a pilot program in Fall 2005, Freshman Experience has grown to seven learning community cohorts.

Several campus-wide committees act as major advisory bodies to the Planning and Budget Committee, and each of these provides an important avenue for self-reflective dialogue about the continuous
improvement of student learning institutional processes: the Instructional Planning Council (IPC), the Facilities Planning Committee, the Technology Committee, and the Outreach and Recruitment Committee. (OCC Shared, OCC Committee).

The Instructional Planning Council embodies the collective voice of the Instructional wing in the evaluation and improvement of instructional programs. This committee, chaired by the Vice President of Instruction, includes representatives from the Academic Senate and the Associated Students of Orange Coast College (ASOCC), and the Curriculum Chair, the Program Review Coordinator, the division deans, and the Director of Institutional Research. The IPC meets monthly. It provides planning guidance to the Vice President of Instruction as well as to the Planning and Budget Committee on instructional matters (OCC Instructional). For the past two consecutive fall semesters, the IPC has made the final recommendation to the Planning and Budget Committee for the prioritized list of faculty positions to hire for the following year. The IPC also took the lead in reviewing and recommending a set of Institutional Student Learning Outcomes, or Core Competencies. These competencies were then reviewed and revised in a joint planning session of the four wings before being submitted for final approval to the Planning and Budget Committee. The IPC has also taken the lead in sponsoring a series of training workshops commencing Spring 2006, coordinated by an academic dean and the Academic Senate President, to institutionalize student learning outcomes at the course and program level.

The Facilities Planning Committee is responsible for ensuring that resources allocated for facilities are prioritized according to institutionally identified student learning needs and the Facilities Master Plan. The committee is chaired jointly by the Academic Senate President and the Vice President of Administrative Services. A current major responsibility of the Facilities Planning Committee is to oversee Measure C bond funds for improving College facilities. Members have volunteered from all areas of the campus to facilitate planning, prioritize construction projects, monitor progress, and analyze the impact of new structures. Football, soccer, and baseball fields were completed in 2005-2006 with Measure C money. Watson Hall reopened in October 2006 after the building was retrofitted to meet current earthquake standards. This new facility provides continuing and prospective students with a “one-stop” services area. The last few years have marked the construction of several new buildings, including a new Visual and Performing Arts building, expansion of the Early Childhood Education Center, and the Harry and Grace Steele Children’s Center. The Frank M. Doyle Arts Pavilion and a new physical education facility, the Fitness Complex, are currently under construction, and ground has been broken for the construction of a new Learning Resource Center, which will house the College Library.

The Technology Committee is directly responsible for implementing the goals and objectives of the Technology Master Plan and prioritizing technology resources to support institutionally identified student learning needs. The committee meets monthly and is chaired by the Director of Web Services. Its membership is composed of representatives from students, the Academic Senate, the Student Services wing, the Instruction wing, Web Services, Administrative and Instructional Technology, and classified staff. The Technology Committee ensures that the technology priorities of the campus are based on student learning needs. It functions as an advisory body to Planning and Budget in terms of those learning initiatives based on improved access to and use of technology. One of the achievements of the Technology Committee has been the creation of wireless “hot spots” around the campus, allowing students easy access to the Internet. The Technology Committee has also been important in advising the campus about the implementation of a new integrated software system, the Voyager Project, which will include online student registration and financial aid.

Various administrative committees meet on a regular basis and promote ongoing dialogue regarding student learning institutional processes.

The vice presidents meet weekly with the President to review District and campus priorities with regard to student learning and the needs, interests, and initiatives of those wings that they represent: the Instructional wing, the Student Services wing, and the Administrative wing. Each of the vice presidents chairs their own internal committees to guarantee that this dialogue is continued within the separate wings. The group also meets with managers requesting new personnel in order to make a recommendation to Planning and Budget Committee.

The Deans’ Council meets biweekly and is chaired by the Vice President of Instruction. This
The Curriculum Committee is responsible for the development, review, and approval of the College curriculum. The Curriculum Committee is chaired by a faculty member nominated and selected by the Academic Senate and is composed of faculty members nominated by each academic division. A key responsibility of the Curriculum Committee is to review existing or approve new course outlines. Course outlines function as the documentation of expected student learning objectives and outcomes. This committee plays a significant role in supporting the institutionalization of course level student learning outcomes, as they will be required components of the course outlines of record starting Fall 2006. The Curriculum Committee Chair reports directly to the Academic Senate and is a voting member of the Instructional Planning Council.

Program review is chaired by a faculty member nominated by the Academic Senate and appointed by the Vice President of Instruction and the President of the College. Program review constitutes the major avenue of ongoing dialogue regarding the performance of the many academic and occupational programs offered to students. Each program is evaluated on a six-year cycle. In each cycle of review, the program representatives evaluate their own programs to assess their success in terms of reaching student learning goals and objectives. The Program Review Coordinator makes regular reports to the Academic Senate and is a voting member of the Instructional Planning Council. In this way, the process of program review is communicated regularly to the faculty, and the findings of programs involved in the program review process can be communicated to the Academic Senate and the Instructional Planning Council. Starting Fall 2006, programs beginning the program review cycle will be required to develop a minimum of one program-level student learning outcome.

A variety of other campus committees engage in ongoing dialogue regarding the continuous improvement of student learning processes. The Student Services Managers’ Council continuously seeks ways to streamline enrollment procedures and increase retention through enhancing current services and implementing new programs. The Matriculation Advisory Committee is engaged in an ongoing evaluation of institutional processes as they address student goals and needs. The committee has initiated a compre-
A comprehensive review of the placement profile of OCC students, a consequential validity study of English and ESL, and a study of students who take both the English and ESL tests and subsequently enroll (“OCC College”).

Divisions and departments meet regularly to ensure that specific student learning needs are addressed within each area. Each division and department relies on subcommittees that focus on specific division and department concerns. Vocational education programs are particularly attuned to dialogue, not only within their divisions and departments, but also with advisory committees that include industry partners. These advisory committees meet regularly with certificated vocational education programs to ensure that student learning is related to work-force needs and goals.

**Self-Evaluation I.B.1.**

OCC values its historical culture of open, self-reflective dialogue. The Faculty/Staff/Administrative Survey indicates that 58.6% of 290 employees surveyed agree with the statement, “The College maintains ongoing self-reflective dialogue on the continuous improvement of student learning.” Results from the survey are presented in Table 7.

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<td>12.4%</td>
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<td>58.6%</td>
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Table 7: College Dialogue on Student Learning

Source: Faculty, 2

The institutionalized forums for self-reflective dialogue on the continuous improvement of student learning are best represented by the Academic Senate, the Instructional Planning Council, and Planning and Budget Committee. Each of these groups has contributed to significant developments and initiatives regarding the ongoing improvement of student learning, such as the Associate in Science degree, the development and implementation of an Institutional Student Learning Outcomes Plan, and *Academic Master Plan* grants. In the past several years, the College has seen substantial reorganization in its committee structure, with the development of new major committees such as the Instructional Planning Council, the Facilities Planning Committee, and the revised Technology Planning Committee. The College needs to ensure that the campus at large is aware of the process of communication and the hierarchy of recommendation and decision making across these committees in relation to the Planning and Budget Committee, which remains the most influential campus-wide decision-making body.

The Curriculum Committee and the program review process provide forums for dialogue, specifically regarding the improvement of curriculum. The Self Study Survey indicates that 80% of all respondents agree with the statement, “Faculty have ample opportunity for input on matters of curriculum.”

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<td>100.0%</td>
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<tr>
<td><strong>Total</strong></td>
<td>7.9%</td>
<td>15.9%</td>
<td>76.2%</td>
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Table 8: Faculty Have Input on Curriculum

Source: Faculty, 3

Of all respondents, 76.2% agree with the statement, “I am satisfied with my division curriculum process.” Individual employee groups responded as follows:

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<tr>
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<th>Disagree</th>
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<td>Administrators</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Classified</td>
<td>12.9%</td>
<td>32.3%</td>
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<td>Faculty</td>
<td>7.8%</td>
<td>13.5%</td>
<td>78.7%</td>
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<tr>
<td>Managers</td>
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<td>60.0%</td>
<td>40.0%</td>
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<tr>
<td><strong>Total</strong></td>
<td>7.9%</td>
<td>15.9%</td>
<td>76.2%</td>
</tr>
</tbody>
</table>

Table 9: Satisfaction with Division Curriculum Process

Source: Faculty, 3
Planning Agenda I.B.1.

- None.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary 1B.2. and 1B.4.

The College Mission Statement identifies Orange Coast College’s commitment to provide quality educational opportunities for a range of student goals, including the Associate in Arts and Associate in Science degrees, transfer, occupational certification and preparation, basic skills, and personal development. The effectiveness of the institution is measured against its purpose, as expressed in the Mission Statement, which is to meet the various educational goals of the students and the community which it serves (OCC Catalog 2006-2007, 7).

The best expression of long-term planning goals and objectives is found in the Orange Coast College Master Plan 2005-2008. The Orange Coast College Master Plan was developed by means of a year-long series of campus-wide meetings during the 2003-2004 academic year. This document contains the Academic Master Plan, the Facilities Master Plan, and the Technology Master Plan, each of which was developed with planning concepts recommended by faculty, students, classified staff, and administrators. The Technology Master Plan and the Facilities Master Plan are planning documents that support the Academic Master Plan. The Technology Master Plan’s goals are broadly expressed in terms of three strategic objectives: access to technology, instruction using technology, and support for technology. The Facilities Master Plan describes in detail how the campus facilities, many of which are close to fifty years old, could be renovated or replaced while “enhancing the sense of campus community and fostering opportunities for socialization and learning, both formal and informal” (OCC Master, 4.3.2).

The Academic Master Plan guides institutional planning and decision making. It has clearly stated and measurable goals and objectives. Members of the College’s Planning and Budget Committee are “advocates” for specific goals. As advocates, they provide campus leadership in addressing the plan’s eight goals and objectives and ensure ongoing dialogue regarding these goals. All eight goals are student learning-based goals:

Goal 1: Emphasize a campus-wide focus on student learning.

Goal 2: Implement new strategies to increase student recruitment and enrollment.

Goal 3: Investigate and implement new strategies to support student learning.

Goal 4: Broaden campus use of technology to support learning and student achievement.

Goal 5: Devise and implement a three-year hiring plan with stated staffing goals and priorities.
Goal 6: Develop new and strengthen existing partnerships with external educational and business organizations.

Goal 7: Strengthen student, faculty, and staff awareness and knowledge of international issues.

Goal 8: Develop and maintain cutting-edge employment preparation curricula and programs.

*(OCC Master, 2.1-1–2.1-7)*

The first and most important goal set by the College community in the *Academic Master Plan* is to "emphasize a campus-wide focus on student learning." The goal has three objectives: (1) to seek campus-wide support of student learning as the primary mission and activity of the College; (2) to expand the number and types of learning opportunities available to students, especially in cohort groups; and (3) to introduce and implement measurable student learning outcomes across the curriculum (*OCC Master, 2.1-1*). This goal caused the campus to embark on an ongoing broad-based reevaluation in terms of student learning. In Fall 2004, the College Opening Day focused on a presentation about the Learning College. This was followed by several smaller group presentations on the concept of the Learning College. The Vice President of Instruction created in Fall 2004 the Instructional Planning Council, which has become the most comprehensive and broad-based decision-making committee within the instructional wing. This committee has been instrumental in decisions regarding the allocation of resources for hiring and in creating the College Institutional Student Learning Outcomes. In response to the second objective, the College now has several learning community cohort groups, primarily within the Freshman Experience Program, initially funded by *Academic Master Plan* grants. Finally, the College, having already developed Institutional Student Learning Outcomes, is in the process of developing both program and course level outcomes.

The second goal of the *Academic Master Plan* is to “implement new strategies to increase student recruitment and enrollment.” This goal has three objectives: (1) to design and implement a comprehensive enrollment management plan, (2) to increase community outreach efforts to regular and new student populations, and (3) to review current resource allocations for offering classes and implement a new allocation model as needed (*OCC Master, 2.1-2*). The College is currently engaged in addressing this goal in a variety of ways. The President created a new campus-wide Outreach and Recruitment Committee in Spring 2006 to replace the former OCC Outreach Coordinating Council (“Outreach”). A task force of this committee is focusing on developing partnerships with the University of California, Irvine, and Newport Unified School District, targeted at increasing student enrollment and transfer. Finally, the Deans’ Council created a new resource allocation model for class offerings. One of the components of the funding model addresses student demand, measured by the online student “Request to Add” list.

The third goal of the *Academic Master Plan* is to “investigate and implement new strategies to support student learning.” Two stated objectives of this goal are to (1) develop and implement a plan to strengthen student learning in basic skills courses, and (2) create student and faculty mentoring programs in support of student learning. Currently, the Vice President of Student Services has brought together a committee of faculty and staff to draft a Title III grant application to create a Student Success Center. The basic aim of the Student Success Center is to strengthen student learning in basic skills and to provide tutoring. The Freshmen Experience learning communities, which have grown to a cohort of seven, represents one of the most innovative recent strategies at the College to support student learning, pairing basic skills-level English and math classes with counseling classes (*OCC Master, 2.1-3*). The fourth goal of the *Academic Master Plan* is to “broaden campus use of technology to support learning and student achievement.” The three objectives of this goal are to (1) design new and remodeled classrooms to include the latest teaching and learning technology, (2) increase students’ opportunities for online course and degree completion, and (3) use technology to increase faculty and student information (*OCC Master, 2.1-4*). The campus is in the middle of a significant reconstruction effort funded by Measure C, a local bond. When this effort is complete, new classrooms will be technologically equipped to enhance and support current teaching and learning needs. The percentage of students enrolled in online course offerings at OCC has doubled from 8% in Fall 2003 to 16% of students enrolled in Fall 2006 (Kidder, Fall 2006). The faculty and staff are making increasing use of the internal website, the OCC Portal, to post committee, department, and divi-
sion information. Student registration has been facilitated by a touch tone system and will be fully online by Summer 2008. Further, new students can now submit their applications online and request official transcripts online. Technological enhancement in the Office of Enrollment Services allows continuing students and alumni to order their transcripts on the web. Qualifying students can also apply for financial aid online.

The fifth goal of the Academic Master Plan is to "devise and implement a three-year hiring plan with stated staffing goals and priorities." The objectives are to (1) review campus staffing needs and establish goals and criteria for hiring faculty, classified staff, and managers, and (2) develop and implement a three-year hiring plan. The Instructional Planning Council has proposed an annual hiring plan based on general criteria submitted to the Planning and Budget Committee on April 27 (Planning, 27 April 2006).

The sixth goal of the Academic Master Plan is to "develop new and strengthen existing partnerships with external educational and business organizations." The two objectives associated with this goal are to (1) seek ways to increase academic and career and vocational partnerships with local K-12 and four-year educational institutions and (2) develop and offer new courses and programs that address the needs of local career professionals and businesses (OCC Master, 2.1-5). Since the last accreditation, a variety of partnerships with local four-year educational institutions have been strengthened or developed. OCC joined other California community colleges and state universities in the TEACH3 (Teacher Education at Coast Community Colleges) initiative. Under the leadership of a reassigned math faculty member, this program has grown into a strong articulated partnership with California State University, Long Beach (CSULB), enabling students to complete a B.A. degree and teaching credential in four years. The Middle College High School, an educational partnership project for high potential, underachieving students from the Newport Mesa Unified School District, was established on the Orange Coast College campus in 1996. It is now firmly institutionalized with approximately 100 students regularly enrolled. The College has joined the California Community College Internship Program with the University of California, Irvine (UCI). In this program, doctoral students, already holding a master's degree and interested in community college teaching, intern under the mentorship of an OCC faculty member for two terms. OCC also has similar internship agreements with CSULB, CSU Fullerton, and CSU Dominguez Hills to provide mentoring for graduate students. In Spring 2006 the College began to develop closer ties with UCI, specifically setting as a goal a resident UCI counselor on the OCC campus to counsel students interested in transfer to the University of California.

The vocational education programs at Orange Coast College have historically close ties which they continue to strengthen with local business and industry. One innovative contract program, offered for the last two years through the Construction Department, trains Marines from Camp Pendleton in electrical wiring. This training allows the Marines not only to supervise and install wiring in Marine bases in Iraq, but also to train other Marines in this practical and necessary skill. Every year the College partners with local businesses to present a Fashion and Business "Industry Expert Presentation." These annual presentations feature guest speakers from local fashion industries such as Paul Frank, Volcom, Hurley International, and Quicksilver. Over fifty advisory committees are conducted annually for its many certified programs. Over 950 business and industry representatives are invited to participate in these meetings, and over 300 attend on an annual basis. Vocational Technical Education Act (VTEA) funding is used for comprehensive program improvement, partially by means of a faculty mini-grant process. Faculty proposals must address grant criteria relating to the extent to which their proposals involve industry partners or prepare students to meet workforce needs. Existing agreements have been renewed and new ones have been established between OCC and local language programs in order to streamline the transfer process for internal students.

The seventh goal of the Academic Master Plan is to "strengthen student, faculty, and staff awareness and knowledge of international issues." The two objectives contained within this goal are to (1) provide cross-cultural and international experiences and programs to increase student and staff awareness and knowledge of global issues and (2) increase curricular offerings that enhance appreciation of and knowledge about other cultures (OCC Master, 2.1-6). The College prides itself on its ties with the local Vietnamese community and hosts an annual Vietnamese evening to raise general awareness of Vietnamese culture. The Staff Development Committee has organized tours of Santa Ana and Little Saigon for
faculty and staff. Various clubs, departments, and groups have hosted cultural presentations and guest speakers from other cultures. One example of the ongoing cultural awareness programs on campus was the 2006 Spring Visiting Scholars Program. A faculty member organized a week around the theme of “Society, Culture, and Film.” The week included Irish dancers, a faculty presentation on Irish political murals, and writer Tony Huston talking about his screenplay of James Joyce’s short story, “The Dead.”

The eighth goal of the Academic Master Plan is to “develop and maintain cutting-edge employment preparation curricula and programs.” The two objectives incorporated in this goal are to (1) develop new services, courses, and programs that provide students with education and training suited to present and future employment opportunities and (2) to increase the community’s recognition of OCC as a leader in workforce preparation and retraining (OCC Master, 2.1-7). Orange Coast College is particularly proud of the large number of programs it offers that prepare students directly for the workforce and its responsiveness to identified employment opportunities and workforce needs. Examples of this responsiveness include a certificate program in Speech-Language Pathology Associate Degree program, new options for a baking certificate within the Culinary Arts program, a new Culinology® program, and a certificate of completion for school health assistants.

During the 2004-2005 academic year and again in the 2005-2006 academic year, the President offered even more extended opportunities for input by various constituencies to achieve Academic Master Plan goals by funding competitive Academic Master Plan grants. For example, the 2004-2005 Academic Master Plan grants prompted a group of faculty to create learning community cohort groups. In one innovative cohort group, a health and nutrition class from Physical Education paired with a Speech Communication public speaking class. Other cohorts include basic skills and counseling, and critical thinking and writing and political science. In Spring 2006, the President allocated $100,000 for these grants and received proposals amounting to $200,000. The Planning and Budget Committee allocated the $100,000 after prioritizing all requests for funding (Planning, 23 March 2006).

In the past six years, program review has been updated to provide a better vehicle for the program planning process. Programs are reviewed every six years. Vocational education programs reviewed by outside accrediting agencies are reviewed by those agencies on an externally mandated cycle. Every program on campus has cycled through program review at this point. Faculty members volunteer to represent their programs; they analyze formal evidence in data collected from the Office of Institutional Research, through student surveys, and informal anecdotal evidence provided by faculty observations regarding program effectiveness. Having reviewed program effectiveness and set goals for ongoing improvement of the program, the committee submits its report to the division dean and the Vice President of Instruction (“OCC Program 2005-2006”). Once the Vice President has received the program review, she meets with the dean and department faculty to discuss the review and any action that may be required at that time.


The Academic Master Plan is the institution’s primary articulation of goals and objectives, consistent with the Mission Statement. Approximately 53% of faculty, staff, and administrators polled in the Self Study Survey agreed with the statement, “The development of institutional plans involves appropriate constituents.”

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<td>Managers</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>14.3%</td>
<td>32.4%</td>
<td>53.3%</td>
</tr>
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Table 10: Development of Institutional Plans
Source: Faculty, 2

The achievement of institutional goals articulated in the College planning documents is accomplished by the leadership of key campus-wide committees. It is the responsibility of the Planning and Budget Committee to ensure achievement of those goals articulated in the Academic Master Plan. Similarly, the Technology Planning Committee has the responsibility for
the success of goals expressed in the Technology Master Plan, and the Facilities Planning Committee has responsibility for the goals articulated in the Facilities Master Plan. There is ongoing discussion and an annual review of the goals and objectives expressed in these plans.

Program review provides, at the department level, a process to articulate goals and objectives, to measure their achievement, and to provide input by appropriate constituents. However, program review has yet to be formally included into any planning committee’s planning processes. In consultation with the Vice President of Instruction, the Program Review Coordinator has proposed a review of the current six-year cycle and has specifically suggested shortening the cycle.

The Academic Master Plan preceded the planning for student learning outcomes. Consequently, student learning outcomes should be incorporated into the Academic Master Plan.

- Include program review in planning.
- Incorporate student learning outcomes into the Academic Master Plan.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary I.B.3., I.B.5.

The College's Office of Institutional Research assists the College as it makes decisions regarding the improvement of institutional effectiveness and as it responds to local, state, and federal requirements for data collection and reporting. Additionally, the office provides data for the overall planning, development, and tracking phases of course scheduling, curriculum development, matriculation, student equity, and program review.

Since its inception, this campus-wide resource has reported to the President's Office. The campus has embraced the research office and accepts its role as one that designs, conducts, and evaluates all information independently.

Over the past five years, the College has depended on the Office of Institutional Research to assist in the implementation of its mission as a “learning campus.” A central feature of the ”learning campus” is the understanding of who our students are, how successful they are, and knowing how effective the College is. Toward this end, a widely-used tool, created and maintained by the Office of Institutional Research, has been the Orange Coast College Atlas (OCC Office 2005-2006). This broad-based overview of our students provides the campus with student success measures and institutional effectiveness measures. The Atlas is available as a campus resource related to campus environment and access data. It offers information that details the extent to which Orange Coast College is serving cities and high school districts within its boundaries. It also includes student demographic and enrollment trends since the 1990s. Institutional effectiveness indicators, including student success and retention rates, are provided for the overall student population and by demographics. The Atlas also includes employee data with trends and details related to gender, ethnicity, and ages of faculty, administrators, and classified employees, to assist in planning and hiring.
The majority of the data for the *Atlas* is compiled using Orange Coast College’s Management Information Systems data reported to the State Chancellor’s Office via the Coast Community College District Office. The research office also uses a variety of District data sources to provide access to current semester data.

Using the annual report from the California Postsecondary Education Commission (CPEC), the Office of Institutional Research produces an executive summary of the top twenty-five transfer schools for use in various campus publications (“CSU/UC Transfers”). The Office of Community Relations has relied heavily on reports such as this, as well as the *Atlas*, for use in the development of the OCC *Class Schedule*, recruiting publications, *The Coaster; Coast to Coast* (an online newsletter), *Orange Coas tin’* (a community newsletter published biannually), and press releases.

Survey instruments are designed by the Office of Institutional Research in cooperation with the administrator for the department requesting the survey, as well as department faculty. Using the Statistical Package for the Social Sciences and Excel to create tables and charts, the Institutional Research staff collects and interprets survey data used in the planning processes for many College areas including: internal instructional departmental use, vocational programs, and student service areas. Many of these surveys are supported on a yearly or semester basis. Additionally, programs such as the OCC Honors Program, EOPS, Puente, Orange Coast Middle College High School, and Freshman Experience evaluate student satisfaction and program effectiveness with the help of the Office of Institutional Research. In its role as a resource in the collection and interpretation of survey data for the College, the Office of Institutional Research has assisted departments on campus in conducting more than thirty-five surveys of current students, alumni, and employees.

Institutional Research staff have assisted Student Services by conducting focus groups to assess student satisfaction and identify key factors for student success. Their primary roles have been to develop “prompts” for use by focus group leaders and subsequently recording and analyzing the data generated by the focus groups. Results of data obtained through this process have been used in the development of a Title III grant application. Additionally, this information has been incorporated into early planning for a Student Success Center and programs for peer and student mentoring.

Institutional Research provides assistance for administrative planning and reporting. For instance, the Research Office regularly provides planning data for course scheduling and faculty hiring to assist in more informed decision making centered on campus and student needs. An example of a tool developed for use by the instruction deans and instructional unit associates in overall college planning and semester course scheduling is the Online Enrollment Database, which is updated daily throughout the enrollment cycle (OCC Online). This information is then gathered at critical points within the semester for use by the College and the District in their planning and reporting.

Institutional Research also provides support for specific programs and departments. Research staff have developed surveys and other forms of tracking and evaluation for the online program and for the Math and English departments. In the Math Department, these results were distributed only to individual faculty for their use in evaluating their personal teaching effectiveness. Department meetings were held related to the results of the study, allowing faculty to discuss qualitative aspects of their teaching styles and to learn from one another. The English Department has used tracking studies for reading and English classes. In addition to the obvious use for matriculation and the validation of the assessment process, the College counselors have utilized results of these studies in student advisement and educational planning (“OCC College”).

The Office of Institutional Research supports the College Matriculation Committee in implementing the *College Matriculation Plan* (“OCC College”) to meet the State Chancellor’s Office standards. It conducts required studies on disproportionate impact of placement results and audition and try-out prerequisites. Its responsibilities further include the completion of required pre- and co-requisite validation studies, as needed. The staff evaluates the extent to which students are recommended, progress through pre-collegiate basic skills and degree-applicable reading, writing, computation, and ESL courses. Additionally, the Office of Institutional Research measures the proportion of students of ethnic, gender, age, and disability groups placed in pre-collegiate, associate degree-applicable, or transfer courses in reading, writing, computation, or ESL.
The information collected for matriculation, along with the MIS student enrollment and student basic data, U.S. Census data, specific data from the OCC Disabled Students Programs and Services, and OCC MIS Student data, is used in the development of the Student Equity Plan ("OCC Student"). The Student Equity Plan encompasses four main college-based research components: (1) access, (2) course completion, (3) ESL and basic skills completion, and (4) transfer. It includes research and recommendations related to “specific populations of students” (i.e., ethnicity, gender, and disability). This document is used by the Student Services wing and the Instructional wing to ensure the College community reflects the community at large and also that each student constituency is given equal access and opportunity for successful completion of their academic goal. One example of dialogue integrating use of data is the discussions regarding data from the OCC Student Equity Plan that have assisted the Matriculation Committee in serving the needs of ESL students. This exchange has led to plans for future research.

The Office of Institutional Research also works collaboratively with local public educational institutions. The office is a member of the Membership in the Orange County–Long Beach Data Consortium, an off-shoot of Cal-PASS (California Partnership for Achieving Student Success), which includes the Coast Community College District, Santa Ana Community College District, North Orange County Community College District, South Orange County Community College District, Cerritos College, Long Beach City College, CSU Fullerton, CSU Long Beach, and University of California Irvine. The consortium has developed a sharing program which has been endorsed by legal presidents and chancellors of all the institutions. Colleges and schools in the consortium share an impressive data element dictionary regularly uploaded to a common source. The consortium has agreed to use this information only for collective studies approved by the entire consortium.

One of the key components of ongoing, systematic evaluation is the program review process. Since the last accreditation, the College has significantly revised this process. Working closely with the Office of Institutional Research, the College has linked the program review process to curriculum development and review, budgetary planning and the hiring process, local and regional educational planning, and the Academic Master Plan ("OCC Program Review 2005" and "OCC Academic," 16 April 2001).

The current program review process addresses seven areas: (1) enrollment, (2) students, (3) faculty, (4) curriculum, (5) campus and community support, (6) facilities, and (7) technology, equipment, and supplies. Using courses both the faculty chair and dean determine are those that constitute the program undergoing review, the Office of Institutional Research generates a core set of data. Additional data focusing on specific departmental issues is available upon request. The Office of Institutional Research is accessible to program faculty throughout the review to assist with follow-up questions.

Important changes in the program review process have increased dialogue regarding assessment and consequently enhanced the effectiveness of the process:

- Faculty select courses to be included in the data analysis.
- Program faculty collaboratively evaluate and develop objectives specific to their program goals and relate these to the College’s Master Plan.
- The instructional deans participate with faculty in the development of plans at a programmatic level.
- A meeting of the program’s faculty chair, instructional dean, Vice President of Instruction, and College Program Review Coordinator occurs at the end of the process, where a formal presentation of the program undergoing review is made. This occurs after all program faculty and the dean have signed-off on the program review. This final meeting involves dialogue between the faculty, dean, and Vice President of Instruction regarding each of the seven areas listed above, highlighting the program’s successes, needs, and future goals from both a qualitative and quantitative perspective.
- The department program review has been linked to the prioritization of hiring of new faculty.

Through a process of dialogue among the four wings, the College developed a Student Learning Outcomes Plan for the integration of student learning outcomes at the program and course levels. This was approved by the Planning and Budget Committee on December 8, 2005 (Office of Instruction, “Proposal”).
The program review process will ensure that program goals for learning outcomes are linked to the course-level student learning outcomes. The Office of Institutional Research will assist faculty with assessment tools to enhance the link between the program goals and measurable outcomes.

**Self-Evaluation IB.3., I.B.5.**

The Office of Institutional Research has designed surveys and tracking studies to provide the College with reliable and valid quantitative data related to student assessment and the development and planning of program and course offerings. This data has enabled the College to assess student satisfaction, identify key factors for student success, and assist faculty in their efforts to improve instructional styles and course offerings.

The Office of Institutional Research has contributed to the major revision and implementation of the program review process. The research director worked with the Program Review Coordinator through every aspect of the development of the new process to ensure that it was faculty driven. Each year the research staff has worked with the coordinator to enhance the process, utilizing new technologies available to the campus. Results of this work have linked program review to the Instructional Planning Council and the Planning and Budget Committee’s faculty hiring procedures, the Curriculum Committee’s work in curriculum review, and the entire College’s effort to integrate student learning outcomes at the program and course levels. The research staff continues to provide data in a format that is comfortable for faculty to use and understand. Researchers are available to faculty for assistance in determining additional data for program reviews, such as program-related student surveys, vocational education data, and up-to-the-minute enrollment data.

At present, there is no continuous formal link between program review recommendations and the planning and budget process. Between 2003 and 2005, the Program Review Coordinator and Director of Institutional Research made presentations to the Planning and Budget Committee to summarize the results of the reviews completed for a particular year, but that practice has not been continued at the present time.

**Planning Agenda I.B.3., I.B.5.**

- Integrate program review recommendations into the planning and budget process.

**I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

**I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

**Descriptive Summary I.B.6., I.B.7.**

The College is increasingly aware of the need to assure the effectiveness of its planning and resource allocation processes by systematically reviewing them and by reviewing the evaluation mechanisms, specifically those related to improving instructional programs, student support services, library, and other learning support services.

The College system of committees has traditionally guaranteed that planning and resource allocations will be reviewed several times before they are officially approved. The Planning and Budget Committee systematically and routinely reviews, modifies,
approves, or rejects requests pertaining to planning and resource allocations. While the Planning and Budget Committee is the final decision-making body, issues of planning and resource allocations systematically move through several levels:

- Department level
- Program level, through program review
- Division level
- Deans’ level in Deans’ Council, at the Curriculum Committee, or Academic Senate
- Wing level, at the Instructional Planning Council meetings, Student Support Services Leadership meetings, or Administrative Services meetings
- Planning and Budget Committee level.

The Outreach and Recruitment Committee is a newly created broad-based committee, with recommendation power on a par with the Instructional Planning Council. Both these committees were designed to bring broad-based campus leadership together to enhance the overall planning and resource allocation process.

The program review process has been reviewed and revised since the last accreditation in response to faculty concerns, and it is now uniformly accepted as an institutionally cyclical system of program assessment. Both the Instructional wing and the Student Services wing undergo program review on a six-year cycle. However, the campus is currently reviewing the length of this cycle to ensure more frequent program review. Program review has been modified to include program level student learning outcomes. The process will continue to be refined with the campus-wide adoption of student learning outcomes.

The Deans’ Council has redesigned its traditional resource allocation model to incorporate performance-based funding and wait-list records for high-demand courses.

The President and vice presidents are in the process of reviewing committee membership, crucial to the planning process of the College, to ensure appropriate representation for the different campus constituencies. Some committees have clearly designated membership, representing campus-wide constituencies; others are largely based on volunteer interest. Where possible, significant decision-making committees are being reviewed to ensure appropriate constituency representation. The Instructional Planning Council, for example, was formed with a specifically designed membership to include a student representing the Associated Students of Orange Coast College, division deans, program review, Internship Academy, Staff Development, Honors Program, Online Learning, Student Success Committee, TEACH Program, Curriculum Council, Academic Senate, Institutional Research, Service Learning, and the Vice President of Instruction.

The College culture is gradually moving toward a “culture of evidence.” Data provided by the Office of Institutional Research is becoming increasingly significant in the planning and allocation resource processes. For example, the Instructional Planning Council has proposed an annual hiring plan process, which includes systematically reviewing program review, institutional research, and the organizational structure. This plan was presented to the Planning and Budget Committee on April 27, 2006 (Planning, 27 April 2006).


Orange Coast College does have mechanisms for systematic review, and these mechanisms are themselves systematically reviewed. These mechanisms are found in the coordination between program review, Institutional Research, Curriculum Committee, Student Services, Instructional Planning Council, Budget and Planning Committee, Academic Senate, and other constituent groups. There is on-going connection and creative interaction between functional planning and resource allocation. All planning committees conduct annual reviews. Planning documents such as the *Academic Master Plan*, the *Facilities Master Plan*, and the *Technology Master Plan* are reviewed and revised on an ongoing basis. These committees and the development of planning documents rely on campus-wide participation and representation.


- None.
List of Supporting Evidence


Board of Trustees. Coast Community College District Minutes. 5 April 2006.

CCSEQ Surveys. Fall 2005.


Coaster Fall 2006.

Coaster Spring 2006.

“CSU/UC Transfers to California State University (CSU) and University of California (UC) from California Community Colleges, Top 25 Statewide–2004/2005.”


OCC Disney Keys to Excellence. 1 June 2006.


OCC Sailing Center. School of Sailing and Seamanship, Orange Coast College, 2006.


OCC Spring Classes 2006.

OCC Student Equity Plan. 1 July 2005.


OCC Title III Strengthening Institutions Proposal. 2006.


“OCC–UC and CSU Articulation Agreements.”

Orange Coaslin’ Spring 2005.

Planning and Budget Committee Meeting Minutes. 27 April 2006.

Planning and Budget Committee Meeting Minutes. 23 Mar. 2006.

Outreach and Recruitment Committee Minutes. 16 Mar. 2006.

Planning and Budget Committee Meeting Minutes. 9 Feb. 2006.

Planning and Budget Committee Meeting Minutes. 10 Mar. 2005.

Puente Project, Creating Leaders for the Future, Orange Coast College.


**Interviewee List**

Crystal Alonzo
*Puente Program Assistant, OCC*

Christina Amaral
*Professor, Fashion Department, OCC*

Terri Scarbrough
*Staff Assistant, Honors Program, OCC*
Standard II

STUDENT LEARNING PROGRAMS and SERVICES

Orange Coast College
Standard II

STUDENT LEARNING
PROGRAMS
and SERVICES
STANDARD II

STUDENT LEARNING PROGRAMS and SERVICES

The institution offers high quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary II.A.1.

The Mission Statement underpinning Orange Coast College's instructional programs is stated in a variety of College publications, including the OCC Catalog:

Orange Coast College enhances student learning by providing exemplary programs leading to the Associate in Arts and Associate in Science degree, transfer to other institutions of higher education, occupational certificates and continuous workforce improvement, as well as quality instruction in basic skills and English as a Second Language. Additionally, the College is a partner in contributing to the economic vitality of the community and to serving the community's diverse needs for lifelong learning.

(OCC Catalog 2006-2007, 7)
Associate in Arts (A.A.) or an Associate in Science Degree (A.S.) Programs

Commensurate with its mission, the College offers a number of programs and hundreds of courses leading to an A.A. degree and, commencing in 2006-2007, leading to an A.S. degree as described in the Catalog (OCC Catalog 2006-2007, 42-49). OCC graduates an increasingly larger number of students with associate degrees. In 2005, the College awarded 1,350 A.A. degrees, up from 1,049 in 2000, the year of the last accreditation (OCC Atlas 2005-2006, 52). Each of the degree programs is reviewed and evaluated every six years by means of the College program review process to ensure ongoing quality and improvement; courses are also reviewed on a six-year cycle to ensure integrity and ongoing improvement.

Transfer Programs

General Education Options 2 and 3 as described in the Orange Coast College Catalog list the hundreds of courses that satisfy transfer requirements for either the California State University system (CSU) or the University of California (UC) system respectively. Orange Coast College ranked first in the state in 2004-2005 in the number of students it transferred to the California State University system, 1,452 students, and sixth in the state in the number of students it transferred to the University of California system, 482 students. The College ranked first in 2004-2005 in Orange County transfers to the CSU and UC systems (“CSU/UC, Top 25”).

The Transfer Opportunity Program (TOP) has assisted Orange Coast College students with their transfer goals since 1991. Originally designed for under-represented minority students, the program now serves all first-generation college students whose goal is to transfer. Approximately 300 students are currently enrolled in this program.

The Puente Program also serves first-generation college students whose goal is to transfer to four-year colleges or universities. This program is based on a specific two-year model, which differentiates it from TOP. In this two-semester program, a learning community of students enrolled in a developmental writing class, English 099, is partnered with a counseling class and with mentors from the community. Students continue into Freshman Composition, English 100, with the same English instructor and counselor. The program serves approximately thirty new students annually. The latest data reported by the Puente Program indicates a 95% retention rate in English 099 and a 100% retention rate in both English 100 and Counseling 102 (Traver). Since its inception at Orange Coast College, 75% of the students in the program have transferred to universities and colleges (Traver).

The Honors Program began in 1995 and enrolled 225 students in Fall 2005. The College designated thirty-six courses as honors during the 2005-2006 academic year, and that number increased to fifty-three in 2006-2007. The Honors Program currently enjoys formal transfer agreements with eleven colleges and universities.

Teacher Education at Coast Community Colleges (TEACh3 Program), which began at OCC in Spring 2001, partners OCC with California State University, Long Beach (CSULB) and California State University, Fullerton (CSUF) to facilitate transfer students in the Integrated Teacher Education Program. TEACh3 will be established at all California state universities beginning Fall 2006. The program enrolls approximately 270 students a year. Students enrolled in this program complete their first two years of articulated coursework at OCC and then transfer to a CSU for the last two years of coursework, including student teaching, ultimately receiving a Bachelor of Arts degree in Liberal Studies and a teaching credential upon graduation.

The SMART-ICS Program is a partnership between OCC and the University of California, Irvine (UCI), designed to facilitate the transfer of students entering UCI with an Informational Computing Systems (ICS) major. This new articulation program, which commenced Fall 2005, allows OCC students to complete all of the lower-division computer science and mathematics course requirements of the ICS major at OCC. Transfer students who complete the SMART-ICS requirements at OCC and who are accepted into UCI and ICS major are immediately prepared to begin upper division courses in ICS. The SMART-ICS program at OCC consists of seven computer science courses that must be completed with a grade of C or better and five math courses that must be completed with a passing grade.

Workforce Training Programs

A large number of regionally respected occupational programs support OCC students whose goal is workforce training. Of OCC's Fall 2006 incoming
students, 12% identified themselves as having a vocational or career goal (Kidder, Fall 2006). According to the 2006-2007 Catalog, Orange Coast College offers fifty-six occupational programs. Through these programs a student may earn an Associate in Arts or an Associate in Science degree, a Certificate of Achievement where the occupational programs consist of 18 units or more, or a Certificate of Completion where the occupational programs consist of less than eighteen units. The College currently offers ninety-one Certificates of Achievement, Certificates of Completion, and five Skills Certificates (OCC Catalog 2006-2007, 61-66). The College is a regional leader in its Allied Health programs, such as Neurodiagnostic Technology, Respiratory Care, and Polysomnography. Additionally, OCC offers outstanding programs in occupational and career areas such as Architecture, Aviation Maintenance Technology, Construction, Culinary Arts, Fitness Specialist, Hotel Management, Ornamental Horticulture, Technology, and Welding. Since 2000, more than twenty new certificate programs have been developed at Orange Coast College. These include programs in Allied Health, Aviation Pilot Training, Business Administration, Computer Information Systems, Culinary Arts, Dance, Design, Drafting, Early Childhood Education, Hotel Management, Leadership Studies, Marketing, Real Estate, and Retail Management.

Advisory committees, required by every occupational program and composed of representatives from the College and from industry, meet one time each year at a minimum. They monitor the quality of vocational certificate programs to ensure that they meet industry needs and to offer recommendations for improvement.

Basic Skills and ESL

Orange Coast College addresses its mission of serving the needs of basic skills and ESL students in a variety of ways. Students are identified in terms of these needs when they take mandatory placement tests offered through the Assessment Center. These placement tests offer the students recommendations for enrollment into appropriate levels of English, math, and English as a Second Language. A review of students taking assessment tests from 2003-2004 indicates that approximately half of entering freshmen are at a pre-collegiate level in English or math. Among new entering students during that time period, approximately 48% tested below college-level English (English 100), and approximately 78% tested below college-level math (Math 100) (OCC Office, 12 April 2006). Students may also enroll in specialized programs such as the self-paced mathematics or tutoring. The Freshman Experience Program, begun in Fall 2005, is a new program. Designed for incoming freshmen with basic skills needs, the Freshman Experience Program creates learning communities by pairing developmental classes, particularly in English and math, with a counseling Master Student Class. The program is currently composed of seven learning communities, enrolling close to 200 students. The counseling class provides instruction in study skills, and the counselor and English faculty member work together to correlate assignments and study skills instruction (OCC Office, Fall 2005).

Lifelong Learning Programs

Orange Coast College serves the learning needs of the community in several ways. OCC has one of the nation’s largest public boating education programs, the OCC School of Sailing and Seamanship, annually enrolling 5,000 people of all ages in classes, seminars, and voyages. The sailing school employs more than sixty staff members and offers courses in virtually all aspects of sailing, seamanship, and navigation (OCC Sailing, 2006). The College has also begun to offer specialized classes for older students within its regular curriculum. The Physical Education Department has initiated a program titled “The Second Half.” Currently, two courses have been developed, and the department plans to expand its offerings. Additionally, the College offers approximately fifty not-for-credit classes annually through its Extended Education program. In Spring 2006, Extended Education partnered with the Disney Institute to provide a leadership program for the campus and community titled “Disney’s Keys to Excellence” (OCC Disney). Extended Education does not currently complete program review, but monitors its effectiveness through enrollment data.

Although the majority of Orange Coast College courses are delivered in a traditional lecture, lab, or discussion format, the College does offer students alternate means of delivery and location. An increasing number of courses may be taken online, for example. Online courses were first offered in Fall 1999, and by Fall 2006, 16% of Orange Coast College students were enrolled in online learning classes (Kidder, Fall 2006). The Fall 2006 Class Schedule lists eighty-six online class sections, including both completely online and hybrid formats (OCC Fall, 16-
24). All faculty are required to complete the OCC Teaching and Learning Online course prior to developing and delivering online sections. Additionally, students may enroll in self-paced math courses in the Mathematics Center, where they study at their own pace with assistance from tutors. They may also participate in service learning projects off-campus as part of assigned classes, study abroad during the intersession and summer, or study on Rabbit Island, an OCC-owned island near Vancouver, British Columbia. These are credit, degree-applicable courses and programs that undergo program review and review by the Curriculum Committee.

The integrity of instructional programs and courses is maintained most actively by faculty participation in the Curriculum Committee and the program review process. The Curriculum Committee Chair and the Program Review Coordinator are both recommended by the Academic Senate. They are members of the Instructional Planning Council (IPC), which makes major recommendations to the Planning and Budget Committee and to the President with regard to instructional program planning.

The Curriculum Committee approves, revises, and suspends or retires programs and courses. It also recommends changes in degree, certificate, and general education requirements for both the Associate in Arts and Associate in Science degrees. The Curriculum Committee must also approve new online courses after they have been approved by the department, division, and the Online Learning Program. In addition, the Curriculum Committee reviews non-credit courses for compliance with state guidelines ('OCC Curriculum, 2006-2007, 10). A summary of Curriculum Committee course activity for 2005-2006 demonstrates the high degree of engagement and monitoring on the part of the Curriculum Committee:

- Courses: 36 new courses, 72 revisions, 77 retirements, 106 suspensions, 0 reinstatements of suspended courses, 23 designated distance learning courses;
- Certificates of Achievement: 0 new courses, 26 revisions, 0 retirements, 0 suspensions;
- Certificates of Completion: 1 new course, 6 revisions, 9 retirements, 2 suspensions.

('OCC Curriculum, 6 Sept. 2006)

The program review process requires the self-evaluation of all College programs on a six-year cycle. Faculty within the department and discipline in question conduct the self-evaluation of all courses and programs in their respective departments. Recommendations for program improvement are sent to the division dean and the Program Review Coordinator ('OCC Program, 2004-2005').

The College also relies on research data to assist in the ongoing evaluation of the integrity of its programs. The Institutional Research Office has published the Orange Coast College Atlas annually since 2000. The Atlas is a compilation of facts and figures that demonstrate institutional effectiveness indicators for the College, as well as identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions. This important publication includes information regarding student success and retention, educational attainment and goals, age, ethnicity, and gender distributions, as well as headcount comparisons between full- and part-time, day, evening, weekday, and weekend courses. The Atlas also includes data provided by the CSU system on the success of OCC transfer students in terms of continuation rates and average GPAs. Such information assists the College planning and decision-making bodies in their ongoing review of instructional programs. The Atlas is distributed annually to all educational administrative leaders and the Planning and Budget Committee. It is available in hard copy in division offices, and is also posted on the OCC Portal under the Instructional Research Office heading ('OCC Atlas 2005-2006').

Orange Coast College is in the process of an institution-wide transition to assessing programmatic and teaching effectiveness through student learning outcomes (SLOs). To foster this transition, the College has invested considerable resources in staff and faculty training. A team of faculty and administrators addressed student learning outcomes during the College Focus Day, Fall 2005. The Academic Senate President initiated a series of campus-wide SLO Café discussions during Spring 2005, and systematic faculty and staff training began Spring 2006. In conjunction with this on-campus training, teams of faculty and administrators attended conferences and workshops provided by other community colleges and professional organizations such as the American Association of Higher Education (AAHE), the American Association of California Junior Colleges.
(AACJC), the Faculty Association of California Community Colleges (FACCC), and the League of Innovation. Information from these conferences regarding student learning outcomes was shared campus-wide through department and division meetings. Many of the reports from these workshops and conferences are posted on the Staff Development website (OCC Staff).

In Fall 2005, the Instructional Planning Council (IPC) agreed on a set of institutional student learning outcomes. The IPC proposed that the College integrate student learning outcomes simultaneously at the program and course level. The President and Vice President of Instruction designated a faculty member with reassigned time and an instructional dean to lead a series of workshops in Spring 2006 to train faculty in the development and construction of program and course student learning outcomes. These workshops will continue during 2006-2007. Starting Fall 2006, all new courses will include SLOs in the Course Outlines of Record.

Self-Evaluation II.A.1.

Programs and courses are currently assessed every six years to ensure that they meet the mission of the institution and uphold its integrity. In reality, courses are often reviewed much more frequently through the curriculum process as faculty revise course descriptions. Occupational programs have annual advisory committee meetings that ensure the integrity of programs and courses. Despite such oversight practices, the six-year cycle may not be frequent enough to guarantee integrity of instructional programs.

In addition, the curriculum and program review processes do not currently include student learning outcome assessment. Both the Curriculum Committee Chair and the Program Review Coordinator have committed to including student learning outcomes in their process of course and program evaluation. Not all members of the Curriculum Committee or the specific program review committees, however, have completed training in the development and assessment of student learning outcomes.

Finally, the Mission Statement is not fully integrated into the Curriculum Committee’s course approval process. This process needs to be more closely aligned with the Mission Statement and the statement of Institutional Commitment, which includes four areas of institutional student learning outcomes.

Planning Agenda II.A.1.

- Evaluate the frequency of program review and revise the review process as is deemed appropriate.
- Provide training for the Curriculum Committee and each program review committee in the development and assessment of student learning outcomes.
- Include the Mission Statement and the statement of Institutional Commitment in the Curriculum Committee Handbook; devise practices that will ensure that the Mission Statement is an intended and integral part of the College’s curriculum processes.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary II.A.1.a.

The Orange Coast College Atlas provides faculty, staff, and managers with an annual compilation of facts, figures, and institutional effectiveness drawn largely from enrollment data. The Atlas is the product of extensive research and analysis. It is intended to be used to identify institutional effectiveness trends and indicators and to inform program review (OCC Atlas 2005-2006, 1).

Research data compiled annually in the Atlas
serves as a resource for major planning and decision-making committees on campus. It supports their efforts to systematically evaluate and improve programs consistent with the educational preparation and the diversity, demographics, and economy of the students the College serves.

The Dean of Enrollment Services also maintains useful and informative databases derived from registration statistics and survey instruments. Each semester she distributes a brief report to major planning and decision-making bodies entitled “Who Are Our Students?” This report indicates current enrollment data and trends over the last 10 years (Kidder, Fall 2006).

As well as relying on key committees and institutional research, the College has produced its most comprehensive planning document in recent years, the Orange Coast College Master Plan, by means of campus-wide focus groups. Published in 2004-2005, the OCC Master Plan is comprised of three planning documents: the Academic Master Plan, the Facilities Master Plan, and the Technology Master Plan. Together, these three documents represent the vision and goals intended to meet current and future learning needs of Orange Coast College students (OCC Master).

In October 2005, the College Matriculation Advisory Committee developed the College Matriculation Plan. This document outlines a matriculation plan based on identified student learning needs and is commensurate with Title V and District matriculation standards. This plan is posted on the Matriculation Committee portal site (“OCC College”).

The needs of students who are economically, socially, and educationally disadvantaged are addressed by Extended Opportunities Programs and Services (EOPS). A student must be a resident of California and enrolled in twelve or more units to be accepted by the EOPS program. Students must qualify to receive a Board of Governor’s Grant (BOGG) and must be educationally disadvantaged as determined by the program. Counseling, grants, campus referrals, student recognition, community outreach, cultural field trips, clubs, transfer assistance, bus passes, priority registration, orientation, tutoring, and retention activities are some of the services offered by the EOPS program.

Cooperative Agencies Resources for Education (CARE) assists EOPS students who are single parents with one child under fourteen and who receive Aid to Families with Dependent Children (AFDC). CARE students receive additional support in the form of grants, tutoring, child care assistance, and supportive counseling.

The following is a partial list of other services available to meet the varied educational needs of OCC students (see Catalog for a complete list): the Adapted Physical Education Program, Assessment Center, the Associated Students of Orange Coast College, Athletics, Children’s Center, Counseling Services, Disabled Student Center, Disabled Students’ High Tech Center, Financial Aid, housing services, Internship Academy, Job Placement Center, Learning Center, library services, scholarships, Student Health Service, Tutorial Center, and vocational rehabilitation services (Catalog, 2006-2007, 13-19).

In Spring 2006, the President formed the Outreach and Recruitment Committee to address enrollment issues and to respond to the changing economic and demographic needs of the students within the community.

Self-Evaluation II.A.1.a.

The College increasingly relies upon research and analysis to identify student learning needs.

There is a need to integrate student learning outcomes into the Academic Master Plan, the Technology Master Plan, and the Facilities Master Plan and to assess progress towards achieving these outcomes.

Planning Agenda II.A.1.a.

- Incorporate student learning outcomes into the major planning documents of the College, namely the Atlas, the Academic Master Plan, the Technology Master Plan, and the Facilities Master Plan.
II.A.1.b. *The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*

II.A.2.d. *The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*

**Descriptive Summary II.A.1.b., II.A.2.d.**

OCC utilizes a broad range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Within the traditional classroom and lab setting, faculty utilize a variety of modes of instruction. These range from lecture to discussion, collaborative study groups, research papers, oral presentations, and other forms of student demonstrations. The Staff Development Office provides ongoing workshops and resources to enable faculty to improve their ability to adapt their instruction to the wide variety of skill levels, learning styles, and delivery modes that characterize the community college classroom. Workshops range from “Brain Research and its Impact on Teaching and Learning” to “Getting Started with OCC Web Technology.” On-campus computing facilities, such as the Library Media and Computer Lab Department, provide students opportunities to make use of alternate modes of learning such as audio, visual, and online resources. The expanded access to the Internet through campus-wide wireless “hot spots” responds to student classroom needs and personal interests. Computers are available to students in the library Media Lab, the John R. Clark Computing Center, and in classrooms in various disciplines. The English Department employs computers in some sections of writing classes, using a designated computerized classroom as well as classrooms in the Computing Center.

In addition, OCC has a well-established Mathematics Center. Here, students are offered self-paced math courses to study math at their own pace with the aid of tutors, audio-visual technology, and computer-based instruction.

To further serve student needs for increased support in the classroom, several faculty have also begun to develop learning communities. This approach to teaching and learning is commensurate with the first goal in the *Academic Master Plan 2005-2008*, which encourages the College to “emphasize a campus-wide focus on student learning.” Objective 2 of this goal is to “expand the number and types of learning opportunities available to students, especially cohort groups” (*OCC Academic 2.1-1*). Learning communities are being developed to address a wide range of teaching and learning needs. For example, Freshman Experience is a specific type of learning community that initially addressed the needs of basic skills and ESL students. Freshman Experience links entering basic skills classes with Counseling 102, “Becoming a Master Student.” In Spring 2006, the College offered students seven learning communities, pairing Math 010 with Counseling 102, Math 030 with Counseling 103, Speech 110 with Counseling 102, Human Development 180 with Counseling 102, Speech 100 with Counseling 102, ESL 199 with Counseling 102, and Speech 110 with Anthropology 100 (*OCC Office, Fall 2005*).

Faculty have also developed a very strong and active Service Learning Program, linking academic course work to academically-focused service in the community. The program “unites community work with academic study and provides our students with ways to incorporate both activities into a greater learning experience” (*OCC Service*). Currently, forty faculty members offer classes that integrate service learning elements into their course curricula. The success of this program was recently shared by the Service Learning Coordinator in a panel presentation, “Planting the Seeds of Civic Engagement and Service Learning in Community Gardens,” at a national conference of the American Association of Community Colleges in April 2006.

OCC provides disabled students services and adapted modes of instruction through its Special Services Program. Disabled students have access to a
High Tech Center, complete with adapted software programs, and the Learning Center, where specially trained tutors assist with reading, writing, and math skills. Students may enroll in a specially adapted course, such as Adapted Physical Education, or supplement enrollment in a regular curriculum with tutorial assistance and special accommodation for tests. OCC offers a large number of support services oriented towards specific physical or psychological disabilities. These are further described in Standard II.B.

Contract Education is the primary delivery system used to provide services to business, industry, and government agencies. One innovative contract education program offered by the Extended Education Office created a partnership between the U.S. Marine Corps base at Camp Pendleton and the OCC Construction Department. During an intensive three-week course, the Marines achieve certification in electrical wiring. This proficiency allows them to maintain barracks and facilities overseas, especially in Iraq. After their service is complete, the Marines will be able to use their certification for employment in the private sector.

The College also offers internships and other forms of work experience through its many vocational programs. The Internship Academy, funded by a VTEA grant, develops internships for occupational programs. These on-the-job learning experiences may be paid or unpaid, and students earn credit. The objective of internships is to teach students skills, knowledge, and attitudes that will equip them to function successfully and adapt as employees in a variety of jobs and situations (OCC Internship).

The Instructional Technology (IT) Department has provided instructors with access to a wide range of delivery systems to accommodate various modes of teaching and learning. For example, digital projectors and audio-video consoles are present in the majority of College classrooms. Instructors may check out up to forty wireless laptops to facilitate different instructional modes. Support is provided for teachers who wish to create websites with student access to course syllabi, assignments, handouts, web links, and other resources.

In addition to providing instructors with equipment, the Office of the Dean of Students loans laptops directly to students. Students may check out a laptop computer and access the Internet through wireless network “hotspots” on campus. Students may check out computers for up to three days at a time.

OCC offers online courses in a variety of disciplines compatible with the objectives of the curriculum and to support the current and future needs of its students. Online classes offered to students include those that are completely online, where all components of the class are delivered in an online mode through the Internet, and hybrid classes, where one or more components of the class are delivered in an online mode using the Internet combined with required class meetings on campus. Forty-nine online courses were offered in the Fall 2006; twenty-one transfer to both UC and CSU, and forty-seven transfer to CSU (OCC Fall, 16-21). In Fall 1999, when the first semester online courses were offered, fewer than 2% of OCC students were enrolled in online courses; in Fall 2002, more than 8% were enrolled in such courses. By Fall 2006, 16% of the student population, or almost 4,000 students, enrolled in courses which were either completely online or hybrid (Kidder, Fall 2006). The Online Learning Program, led by two faculty members and supported by three staff members, offers a Teaching and Learning Online course each semester for instructors who wish to learn how to adapt their curriculum to either complete online instruction or a hybrid course. All faculty who want to teach online courses must first complete the Teaching and Learning Online course.

With instructor and division dean approval, a student may take any course in the Orange Coast College Catalog on a contract or directed-study basis. The number of units received and the prescribed hours of study follow the approved Catalog description. Additionally, a student may take advanced coursework in a field of study after completing the introductory courses. Most departments offer a set of directed-study courses numbered 291AD-295AD (OCC Catalog 2006-2007, 33).

Self-Evaluation II.A.1.b., II.A.2.d.

Orange Coast College faculty have been innovative in their efforts to evaluate, improve, and adapt modes of instruction appropriate to the diverse needs and learning styles of their students. In general, the modes of delivery and teaching methodologies are effective, as evidenced by overall success and retention data published in the Atlas. Fall 1995 shows a success rate of 69.1% and a retention rate of 83%; Fall 2005 indicates a success rate of 70.3% and a retention rate of 85.1% (OCC Atlas 2005-2006, 44).
Learning communities are becoming increasingly popular with faculty and students. Eight learning communities are scheduled in Fall 2006, with plans to continue to expand. There is evidence to suggest that cohorts increase success and retention rates (OCC Office, Fall 2005). However, the College does not currently evaluate student success and retention rates for any specific delivery modes or teaching methodologies.

Planning Agenda II.A.1.b., II.A.2.d.

- Provide evidence of the effectiveness of specific delivery modes and teaching methodologies.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary II.A.1.c.

Orange Coast College has a tradition of assessing student outcomes in terms of achievement, such as success and retention rates and number of certificates and degrees awarded. The College is currently engaged in the process of implementing an institutional-wide plan for identifying and assessing student learning outcomes for courses, programs, certificates, and degrees (OCC Office, 8 Dec. 2005). The Office of Institutional Research's Atlas publishes an annual report of institutional effectiveness indicators. A section of this report indicates that student outcomes have been used as a major contribution to ongoing evaluation, planning, and improvement of student learning. In the 2005-2006 Atlas, these outcomes demonstrate student achievement in the 2005-2006 academic year and trends over a period of five to ten years, of grade distribution, course success and retention, number of A.A. degrees and certificates awarded, transfer counts to CSU and UC systems, and performance of OCC students at CSU.

This data indicates several measures of successful student outcomes in terms of achievement. First, the number of students earning A.A. degrees has increased by nearly 18% in the five-year period. Second, the number of students transferring to the CSU and UC has increased by more than 30%. Transfers to CSU have increased by over 500 students, a 27% increase. Transfers to UC have increased by nearly 150, a 43% increase. Currently Orange Coast College ranks first in the state in community college transfers to the CSU system and sixth in transfers to the UC system. Retention and success rates remain high, with a modest increase of up to three percent in the five-year period. The data does indicate a significant drop in the number of certificates awarded. However, an increasing number of occupational programs now offer Certificates of Completion rather than Certificates of Achievement, the latter being the only certificate recorded in the Atlas.

Articulation agreements, transfer agreements, and feedback reports from CSU and UC provide the College with regular assessment of the success of transferring students. Data provided in the Atlas shows that OCC transfer students have consistently higher continuation rates (percentage of students enrolling in the fall term who re-enrolled at the same CSU campus for the following fall term) than other community college transfers. However, OCC transfers tend to have a slightly lower GPA at CSU than that of certain other community colleges (OCC Atlas 2005-2006, 54).

Program review provides the means by which the College identifies and assesses student learning outcomes at the program level. This process occurs on a six-year cycle and is coordinated under the direction of the Vice President of Instruction and the Academic Senate. Each program review committee analyzes seven different areas that affect student learning: enrollment patterns, student demographics, faculty, curriculum, facilities, community support, technology, and equipment and supplies. Committees are composed of the program chair, faculty, the division dean, the Vice President of Instruction, and the College Program Review Coordinator.

Program review uses both qualitative and quantitative data to follow a specific process. This sequence maintains consistency within the evaluative process and promotes an ongoing dialogue about the
continuous improvement of student learning. The program review process includes the following steps for each program review committee:

1. The Office of Institutional Research provides program-specific data obtained from a variety of databases.

2. The specific program committee describes each area using this quantitative data and qualitative data to identify elements within the program that need improvement.

3. The program committee develops a prescriptive plan for improvement. The plan must be measurable, and it must identify the specific resources required for its implementation, such as facilities, staffing, or technology.

The College is currently reorienting both its assessment of student achievement and the program review process in terms of student learning outcomes. This change began in 2004. After a faculty presentation to the Academic Senate in March 2004, a group of faculty and administrators attended a Learning College conference in Toronto, Canada, in June 2004. This group of faculty and administrators made a presentation on the Learning College and Student Learning Outcomes during the campus-wide Fall Focus Day, September 2004. Various groups of faculty began to attend workshops and conferences to better understand student learning outcomes and how to begin any process of implementation on the OCC campus. The Academic Senate President initiated a series of campus-wide SLO Cafes in Spring 2005. The Staff Development website gathered resources and feedback from faculty regarding student learning outcomes in order to assist the faculty and administration in their efforts to determine how best to approach implementation of SLOs. In Fall 2005, the Instructional Planning Council, after considerable research and deliberation, drafted a set of student learning outcome areas. This set of core student learning outcome areas was shared with and modified by a joint planning meeting of all three wings: Instruction, Administration, and Student Services. A final set of institutional core outcome areas was recommended to the Planning and Budget Committee and approved by the Board of Trustees, April 5, 2006 (Board, 5 April 2006). Following this adoption, the Curriculum Committee formally approved the requirement to incorpo-

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<tr>
<td>A.A. Degrees</td>
<td>1,151</td>
<td>1,049</td>
<td>1,199</td>
<td>1,362</td>
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<td>Certificates</td>
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<td>514</td>
<td>486</td>
<td>375</td>
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<td>1,563</td>
<td>1,685</td>
<td>1,737</td>
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Table 1: OCC A.A. Degrees and Certificates Awarded

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<tr>
<th></th>
<th>2000</th>
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<th>2002</th>
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<td>UC</td>
<td>339</td>
<td>411</td>
<td>454</td>
<td>450</td>
<td>425</td>
<td>486</td>
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<tr>
<td>CSU</td>
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<td>1,187</td>
<td>1,255</td>
<td>1,255</td>
<td>1,147</td>
<td>1,452</td>
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<tr>
<td>Total</td>
<td>1,481</td>
<td>1,598</td>
<td>1,709</td>
<td>1,705</td>
<td>1,572</td>
<td>1,938</td>
</tr>
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</table>

Table 2: Transfers to CSU and UC Systems

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
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</thead>
<tbody>
<tr>
<td>Retention Rate</td>
<td>85.4%</td>
<td>84.9%</td>
<td>85.3%</td>
<td>86.4%</td>
<td>85.7%</td>
<td>85.1%</td>
</tr>
<tr>
<td>Success Rate</td>
<td>70.5%</td>
<td>70.1%</td>
<td>70.8%</td>
<td>71.5%</td>
<td>70.3%</td>
<td>70.3%</td>
</tr>
</tbody>
</table>

Table 3: OCC Success and Retention Rate Between Fall 2000-Fall 2005
rate at least one student learning outcome into each new Course Outline of Record beginning Fall 2006 (OCC Curriculum, 2 Nov 2005, 5).

In Spring 2006, the Instructional Planning Council, under the leadership of the Vice President of Instruction, initiated a series of student learning outcomes workshops led by a faculty member and an instructional dean. The goal of these training workshops was to assist faculty in each department or program to develop student learning outcomes and a means of assessment for at least one course. These student learning outcomes, developed at the course level and in conjunction with an assessment tool, became the model for further development of student learning outcomes in Fall 2006.

The Program Review Coordinator in 2006-2007 is tasked with researching and developing a plan to formally incorporate program level student learning outcomes into the program review process. As part of the program review orientation, faculty in each program will receive training in how to develop program level student learning outcomes.

Self-Evaluation II.A.1.c.

The College is making progress towards meeting the standard. It is in the process of identifying student learning outcomes in courses, programs, certificates, and degrees. Although certain programs, most notably in Allied Health, already systematically identify, assess, and use student learning outcomes for improvement, the College has yet to formally measure student achievement institutionally in terms of student learning outcomes. However, the College has made significant progress in measuring student achievement since the last accreditation cycle in 2000. The Atlas was first created and published in 2000 and was first made available electronically in 2001. The Student Outcome section within the Atlas marked the first compilation of institution-wide student achievement data.

Campus-wide training has resulted in significant progress in the identification of student learning outcomes at the course level. Student learning outcomes at the institution or degree level have been developed. Student learning outcomes at the program level are yet to be identified for most programs. Training in assessment of student learning outcomes is planned for 2006-2007.

Planning Agenda II.A.1.c.

- Complete identification of student learning outcomes at course and program levels.
- Assess student learning outcomes at all levels.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode or location.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.
**II.A.2.b.** The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

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**Descriptive Summary II.A.2., II.A.2.a., II.A.2.b.**

Orange Coast College consistently strives to ensure the quality of the extremely broad range of courses and programs it offers its students, whether the student’s goal is to complete an associate degree, to transfer, to complete a certificate program, to obtain short-term training, or to pursue lifelong learning.

The College offers fifty-four programs of study leading to an Associate of Arts degree. Beginning 2006-2007, the College is offering sixty-seven programs of study leading to an Associate of Science degree and 100 programs of study leading to a certificate (OCC Catalog 2006-2007, 42-49).

Orange Coast College’s curriculum approval and program review processes are key elements in sustaining the quality of the large number of instructional courses and programs offered by the College. In both these processes, the expertise of faculty is a crucial and ongoing component. Faculty are engaged in a process of dialogue, evaluation, and review from the beginning to the end of the course or program adoption process (“OCC Program 2004-2005”).

Curriculum Committee members include faculty representatives from each of the ten academic divisions, and the chair is elected from among these division representatives. Non-voting members include the Vice President of Instruction, the Curriculum Committee Staff Assistant, division deans, and a student representative.

The entire process of curriculum review and adoption is based upon the thorough participation on the part of the faculty. Course outlines of record are on file in department and division offices and in the Office of Instruction. Each course outline includes measurable objectives which the course is designed to achieve. These course outlines provide the academic programs with guidelines for continuity and consistency of instruction; faculty develop individual syllabi to address the course objectives. Faculty who propose a new course or program, or an amendment to a course or program, take their proposal to their department for discussion. After departmental approval of new or amended course outlines or programs, the division curriculum representative and the division dean review the course or program to ensure that Curriculum Committee guidelines have been met. Once approved, the course outline or program is submitted to the Curriculum Committee Agenda Committee and then to the Curriculum Committee itself. The Curriculum Committee reviews the course outline based on state-mandated guidelines and the advice of the College Articulation Officer, a member of the committee. The Curriculum Committee approves courses and submits them to the Coast Community College Board of Trustees for approval. New and amended programs are submitted to the District and then to the State Chancellor’s Office for final approval (OCC Curriculum 2006-2006, B-2-5).

The *Curriculum Committee Handbook* is distributed to all Curriculum Committee members, including all division deans. The committee maintains a site on the OCC Portal. All meeting agendas and course and certificate approvals are recorded and archived.

The program review process supports curriculum review in terms of new and amended course evaluation and recommendation. It ensures the ongoing evaluation of all College programs, regardless of means of delivery or location, on a six-year cycle. Occupational certificate programs engage in advisory committee program review on a more regular basis. Every academic and occupational program prepares a self study, which is reviewed and validated by a program review committee. The Program
Review Coordinator chairs each committee; a faculty member is appointed by the Vice President of Instruction in consultation with the Academic Senate. The self study is prepared by a committee made up of faculty representatives from the program. The committee report, which includes recommendations for improvement of the program in relation to the College mission and Academic Master Plan goals, is sent to the Program Review Coordinator and the administrative dean. The dean submits the report to the Vice President of Instruction, who then reviews the report with each committee.

Advisory committees are required for occupational programs and may be formed for programs serving special populations, academic programs, programs supported by grant funding, and programs accredited by outside regulatory bodies. Faculty in occupational programs meet on a regular basis with an advisory committee composed of industry partners. Advisory boards review curricula; comment on general trends in the industry; and advise on skills, knowledge, and abilities embedded in the curriculum, which are designed to meet industry standards and prepare students for the job market. These advisory groups provide direction and recommendations for program review self studies. An extensive description of each program is listed in the section of the OCC Catalog titled “Career and Certificate Programs” (OCC Catalog 2006-2007, 61-141).

After two years of campus-wide discussion, workshops, and committee presentations, Orange Coast College has developed an institution-wide plan to identify student learning outcomes for courses, programs, certificates, and degrees and to assess progress towards those outcomes. Campus leadership, including the Academic Senate President and members of the Academic Senate, the Vice President of Instruction, and the President, drove the process, described in detail in II.A.1. The Instructional Planning Council recommended an approach to student learning outcomes. This group created a draft of an Institutional Student Learning Outcomes Plan (ISLO Plan). A joint meeting of representatives from the Student Services wing, the Administrative Services wing, and the Instructional wing reviewed the plan, and it was subsequently approved by the Planning and Budget Committee (Planning, 8 Dec. 2005, 2).

The ISLO Plan recommends that student learning outcome development and assessment occur at three levels: the institutional level, the program department level, and the course level. Whereas the development of course-level student learning outcomes is primarily an instructional area of responsibility, the institutional and program-level student learning outcomes impact all three wings of the College.

The institutional-level student learning outcomes section of the plan states that students receiving an associate degree from Orange Coast College will demonstrate competency in four core outcome areas: Communication, Thinking Skills, Global Awareness, and Personal Development and Responsibility. The components of each of the four core areas are outlined in the ISLO Plan (OCC Office, 8 Dec. 2005).

Each program and department will develop appropriate and measurable student learning outcomes. Program and department student learning outcomes will correlate with the institutional-level outcome areas. Program and department student learning outcomes will be included in the established program review processes. This will allow for a cycle of assessment and improvement. Course-level student learning outcomes are included in the Curriculum Committee review and approval process. Each academic program or department identified at least one course to begin developing student learning outcomes during Spring 2006. The Student Services and Administrative Services wings will each identify at least one program or department to begin identifying student learning outcomes during Fall 2006.

Self-Evaluation II.A.2., II.A.2.a., II.A.2.b.

The College meets the standard. Faculty play a central role in establishing quality and maintaining improvement of instructional courses and programs. The key processes occur in the Curriculum Committee and the program review committees.

The OCC Curriculum Committee has revised its processes to include student learning outcomes. Program review is being revised to include student learning outcomes in its process. Members of the Curriculum Committee and members of each individual program review committee will require training in the identification and assessment of student learning outcomes.

The College has successfully trained a minimum of one faculty member per department in the development of course-level student learning outcomes. However, further training must include assessment of those outcomes. Although the Vice President of Stu-
dent Services has introduced SLOs to that wing, no student learning outcome training has been conducted in Student Services as yet, and for now it is not clear what type of training would be appropriate to that area.

Planning Agenda II.A.2., II.A.2.a., II.A.2.b.

- Target training in the identification and assessment of student learning outcomes for the Curriculum Committee, individual program review committees, and the Student Services wing.

**II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

Descriptive Summary II.A.2.c.

Orange Coast College assures high quality instruction and appropriate breadth, depth, rigor sequencing, time to completion, and synthesis of learning in a variety of ways.

High quality of instruction is ensured through comprehensive evaluation of all faculty. The evaluation procedures for part-time faculty are outlined in the current contract negotiated between the Coast Community College District and the Coast Community College Association/California Teachers Association/National Education Association. Evaluation procedures for full-time faculty are outlined in the current contract between the Coast Community College District and the Coast Federation of Educators/American Federation of Teachers Local 1911 (AFT, 13). Part-time faculty members are evaluated during the first semester of employment and thereafter at least once every six regular semesters. The evaluation is based on classroom observations made by the faculty member’s immediate supervisor, site administrator, or the division’s instructional unit assistant (IUA) from the discipline. A student survey is distributed to at least two classes during the semester of evaluation. The evaluator compiles the results of the student surveys; makes at least one one-hour, on-site observation; completes a Faculty Evaluation Report; and provides the faculty member with a copy of the observation form and the student survey compilation. The Faculty Evaluation Report, with a “satisfactory” or “unsatisfactory” designation, is submitted to the Vice President of Instruction.

Faculty hired as full-time, tenure-track employees are subject to a four-year tenure review process. They are evaluated once each year until tenure is granted. The Tenure Review Committee is made up of the division administrator from the division of the candidate and three tenured faculty members. A student survey is distributed to at least two classes during the semester of evaluation. The committee chair compiles the results of the student surveys and forwards a copy of the compilation to the faculty member under review. The compilation becomes part of the evaluation report. Each member of the panel makes at least a one-hour on-site observation between the time the team is impaneled and the writing of the evaluation report. At their discretion, committee members may make any reasonable number of on-site visits. The faculty member completes a self-evaluation, which is then shared with the committee. The committee meets with the faculty member to review the evaluation materials, to discuss proposed recommendations, and to give any preliminary suggestions for professional development as necessary. Each member of the committee recommends continuance of employment, with or without a program of professional improvement, or discontinuance of employment. The Vice President of Instruction, after reviewing the file, recommends to the President of the College continuance of employment, with or without a program of professional improvement, or discontinuance of employment.

Regular, tenured faculty members are evaluated every three years by an evaluation panel of peers. The evaluation is based on activities and observations since the last evaluation. A student survey is conducted by the peer panel during the semester of evaluation. The panel chairperson schedules an evaluation conference to include both members of the panel and the faculty member before the panel submits its evaluation report. The report recommends to the Vice President of Instruction and the
faculty member a finding of satisfactory performance or continued evaluation (AFT 14). The division dean may also submit a separate evaluation to the Vice President of Instruction.

The College has numerous processes in place to ensure appropriate breadth, depth, rigor, sequencing, and time to completion of courses and programs. The College requires faculty members, in accordance with Title V, to follow the Official Course Outlines for individual courses. These outlines are on file in each division office and provided to faculty members for each new teaching assignment. Additionally, they are available electronically to any member of the campus community by accessing the OCC Portal. The formal means of verifying whether the course has complied with the course outline occurs during the faculty evaluation process.

Sequencing information for certain courses is provided in both the current Class Schedule and the Catalog. The Class Schedule provides a recommended sequence for math courses, for an engineering major sequence, a biology major sequence and a detailed ESL prerequisite list (OCC Fall 34, 50, 66). The Catalog provides recommended sequences for most career and certificate programs. These sequences outline semester-by-semester course plans for students to ensure the appropriate sequence is followed, and the entire sequence can be completed within the anticipated two-year period. Good examples of program sequencing information are Accounting, Architectural Drafting and Design, Diagnostic Medical Sonography, and Ornamental Horticulture (OCC Catalog 2006-2007; 68, 69, 92, 130-131.)

Articulation agreements provide another means of ensuring evidence of breadth, depth, and rigor of the College's transfer courses. Orange Coast College offers lower division courses that meet the transfer requirements for most baccalaureate majors offered by accredited colleges and universities in the United States and has fifty-four articulation agreements in place. In the 2004-2005 school year, the College successfully transferred 1,938 students to the University of California and California State University campuses. The College ranked second in the state in terms of transfers to UC and CSU (OCC Office 2005-2006, 53).

Success after students transfer is compelling evidence of the breadth, depth, and rigor of the College transfer programs and courses. Data compiled by the California State University system for 2002-2003 indicates that 89% of OCC transfers continue from the fall term in which they enroll to the following fall term at the same campus. Also, OCC transfers earn an average GPA of 2.91 at the CSU campus to which they transfer (OCC Office 2005-2006, 54).

Evidence of breadth, depth, and rigor of vocational courses and programs is most clearly presented in exam pass rates and student surveys. In 2005, 21 students who took the Certified Respiratory Therapist (State Licensure) Examination passed the test, a 100% pass rate. In 2005 and 2004, 100% of OCC students who took the Radiation Technology exams passed the test. OCC’s five-year average shows that 98.8% of students pass the test on their first attempt. (Ballinger, 5 May 2006.) Students are surveyed on a regular basis through program review. According to the Community College Student Experience Questionnaire (CCSEQ) administered in Fall 2005, 44.5% of the students agree that they have acquired knowledge and skills applicable to a specific job or type of work, and 31% enrolled in career programs say that they have applied the skills they have learned in class to a job outside of class often or very often (CCSEQ 2).

**Self-Evaluation II.A.2.c.**

In response to concerns about inconsistencies in the tenure review evaluation process, the Vice President of Instruction has instituted an annual fall workshop for tenure review chairs. Faculty union representatives, the Staff Development Coordinator, and the Academic Senate President are also invited to the workshop. In this workshop, the Vice President reviews contractual requirements and best practices of evaluation.

Course outlines are readily available in electronic and hard copy format. Electronic access is available via the OCC Portal, and printed copies are available in every division office and the Office of Instruction. Course sequencing information is available to students; however, comprehensive sequencing information is not included in both the Catalog and Schedule.

Orange Coast College is recognized for the high quality of its academic programs and its success in preparing students for university transfer. This reputation is substantiated by the fact that the College is among the leading institutions in California in transferring students to the University of California and the California State University systems. It continues to
increase articulation agreements with four-year institutions.

The College is equally successful in the quality of career education programs and its preparation of students for the workforce. This is evidenced by the high licensing examination pass rates and student survey responses.

**Planning Agenda II.A.2.c.**

- Provide comprehensive course and program sequencing in the *Catalog* and the *Schedule* and online.

**II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

**Descriptive Summary II.A.2.e.**

Ongoing systematic review of the relevance of programs and courses occurs through the program review and Curriculum Committee processes and through the monitoring of vocational courses, programs, and certificate sequences by advisory committees.

Program review for both the Instructional and Student Services wings follows a six-year cycle and constitutes the most thoroughly institutionalized systematic review of academic programs. To ensure that program review is conducted in light of the College's long-range academic goals, the *Academic Master Plan*’s eight major goals are embedded in the program review process (“OCC Program 2005-2006”). During 2006-2007, the program review process will be revised to incorporate student learning outcomes at the program level.

The Curriculum Committee reviews courses every year which have not been updated in the previous six years. All courses must go to the Committee for revisions and updates, which ensures the currency of courses. Effective Fall 2006, student learning outcomes will be included in this process. The course outline lists the year of the last revision approved by the Curriculum Committee. The Curriculum Committee is responsible for checking course outlines to ensure that they are relevant to student needs and that the hours of instruction are appropriate for the number of units of credit. During Spring 2006, faculty representatives of all the academic divisions were trained in the construction and assessment of student learning outcomes. Starting in Fall 2006, every new course outline or course revision submitted to the Curriculum Committee will be required to include a minimum of one student learning outcome.

Advisory Committees meet a minimum of once a year to review vocational programs. This annual review assures industry relevance and currency of courses and programs.

**Self-Evaluation II.A.2.e.**

Whereas program review provides the best comprehensive review of Orange Coast College programs, it does not formally evaluate student learning outcomes. On the other hand, although not required in the program review process, many vocational education programs do include student learning outcomes.

Advisory committees provide the most frequent review of vocational education programs, encouraging them to work on continuous improvement to meet workforce needs. Many programs include student learning outcomes and their assessment (*Advisory*).

Future needs and goals for courses and programs are expressed in the *Academic Master Plan*, now incorporated into the program review process. During 2005-2006, the *ISLO Plan* was developed and approved. This plan extends the scope of the *Academic Master Plan* to include those goals associated with the implementation of student learning outcomes at the course, program, and institutional level. Both the Curriculum Committee Chair and Program Review Coordinator have been actively involved in developing ways to integrate these long-term plans into their evaluative processes. However, faculty members of these committees have not necessarily been provided with training to identify and evaluate
student learning outcomes and their assessment strategies.

Planning Agenda II.A.2.e.

- Train faculty, in particular members of the Curriculum Committee and individual program review committees, in the development and assessment of student learning outcomes.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary II.A.2.f.

The Office of Institutional Research is primarily responsible for ongoing, systematic evaluation of the College-stated student outcomes for courses, certificate programs, and degrees. The Orange Coast College Atlas, produced annually by the Office of Institutional Research, provides data measuring student outcomes in terms of grade distribution; grade point average; course success and retention rates by gender, ethnicity, and age; probation trends; degrees and certificates awarded; transfer counts to CSU and UC; and performance of OCC students at CSU. This data is used primarily in the program review process to evaluate programs and services, to plan for improvement, and to implement. The Atlas is distributed to major planning committees and key institutional leaders and is also posted on the Office of Institutional Research site on the OCC Portal. (OCC Office).

Information provided by the Office of Institutional Research, program review committees, and the Curriculum Committee contributes to the integration of the planning process at the college level. The Curriculum Committee Chair and the Program Review Coordinator both report to the Academic Senate. Both are members of the Instructional Planning Council, which integrates planning from the leadership within the Instructional wing. The Instructional Planning Council forwards recommendations to the Planning and Budget Committee, the major planning committee for college-wide achievement of student learning outcomes.

Integrated planning also occurs through major documents such as the Academic Master Plan. During Fall 2006, the Instructional Planning Council, in conjunction with leadership from the Student Services wing, recommended that the Planning and Budget Committee adopt an ISLO Plan for the College; the plan will further assist in the integration and evaluation of student learning outcomes. A major aspect of this plan was the adoption of four institutional core outcome areas. These core outcome areas create a set of institutional student learning outcomes across disciplines, degrees, certificates, programs, and courses. During Spring 2006, department representatives received the first in a series of locally developed training sessions in the development of course-level student learning outcomes. During Fall 2006, new and revised programs and courses approved by the Curriculum Committee will be required to include student learning outcomes. As these student learning outcomes become established, the Office of Institutional Research will include data regarding student learning outcomes in the Atlas. This data will be tracked and used in the assessment, evaluation, and planning process in the same way that other important institutional data is used to improve the evaluation and integration of student learning at the College.

The results of these evaluation and planning processes are communicated to appropriate constituents in a variety of ways. Major planning committees include representatives from each constituency. It is their responsibility to convey information to these constituents. Additionally, minutes from these committees and important documents are posted on
the College internal website, the OCC Portal. The Atlas contains information compiled annually regarding the achievement of student outcomes. The Atlas is distributed in hard copy to all major planning committees and administrative leaders; it is also available on the OCC Portal.

Self-Evaluation II.A.2.f.

Orange Coast College has made great strides since the last accreditation to integrate planning. The three major planning documents, the Academic Master Plan, the Technology Master Plan, and the Facilities Master Plan are linked within one comprehensive framework: the Orange Coast College Master Plan. The ISLO Plan, along with the Mission Statement, function as planning documents which support the integration of student learning at the College. However, these are not explicitly integrated within the Academic Master Plan.

The creation of the Instructional Planning Council has increased the integration of planning within the Instructional wing. The IPC provides an opportunity to integrate the Curriculum Committee and program review process. However, the integration is only represented by the fact that the membership of IPC includes the Program Review Coordinator and the Curriculum Chair.

One of the challenges for the College is to ensure that the planning outlined in the documents and occurring in the key planning committees such as the IPC is communicated to appropriate constituencies and acted upon in a timely manner.

OCC evaluates all courses and programs through a dynamic and on-going systematic procedure of curriculum and program review. This process will now be revised to include student learning outcomes, as described in the ISLO Plan.

Advisory Committees and the accrediting agencies which govern specific vocational programs work with faculty to maintain an ongoing system of evaluation and planning.

Planning Agenda II.A.2.f.

- Integrate program evaluation into the planning process.
- Provide all key planning committee members with copies of the College Mission Statement, ISLO Plan, and the Academic Master Plan goals.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary II.A.2.g.

The College does not have a history of department or program examinations. In the Allied Health area, some programs require examinations upon completion. These examinations are validated externally by accrediting agencies. For example, the Dental Assisting program at OCC is accredited by the Commission on Dental Accreditation. The commission is a specialized accrediting body recognized by the United States Department of Education. The State of California Department of Consumer Affairs, the Board of Dental Examiners, and the Committee on Dental Auxiliaries also accredit the program. The American Dental Association approves the program. Graduates are eligible to take the California Registered Dental Assistant Exam and the National Certification Exam upon program completion and qualify for their State radiation license and coronal polishing license (OCC Catalog, 91).

Self-Evaluation II.A.2.g.

Due to the fact that the College does not have a history of departmental course and program examinations, this standard does not apply to the institution. Where program completion licensing examinations exist, these examinations are administered and validated externally.
Planning Agenda II.A.2.g.

- None.

II.A.2.b. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated student learning outcomes.

Descriptive Summary II.A.2.h., II.A.2.i.

The College follows the generally accepted norms or equivalencies in higher education in its determination of the units of credit awarded to each course and units of credit required to fulfill degrees and certificates.

By authorization of the Board of Governors of the California Community Colleges, Orange Coast College confers the Associate of Arts and Associate of Science degrees to students who complete sixty units with a grade of C or better in prescribed courses. The general education requirements for completing the associate degrees are outlined in the Catalog (OCC Catalog 2006-2007, 41-49).

Orange Coast College awards the Certificate of Achievement to students who successfully complete the required courses of a certificate program requiring a minimum of eighteen units and the Certificate of Completion to students for programs of less than eighteen units of study (OCC Catalog 2006-2007, 36).

Currently Orange Coast College awards credit based on the Carnegie unit and commensurate with measurable student learning objectives. The Curriculum Committee Handbook outlines Carnegie unit policies regarding units of credit commensurate with the number of lecture and lab hours. Course outlines designate units of credit and measurable course objectives as approved by the Curriculum Committee. Course outlines of record are kept on file in the division offices and on the OCC Portal (OCC Curriculum 2006-2007).

Some vocational programs, such as Allied Health, award certificates and degrees based on student learning outcomes. The College has begun the process of integrating student learning outcomes into courses and programs. Starting Fall 2006, courses and program goals will also include student learning outcomes. This implementation follows a year-long review of student learning outcomes and training. Institutional student learning outcomes have already been established. The College has not completed an evaluative process to assure that these outcomes are achieved upon the completion of a course, a certificate, or a degree.

Self-Evaluation II.A.2.h., II.A.2.i.

Orange Coast College follows statewide practices regarding evaluation of student learning and awarding of credit. The faculty, specifically the Curriculum Committee, ensures that units of credit awarded are consistent with generally accepted norms or equivalencies in higher education. Through the articulation officer, Orange Coast College collaborates with local and national educational institutions to guarantee that current program and course content is fully articulated. Student transfer success is a strong indicator of the quality of instruction, and evaluation of student learning is reflected in the number of transfers to the University of California, California State University, private universities and colleges, and out-of-state institutions of higher education.

The College has initiated an SLO plan to ensure that student learning outcomes will be incorporated into programs and courses, degrees, and certificates. However, there is no systematic process in place to assure that student learning outcomes have been achieved upon completion of a course, program, or degree.
Planning Agenda II.A.2.h., II.A.2.i.

- Develop an evaluation process to assure that student learning outcomes are not only identified in courses and programs, but also assessed to determine achievement.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the student who completes it, including the following:

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

II.A.3.b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.
Descriptive Summary II.A.3.a., II.A.3.b., II.A.3.c.

Orange Coast College has always maintained a carefully considered general education philosophy. Previously the College embraced the general education philosophy exactly as expressed in Title V documents.

The General Education Philosophy as expressed in the Program and Course Approval section of the Curriculum Handbook comes directly from the appropriate section of Title V:

General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding.


This General Education philosophy is complemented by the College four core student learning outcome areas incorporated in the statement of Institutional Commitment. (OCC Catalog 2006-2007, 7). These four outcome areas form the core of the ISLO Plan and express the College interpretation of the state-mandated General Education philosophy. The plan was developed during a series of meetings, culminating in a joint meeting of the Instructional Planning Council, the Student Services leadership, and the Administrative Services leadership. The ISLO Plan was approved by the Planning and Budget Committee December 8, 2006. The revised Mission Statement, including the four core outcome areas expressed in the statement of Institutional Commitment was approved by the Coast Community College District Board of Trustees in April 2006 (Board, 5 April 2006, 27).

The ISLO Plan articulates the College General Education philosophy; it recommends that students receiving an associate’s degree from Orange Coast College should demonstrate competency in four core outcome areas: Communication, Thinking Skills, Global Awareness, and Personal Development and Responsibility. (OCC Office, 8 Dec. 2005). An Addendum to the Institutional Student Learning Outcomes Plan outlines how each of the components and subcomponents of the core outcome areas may be expanded into specific student learning outcomes (Planning, 8 Dec. 2005).

These institutional level student learning outcomes are stated in the Catalog and will be evaluated annually by each of the four College wings. Results of the annual assessment will be presented to the Planning and Budget Committee with suggestions for improvement.

The process of revising, adding, and retiring courses appropriate to the General Education curriculum occurs through the Curriculum Committee. However, the process of approving courses for inclusion in the General Education curriculum will be modified to incorporate the four outcome areas expressed in the ISLO Plan. Effective Fall 2006, faculty will identify student learning outcomes at the course level, which will align with institutional and program outcomes areas (OCC Curriculum, 26 April 2006, 2). Consequently, the Curriculum Committee will now supplement the Title V “Philosophy and Criteria for Associate Degree and General Education” with the Orange Coast College ISLO Plan in its review of courses appropriate to the General Education curriculum (OCC Curriculum; 2 Nov. 2005, 4-5; and 19 Oct. 2005, 6). The program review process will also incorporate institutional student learning outcomes. The faculty will continue to play a major role in determining the appropriateness of each course for inclusion in the General Education curriculum and the extent to which each represents the underlying General Education philosophy expressed in the core outcome areas.

The current General Education course requirements are outlined in the Catalog. In order to earn an Associate in Arts degree, students may choose from General Education Requirements Option 1, 2, or 3. To earn a Bachelor’s degree from the California State University, students must fulfill the General Education Breadth Requirements outlined in Option 2. To earn a Bachelor’s degree from the University of California, students must fulfill the Intersegmental General Education Transfer Curriculum (IGETC) outlined in Option 3. To earn an Associate in Science degree, students must fulfill the course requirements
as outlined in the *Catalog*. The General Education requirements for an Associate in Science degree align closely with both Options 2 and 3. For example, a student completing Option 3 will automatically fulfill the General Education requirements for an A.S. degree.

The General Education requirements for both CSU and UC are decided by means of articulation agreements with these college systems. The Curriculum Committee is developing a process to determine that all students earning an associate’s degree will have become educated according to the College General Education philosophy. Therefore, regardless of the General Education program that students follow, students will achieve learning outcomes that include an understanding of the basic content and methodology of the major areas of knowledge, a capability to be a productive individual and lifelong learner, and a recognition of what it means to be an ethical human being and effective citizen, as described in the ISLO Plan (*OCC Catalog* 2006-2007, 43-47).

**Self-Evaluation II.A.3.a., II.A.3.b., II.A.3.c.**

All degree programs including General Education requirements are designed to reflect Title V guidelines. In response to the statement in the Self Study Survey, “Degree and certificate programs are of appropriate length, breadth, and depth,” employees responded as follows:

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>5.6%</td>
<td>11.1%</td>
<td>83.3%</td>
</tr>
<tr>
<td>Classified</td>
<td>2.0%</td>
<td>27.5%</td>
<td>70.6%</td>
</tr>
<tr>
<td>Faculty</td>
<td>4.3%</td>
<td>20.3%</td>
<td>75.4%</td>
</tr>
<tr>
<td>Managers</td>
<td>0.0%</td>
<td>37.5%</td>
<td>62.5%</td>
</tr>
<tr>
<td>Total</td>
<td>3.9%</td>
<td>21.5%</td>
<td>74.6%</td>
</tr>
</tbody>
</table>

Table 4: Degree and Certificate Program Survey
Source: *Faculty, 4*

General Education requirements provide depth to programs. Faculty determine the appropriateness of courses in the General Education curriculum through the Curriculum Committee process. In response to the statement in the Self Study, “Faculty have ample opportunity for input on matters of curriculum (e.g., design, revision, and policy),” employees surveyed responded as follows:

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Classified</td>
<td>8.8%</td>
<td>17.6%</td>
<td>73.5%</td>
</tr>
<tr>
<td>Faculty</td>
<td>7.5%</td>
<td>13.7%</td>
<td>78.8%</td>
</tr>
<tr>
<td>Managers</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>7.0%</td>
<td>13%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Table 5: Faculty Have Input on Curriculum
Source: *Faculty, 3*

Orange Coast College is in the process of implementing an ISLO Plan. The four core outcome areas, developed internally by members of all College constituencies, express the College interpretation of the General Education philosophy and are printed in the Catalog. In response to the statement, “The College is utilizing college-wide participation in the development of a student learning outcomes plan,” employees surveyed responded as follows:

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>11.8%</td>
<td>0.0%</td>
<td>88.2%</td>
</tr>
<tr>
<td>Classified</td>
<td>9.7%</td>
<td>9.7%</td>
<td>80.6%</td>
</tr>
<tr>
<td>Faculty</td>
<td>4.6%</td>
<td>28.4%</td>
<td>67.0%</td>
</tr>
<tr>
<td>Managers</td>
<td>12.5%</td>
<td>12.5%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Total</td>
<td>6.3%</td>
<td>22.2%</td>
<td>71.5%</td>
</tr>
</tbody>
</table>

Table 6: College-wide Participation in SLO Plan
Source: *Faculty, 4*

Student learning outcomes are being developed at the program, course, and degree levels. The completion of a General Education option needs to demonstrate the achievement of institutional student learning outcomes. The institution has not yet developed a process for demonstrating this or tracking over time.
Planning Agenda II.A.3.a., II.A.3.b., II.A.3.c.

- Align General Education options with institutional student learning outcomes.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary II.A.4.

The Associate in Arts degree requires the completion of a major requirement. The major requirement may be satisfied by the completion of focused study or an interdisciplinary core. Focused study entails completing eighteen units in a specific discipline or completing all courses required in a certificate of achievement career program. The interdisciplinary core may be satisfied by completing forty units towards the completion of General Education requirement for any branch of the University of California or any accredited institution or completion of the CSU General Education breadth requirements or completion of the IGETC (OCC Catalog 2006-2007, 42-47).

The Associate in Science degree requires the completion of a major requirement. The major requirement may be satisfied by focused study with completion of eighteen units in a specific discipline or all courses required in a Certificate of Achievement career program (OCC Catalog 2006-2007, 46-49).

Self-Evaluation II.A.4.

As evidenced in the Orange Coast College Catalog, the Associate in Arts degree includes focused study in at least one area of inquiry or an established interdisciplinary core. The Associate in Science degree offers focused study in at least one area of inquiry.

Planning Agenda II.A.4.

- None.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary II.A.5.

Orange Coast College offers more than fifty programs leading to successful employment in two years or less. OCC’s Career Education Program provides guidance, support, and oversight to the vocational and occupational certificate programs. Career Education executes a well-defined system for accountability and program development.

External program accreditation requirements state that students completing an accredited program meet or exceed the technical and professional competence requirements of that program. Career education programs with external accreditation requirements include the following: Cardiovascular Technology, Culinary Arts, Dental Assisting, Diagnostic Medical Sonography, Dietetic Technology/Nutrition Care, Early Childhood Lab School, Emergency Medical Technology, Medical Assisting, Radiologic Technology, Respiratory Care, Speech-Language Pathology Assistant, and Neurodiagnostic Technology/Polysomnography (OCC Catalog 2006-2007, 8).

The Vocational Technical Education Act (VTEA) grant, widely implemented throughout vocational education programs, provides a structure for collecting data on student success through the core indicators in the following areas: passing grades, completion rates, placement/retention, and equity. The Office of Institutional Research compiles data provided by the State Unemployment Insurance Agency
into a readable format providing longitudinal references on all the core indicators. There are some variables in the data collection, but core indicators are currently the most reliable source of information on student completion and retention rates. If weaknesses are disclosed through core indicator measures, the results and a plan to improve these measures are included in the program review (“OCC Program 2005-2006”).

Annual advisory committee meetings for each of the Career Education programs are required. This structure provides the opportunity for industry advisors to make recommendations so that students completing the programs will demonstrate technical and professional competencies that meet industry standards. Recommendations are made to the program chairs to add, change, or delete courses, increase certain course offerings, or create additional certificate programs (Planning, 8 Dec. 2005, 2).

Program review is conducted by each vocational education department every six years and focuses on the program’s success in educating students to meet industry standards of competence (“OCC Program 2005-2006”).

The Internship Academy allows students to demonstrate their technical and professional competence in their vocational major. When the instructors evaluate the competency of students following their internships, they incorporate the assessment of the employers or sponsors (OCC Internship).

Self-Evaluation II.A.5.

External accreditation, primarily in Allied Health fields, demonstrates that vocational programs provide students with the technical and professional competencies that meet employment requirements.

Advisory committees provide a local industry mechanism to ensure programs are designed so that students demonstrate technical and professional competencies. There is a need for a system to track all certificate and vocational program graduates upon completing their academic goals.

The Community College Student Experiences Questionnaire (CCSEQ) asks students enrolled in a career or occupational program or a course in which they learn occupational skills whether they “applied occupational skills to a job situation outside of class.” Of the 972 OCC students responding to this item, 60% agreed (CCSEQ).

Planning Agenda II.A.5.

- None.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

Descriptive Summary II.A.6.

The College provides information to enrolled and prospective students regarding educational courses, programs, and transfer policies through multiple means, including the online and printed versions of the Orange Coast College Catalog and Class Schedule, brochures, course outlines, and syllabi.

The Catalog

The Orange Coast College Catalog is the most comprehensive guide for students regarding the College, its academic programs, resources, and policies. In addition to updated lists of certificates, degrees, and individual course descriptions, the Catalog outlines academic policies and requirements, student learning opportunities, and resources. The Catalog is updated annually and is published in the spring
following a review by the academic divisions and departments. Transfer policies are clearly communicated to students in the Admissions and Academic Information section, the Transfer Information section, and the Graduation Requirements section of the College Catalog. Degree and certificate information is explained in the Catalog, especially course requirements and course descriptions. Certificate programs in vocational education are described in terms of expected student learning outcomes. For example, a Certificate of Completion in Design has the following student learning outcomes description: “The program is designed to help students explore careers in design-related disciplines, to define, analyze and apply the elements and principles of design in assessing personal interests, to research career opportunities and lifestyles, and to develop an educational plan for pursuing a career in a design-related field” (OCC Catalog 2006-2007, 91). The Catalog is posted on the College website (OCC Catalog 2006-2007).

The Class Schedule

The Orange Coast College Class Schedule is the primary source for identifying currently offered courses and a description of course content consistent with the course outlines. The academic schedule is published three times a year; it is reviewed for accuracy by the Office of Instruction, individual academic divisions and departments, and the Student Services Office. The Class Schedule not only informs students about currently available classes, but also provides them with a variety of information about course and program offerings. The Class Schedule highlights new programs and offerings, such as classes that have recently been made available online; it reminds students about special ongoing programs, such as the Honors Program; it reviews recommended course sequences, such as the biology or math sequences. Orange Coast College expanded its online program to the point that the Class Schedule now highlights and groups the online courses in one section, with contact information for all online instructors. The Class Schedule also groups all weekend classes in one section. The Class Schedule is now available on the website, enabling the College to update course offerings after the class schedule has been published, to notify the students about open and closed classes, and to direct students immediately to instructor websites so that they can read syllabi online or email instructors for further information about course content (OCC Fall).

Course Outlines

The Course Outline of Record includes the hours, the configuration, the course content, objectives, methods of evaluation, instructional methodologies, writing proficiency, and prerequisites. As of Fall 2006, new and revised course outlines will be required to include student learning outcomes.

Course Syllabus

Instructors are required to follow the official course outline, and although not contractually required to provide a syllabus, most instructors do provide a syllabus consistent with the course outline. Guidelines for preparing a class syllabus are provided in the New Faculty Handbook, available in every academic division and posted on the College website on the Staff Development page (OCC Office 2006/2007, 17-18).

The College Website

Increasingly, the College website is becoming the primary source of information for students on all aspects of courses and programs offered through the College. Both the Catalog and the Class Schedule are posted online, as well as websites for the Transfer Center, Admissions and Records, divisions, and departments.

Orientation and Matriculation

Students are provided with an orientation to the College; counselors review information regarding policies, procedures, and matriculation (OCC 2006-2007).

Transfer Information

As well as information included in the College Catalog, students are provided with transfer information in a variety of ways. The Transfer Center provides students with assistance from the Transfer Director, including special orientations and presentations from transfer institutions, organized tours to four-year colleges and universities, and a library of resources containing college catalogs and other transfer information. At the Transfer Center, students have access to the Articulation System Stimulating Interinstitutional Transfer (ASSIST), a web-based student transfer information system that contains data about how courses taken at California community colleges can be applied when transferring to the University of California or the California State University system. ASSIST has been designated as the official
repository of articulation agreements for California’s public colleges and universities; it provides the most accurate and up-to-date information available (Regents).

**Self-Evaluation II.A.6.**

Information regarding courses, programs, and transfer opportunities is generally accurate and clear. Students may access this information through the printed Catalog, the online catalog, and the three schedules of classes that are published through the ASSIST website, which contains additional transfer information for public universities throughout California. Because of the unique and changing requirements by the four-year institutions, students still find themselves confused about transfer requirements. There have been occasions when the OCC Catalog has not reflected the latest changes in transfer requirements.

Course syllabi are not contractually required; however, faculty are encouraged to provide students with syllabi based on the course outlines. Since this is not a contractual requirement, there is no mechanism in place for guaranteeing the distribution of the syllabus or the consistency of syllabi across sections. Furthermore, student learning outcomes are not required in course syllabi.

**Planning Agenda II.A.6.**

- Develop better quality control processes to ensure the accuracy of information included in the Catalog and Class Schedule.
- Work with faculty to increase awareness of the benefit of a syllabus.

**II.A.6.a.** The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

**Descriptive Summary II.A.6.a.**

Transfer policies are clearly stated and available to students through the online and printed Catalog, orientations, and departmental publications (OCC Catalog 2006-2007, 51-59; OCC Transfer News; OCC Transfer Planning). Orientations are conducted nine months out of the year, one to two times each day, and four days a week (Lagerlof). During these orientations, students are presented with an Orientation Guide that outlines the three General Education options and transfer information (OCC 2006-2007, 14-23). The Transfer Center staff also conducts in-class presentations between fifty and sixty times every semester at the request of faculty members to discuss transfer information (“Spring 2006 Transfer,” Jupiter).

The Transfer Center maintains a detailed web page on the College website to provide students with accurate and timely information to assist with transfer to a four-year college or university. In the section of the website titled Course Requirements, detailed information is posted on the California State Univer-
The campus has articulation agreements with all CSU and UC campuses, as well as General Education articulation agreements with twenty-three private campuses (“OCC–UC”). These agreements were developed and are updated through the Articulation Officer to be consistent with the College’s mission.

In the 2004-2005 academic year, OCC ranked second among 110 California community colleges in the number of students it transferred to the CSU and UC system. The College ranked first in the state in the number of students (1,452) it transferred to the CSU system and sixth in the state in the number of students it transferred to the UC system (486) (OCC Office 2005-2006, 53). As a result of a strong historical pattern of attracting transfer students, the College has developed a significant number of articulation agreements with the CSU and UC systems. Although OCC has articulation agreements with all the CSU campuses, the College has developed several specialized articulation agreements with CSU Long Beach and CSU Fullerton. The Teach3 Program and Integrated Teacher Education Program (ITEP) currently link OCC with both CSU Long Beach and CSU Fullerton. Through these programs, students take General Education requirements and specified education classes at Orange Coast College. When they transfer to CSU Long Beach or Fullerton, students can complete a B.A. in Liberal Arts along with a teaching credential in two years. Through the ITEP Program, the same students can transfer to UC Irvine or UC Riverside, our two closest UC campuses, to complete a B.A. and a fifth-year teaching credential. The 4CSU PACT Program guarantees admission to CSU Fullerton by providing students with a pre-admitted status while they complete lower division transfer requirements at OCC. 4CSU students are given priority status for application processing and housing.

Orange Coast College has several articulation programs with UC campuses. UCI’s Preliminary Admission in the Field Program offers provisional admission to well-qualified students in most majors. OCC students meet with a UCI representative in the Transfer Center for a review of their qualifications. Qualified applicants are offered preliminary provisional admission to UCI and provided with recommendations for coursework that should be completed prior to transfer. UCI and OCC have recently developed the SMART-ICS Program, a new articulation program that prepares students to transfer from OCC to the UCI ICS (Information Computer Systems) Depart-
II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary II.A.6.b.

Programs are identified as at-risk or in need of major change by means of the assessment of faculty through program review, division leadership, guidance provided by advisory committees, and assessment completed as a part of accreditation by an external agency. When programs have been discontinued in the past, the process occurred over a relatively long period of time, during which lack of student demand resulted in a gradually reduced course offerings. When a program is being changed or eliminated, every attempt is made to announce these changes in advance using mailings, signs, counseling appointments, and class announcements. Students who are enrolled in these programs are advised to meet with campus counselors to determine what changes should be made to their educational plans.

The College has suspended six Certificate of Achievement Career Education programs since 2000. For example, the Aviation-Ground Certificate was discontinued due to lack of student demand. Similarly, the Word Processing Management Program was suspended as a result of changing technology and workforce needs.

Self-Evaluation II.A.6.b.

The OCC Transfer Center has done an excellent job of informing students about transfer of credit policies and procedures. This information is presented to the students at their orientation and at key points during their education at OCC, in Class Schedules, and in-class presentations by the Transfer Center staff. This information is also easily accessed online and in print at the Transfer Center.

The OCC evaluation process for transferred courses assures comparability to the learning outcomes of OCC’s own courses. A strong history of articulation agreements with UC, CSU, and other four year institutions supports student transfer patterns.

Planning Agenda II.A.6.a.

- None.
Planning Agenda II.A.6.b.

- None.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary II.A.6.c.

Printed publications are checked for consistency and accuracy at many points prior to their publication. Division deans and department managers review proposed publications before the Community Relations Office sends them to the College Publications Office, where graphic designers prepare projects for printing. Online information is developed by each program. Each program self-edits and self-regulates online content. The Web Services Manager works with the Community Relations Office, division deans, and department managers to make sure that information presented on both the public website and internal website (the OCC Portal) is consistent and accurate.

Self-Evaluation II.A.6.c.

The College does have a process for reviewing publications to clearly, accurately, and consistently present information. However, as demonstrated in the process of producing, editing, and publishing the College Catalog, this process may break down because it is decentralized. There has not been a successful process for editorial and administrative oversight of the entire document to ensure that errors in the Catalog were corrected. There have also been issues of accuracy with online content. There is general consensus across the campus that both the printed Catalog and online information require a thorough overall writing and editing process to supplement individual program and department editing.

Planning Agenda II.A.6.c.

- Create a mechanism to assure the accuracy of information provided online and in the Catalog.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.
Descriptive Summary II.A.7., II.A.7.a.

The Coast Community College District Manual of Board Policies and Administrative Procedures clearly defines the College’s commitment to encourage and protect academic freedom. The document states, “Recognizing that free search for truth and the expression of diverse opinions are essential to a democratic society, both the District and Federation will encourage and protect academic freedom.” The Academic Freedom Policy emphasizes that faculty must “be accurate, objective, and show respect for the opinion of others.” This commitment is further illustrated by the emphasis on the importance of “exercising freedom to examine or endorse unpopular or controversial ideas appropriate to course content;” for “selection of instructional materials for courses which may contain unpopular or controversial ideas;” and for “presenting all points of view...without regard to the race or nationality or social, political, or religious views of the authors.”

The policy on academic freedom is widely available. In addition to the Manual of Board Policies and Administrative Procedures, it can be found in the Faculty and Staff Handbook (OCC Faculty), the contract agreement, and on the College’s website (“Academic”).

After the events of Sept. 11, 2000, various College departments engaged in discussion regarding the need to distinguish between personal conviction and professionally accepted views. This prompted the Academic Senate to establish a committee process that allows faculty to engage in discussions on academic freedom. Formed in 2002, the Academic Senate standing Committee on Academic Freedom reviews and makes recommendations on individual instances where academic freedom is in question (OCC Academic, 29 Jan. 2002).

Self-Evaluation II.A.7.a.

The College has well-established policies regarding the obligation of faculty to differentiate between personal convictions and professionally accepted views in a discipline. The Academic Senate Committee on Academic Freedom provides a forum for dialogue on whether data and information is being fairly and objectively provided.

The guiding forces for academic freedom are the policies defined by the Board, contract agreements, and campus-wide practices. Overall, the College is committed to a learning environment that supports the rights of professionals to practice academic freedom.

Planning Agenda II.A.7.a.

- None.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences of dishonesty.

Descriptive Summary II.A.7.b.

OCC publishes clear expectations concerning student academic honesty and the consequences of dishonesty college-wide. These documents are accessible in the College Catalog (OCC Catalog 2006-2007, 22), including the web version; the College Class Schedule (OCC Fall, 94); the OCC Faculty and Staff Handbook (OCC Office, 6 Dec. 2005, 5-9); and the 2006/2007 New Faculty Handbook (OCC Office 2006/2007, 43). Additionally, every semester faculty receive the booklet “Responding Effectively to Academic Dishonesty and Disruptive Behavior” (Mueller, August 2005).

The Dean of Students functions as the College’s judicial officer. As the College disciplinarian, the Dean is the first contact for students who have been charged with academic dishonesty. The Dean takes responsibility for gathering information, facilitating conflicts between faculty and students, informing students of their rights as explained in the policy on Academic Dishonesty and the policy on Student Code of Conduct (Mueller, August 2005). She ensures that students are well informed of options available to them as determined by the College and the Dean’s office. The Dean of Students has developed a 12-hour course entitled “The Academic Integrity Seminar” for students who have been referred to her for academic dishonesty. The course includes topics such as cheating, plagiarism, and ethical decision
making, both in and out of the classroom. (Mueller, 14 July 2006). Additionally, from Fall 2004 through Spring 2006, five Faculty Round Tables on academic integrity have been offered to provide faculty the opportunity to dialogue on issues such as academic dishonesty and the College’s policies toward it.

Self-Evaluation II.A.7.b.

The College has a clear and broadly publicized policy on academic honesty and the consequences of dishonesty. This policy is available in College publications as well as online.

Faculty have ready access to the College’s judicial officer, the Dean of Students, when dealing with cases of academic dishonesty and other disciplinary issues.

The Academic Integrity Seminar has provided students with a broad-based, comprehensive opportunity to learn appropriate work ethics. This program takes a student learning approach rather than a punitive approach to cases of academic dishonesty. Students found guilty of committing academic dishonesty may enroll in the seminar in exchange for having the incident expunged from their record. Not all students afford themselves of this opportunity, yet the majority of the students who take the course complete it.

Planning Agenda II.A.7.b.

- None.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or students handbooks.

Descriptive Summary II.A.7.c.

Through District policies, administrative regulation, and shared governance procedures, the College has developed and maintained clear conduct codes for students, staff, faculty, and administrators. There is no College or District code of conduct that seeks to instill specific beliefs or world views.

A clear, well-defined Code of Conduct for Students is published in the Catalog (OCC Catalog 2006-2007, 24), including the online version, the OCC Faculty and Staff Handbook, and the CCCD Manual of Board Policies and Administrative Procedures (“Educational,” 7 Feb. 1996). The Catalog’s section on “Policies and Procedures” explains policies such as those regarding academic honesty, disruptive behavior, due process procedure, sexual harassment, and the Student Code of Conduct. The section on “Admission and Academic Information” includes information on academic probation and disqualification (OCC Catalog 2006-2007, 38-39). The current Student Code of Conduct, as described in the CCCD Manual of Board Policies and Administrative Procedures, has been reviewed and revised. The new Code of Conduct will include the topic “stalking” as well as changes in the way violations of conduct are organized and numbered. The CCCD Manual of Board Policies and Administrative Procedures states that faculty, staff, and administrators govern their conduct in accordance with state laws and District or campus regulations (“Certificated,” 15 Feb. 1984). Additionally, the Catalog provides students, faculty, staff, and administrators with regulations that define conduct regarding the Equal Opportunity Policy, Disabled Students’ Rights, and Academic Standards (OCC Catalog 2006-2007, 9-10, 36). The Faculty and Staff Handbook includes information for faculty use regarding student absences, academic standards, academic due process, and other policies focusing on conduct in the classroom (OCC Faculty, 5-9). The evaluation procedures for faculty, staff, and administrators further define goals for conduct and behavior. Faculty behavioral standards are defined in the contract agreement evaluation process (OCC Faculty, 72-74). Additionally, the contract defines behavioral standards for tenure-track faculty (AFT, 64-67).
Self-Evaluation II.A.7.c.

The College makes policies on Student Code of Conduct widely available in College publications as well as online. The revision of the Code of Conduct has further defined the behaviors that the College is concerned with, as well as further emphasizing the need for students to have a safe learning environment.

Codes of conduct for staff, administrator, and faculty behavior are well defined by Board policy. Furthermore, the New Faculty Handbook provides clear guidelines that help guide faculty behavior in the learning process.

Planning Agenda II.A.7.c.

• None.

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary II.A.8.

Orange Coast College does not currently offer courses or programs in foreign locations to students other than U.S. nationals.

Self-Evaluation II.A.8.

• Not applicable.

Planning Agenda II.A.8.

• None.

II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Descriptive Summary II.B.

Orange Coast College provides an array of comprehensive student support services and activities to help its diverse students reach their academic, professional, and personal goals.

Orange Coast College’s student population is becoming more ethnically diverse and younger. Fewer of the students are Caucasian. As of Fall 2006, 45% of the students enrolling at the College identified themselves as Caucasian, as opposed to 54% in Fall 1995. Slightly fewer of the College students are Asian; 23% identified themselves as Asian, compared to 24% in Fall 1995. The number of Hispanic students increased from 12% in Fall 1995 to 18% in Fall 2006. The number of Pacific Islanders remained about the same (2.8%), and the number of African-Americans also stayed within the same range (1-2%). The remaining percentages were for “Decline to state” and “Other ethnicity.” The biggest change in
demographics was by age. In Fall 2006, 71% of the students enrolling were younger than 25, compared to 59% in 1995 (Kidder, Fall 2005).

Students attending Orange Coast College have diverse educational goals, although a preponderance of students still identify their goal as transferring to a four-year institution. The number of students indicating a vocational educational goal has dropped slightly from 14% in Fall 1995 to 12% in Fall 2006. The number of students indicating transfer as their goal rose slightly, to 66% in Fall 2006 from 60% in Fall 1995 (Kidder, Fall 2005).

The College is currently engaged in evaluating, redesigning, and improving its outreach efforts to ensure that it is comprehensive in recruiting students from each demographic and geographic area that it serves. Student enrollment declined in the last ten years from 20,963 students enrolling in Fall 1995 to 20,756 in Fall 2006. Spring opening enrollments show a decline from 21,175 in Spring 1996 to 19,665 in Spring 2006. This declining enrollment has been a trend over the last several years. Moreover, the College is still reliant on approximately 40% of its students coming from out of the District. Through its Outreach and Recruitment Committee, formed in Spring 2006 and composed of a broad-based representation of faculty, staff, and students, the College is addressing ways to increase enrollment not only from its own service area, but also from out of the District. A new eDVD on the OCC student experience, commissioned by the President and produced by the Community Relations Office, will be distributed as part of this new outreach and recruitment effort. The eDVD targets students under age twenty-one and features student and faculty testimonials highlighting OCC’s unique programs and services.

The newly founded Outreach and Recruitment Committee will continue to build on the traditional recruitment and outreach efforts coordinated by Counseling, EOPS, Financial Aid, and Career Education. These departments provide Student Orientation, Advisement, and Registration (SOAR) testing onsite at local high schools and sponsor events such as High School Counselors’ Breakfast, High School Senior Day, financial aid orientations and awareness days, high school classroom presentations, and college and career fairs. Along with professional outreach staff, Coast Navigators, a student organization, hosts tours of the College on a pre-arranged and drop-in basis. Coast Navigators are able to share their own personal experiences and stories about how they became college students and offer information and advice to potential OCC students (OCC Navigators).

The College begins the process of determining student support needs when a student submits a college application for admission. Students in need of financial aid are encouraged to complete the Free Application for Federal Student Aid (FAFSA) online as soon as they apply for admission. Once the FAFSA application is completed, prospective students are advised to schedule a Financial Aid Orientation with the OCC Financial Aid Office. Those students who have taken fifteen or more college units and have taken math or English assessment tests at another college may be exempted from assessment and orientation, but not prerequisites; otherwise, all OCC students participate in these activities. The matriculation process is a state-mandated means by which the College can ensure that students are provided with information and assessment necessary to support their educational goals (OCC 2006-2007, 1).

After submitting an online application, students requiring placement testing receive a personalized email with information about placement testing and orientation. The College’s Matriculation Plan requires that all students who plan to take English, English as a Second Language, math, six units or more, or pursue a certificate or degree must be assessed or provide college transcripts verifying completion of the prerequisite. The College also has a SOAR program to assist students. SOAR is a Student Orientation, Advisement, and (priority) Registration program designed specifically for high school seniors. Each year during the months of February through June, the Orange Coast College assessment staff administers English and math placement test sessions on-site at local high schools for graduating seniors who are interested in attending Orange Coast College (OCC SOAR).

Once they have completed placement testing, students schedule an orientation session. During this session, counselors recommend course levels and appropriate programs of study, as well as provide information to students on the broad array of student support services such as the Student Health Center, tutoring, and Special Services.

International student admission is processed directly through the International Center. International students complete and submit an International Student Application and submit the application along
with other necessary documents directly to the International Center. Upon submission of the required documents, the International Center generates necessary immigration documents to admitted students. The center arranges testing, counseling, and registration appointments. Further, all new international students are required to attend a half-day orientation provided by the International Center, which covers academic and regulatory updates, as well as adjustment, social, and policy information (OCC International).

Although the closest attention to identifying student needs occurs at the point of admission and enrollment, students may continue to rely on a variety of support services throughout their college career at OCC. The Academic Petition Council encourages students who petition to repeat courses for a third time to seek counseling, reassessment, tutoring, special reading courses, and support courses, as appropriate to the needs of the student.

The Financial Aid Office offers assistance to students who self-identify as having financial needs. Student financial aid comes from several sources—the federal and state governments, lending institutions, and college-specific programs funded by the College's own institutional resources. The types of financial aid programs that are available through the Orange Coast College Financial Aid Office include federal grants, loans, work study programs, state-sponsored Cal Grants B and C, and the Board of Governor's Fee Waiver. Orange Coast College students can now check the status of their financial aid applications and awards online. Students must register for a web identification and a financial aid Personal Identification Number (PIN) (OCC Financial Aid Office, Information; OCC Financial Aid Office, Student).

Students who qualify for assistance with the Disabled Students Center (DSC) are encouraged to meet with the DSC staff to plan their academic schedules and to become oriented to the campus to ensure a positive learning experience. Counseling for vocational concerns is also available. Other support services include books on tape; closed-captioning of videos; conversion of printed materials to Braille, large print, or electronic text; Disabled Students Club; modified computer equipment; note-taking assistance; test-taking assistance (proctoring); study skills workshops; and use of a high tech computer lab (OCC Special, OCC Disabled OCC High).

The Student Health Center serves students who are currently enrolled and attending class and who either self-identify as having health needs or are referred by faculty or staff. The Health Center offers treatment for acute short-term illnesses and injuries, lab tests such as throat cultures, pregnancy testing, and testing for sexually transmitted diseases. The OCC student health fee covers most services. When student health needs exceed the College's mission or resources, every effort is made to refer and guide students to a network of services established in collaboration between the Student Health Center and providers in the community. A registered nurse is on duty when the center is open. After an assessment by a registered nurse, appointments with a physician or a psychologist are made in person. Up to eight, one-hour counseling sessions are available free to students. The Student Health Center offers a number of health-related courses that cover areas such as wellness, safety training, CPR, and women's health issues. A faculty member from Physical Education teaches health classes in the Student Health Center (OCC Student).

Tutoring in study skills and course content for most subjects taught at OCC is available for students who self-identify or are referred by faculty. Trained student tutors and volunteers, who have either taken the course in which students request tutoring or who have knowledge of the course content, assist the students. Students are entitled to at least one hour of free weekly tutoring (OCC Tutorial).

Counseling services at Orange Coast College are in place to help students identify and clarify personal, career, and educational goals. The intent is to help students choose options that will improve the quality of their lives. Counselors are available to assist students with educational planning, career exploration, personal counseling, counseling classes, study skills, and personal development workshops. Re-entry services provide individual and group counseling, workshops, and special programs designed for students who have been out of school for one or more years (Counseling Career Center).

Extended Opportunity Programs and Services (EOPS) is a state-funded academic counseling program designed to provide additional support to eligible full-time students.

Eligibility is determined by academic and financial need as defined by the state. The mission of the
Orange Coast College EOPS program is to provide "above and beyond" services to assist eligible students in achieving their educational and career goals. Services offered include counseling, priority registration, tutoring, transfer assistance, fee waivers, bus passes, textbook services, cultural activities, campus and community referrals, student merit awards, EOPS scholarships, and the opportunity to join the EOPS Honors Club. Students are required to meet with a counselor a minimum of three times a semester and complete a mid-term academic progress report ("OCC Extended" [flier]; "OCC Extended" [newsletter], Spring 2006).

Cooperative Agencies Resources for Education (CARE) is administered by the EOPS Program and serves the unique needs of single parents who are designated as head of household. At the time students are accepted into CARE they must have at least one child under the age of fourteen, be a full-time student, and be a current cash aid recipient of CalWORKs/TANF funds. All CARE students must be accepted into the EOPS Program (OCC Cooperative).

The California Work Opportunities and Responsibility to Kids (CalWORKs) program provides advocacy, counseling, and support services, such as childcare assistance and work experience/work study opportunities for students currently receiving California Department of Social Services and Temporary Assistance for Needy Families (TANF) benefits. This program assists students preparing for immediate and successful employment (OCC CalWORKs).

The Associated Students of Orange Coast College (ASOCC) also oversees a large budget to insure that many needs of students are met on campus. This budget supports a number of co-curricular programs, including Athletics, Career/Vocational Education, Counseling Career Center, Honors Program, Public Marine Aquarium, Puente Project, Re-Entry Center, Speech and Debate, and the Transfer Opportunity Program (Associated).

The Job Placement Center provides a link between local employers and Orange Coast College for those students seeking employment. Students can find a wide assortment of employment opportunities posted on job boards in the Job Placement Center. New job listings are posted daily, Monday through Friday, covering various employment fields including business, technical, retail, clerical, allied health, and hospitality (hotel and restaurants). Students are also able to receive college credit for employment through the Internship Program. Recruiters set up information tables on campus regularly to provide students with job opportunities. The Job Placement Center also hosts various recruitment fairs on campus. Students can also visit the center to receive assistance with resume writing and interviewing skills (OCC Job).

The Career Center offers a variety of materials for students to research various aspects of occupational or educational planning. Students can access college catalogs, college major directories, college ranking, scholarships, career information, job outlook, and employment trends. Career assessments help students make the right decision about their future. These assessments include the Eureka Skills Inventory, SIGI Plus, Myers-Briggs, and e-Discover (OCC Career Resources).

The OCC Harry and Grace Steele Children’s Center provides a comprehensive Early Care and Education Program serving the families of student-parents, faculty, staff, and most recently, the community. Program components include quality childcare and education; child care food programs, nutrition and health; parent enrichment and participation opportunities; and resource and referral services, both on and off campus. Funding through the California Department of Education, Child Development Division offers low-income student parents subsidized child care services to assist them in achieving their academic goals. The center recently became accredited through the National Association for the Education of Young Children (OCC Children’s).

The Re-Entry Center exists to meet the many varied needs of returning adult students who have a gap of one or more semesters in their formal education. Often Re-Entry students have less free time, greater financial pressures, and more self doubts about their abilities and purposes on campus. Approximately 3,000 returning adults use the center each year. The goals of the Re-Entry Center are to (1) encourage and support students in their educational, career, and personal growth; (2) reduce the pressure and anxiety of entering college and ease the transition into general campus life; and (3) assist students in setting realistic goals, reviewing alternatives, making decisions, and dealing effectively with personal objectives. Re-entry services include individual and group counseling, tutoring for the math placement exams,
ESL Support Group, Math Anxiety Support Group, Building Math Confidence workshops, and career and life transitions workshops. The Re-Entry Center currently offers an additional program called STARS. STARS offers benefits to low-income single parents and displaced homemakers in Vocational Education. STARS students receive book grants, gas cards, and small group counseling. The STARS program served forty-four students last year and expects to serve at least seventy students in 2006-2007 (OCC Re-Entry).

Orange Coast College offers scholarships for both continuing and transferring students, distributing $300,000-$350,000 annually. The Scholarship Office staff helps students find outside scholarships offered through off-campus agencies. Orange Coast College participates in a number of national scholarship programs by nominating exemplary students for significant scholarships and awards. Over the years, a number of OCC students have competed successfully for these awards and have received a total in excess of $80,000 in scholarships. These scholarships include the Harry S. Truman Fellowship, Morris Udall Scholarship, USA Today Community College All-Academic Team, and Phi Theta Kappa. In addition, the Financial Aid Office has been successful in receiving scholarship opportunities through USAFunds, Inc. (United Student Aid Funds, Inc., Orange Coast College’s student loan guaranty agency). For the 2005-06 year, twenty-one scholarships were awarded through USAFunds, Inc. to OCC students. Full-time students received $1,500, and part-time students received $750. These are perpetual funds for the duration of the students’ enrollment in a post-secondary institution. For the past two years, the Financial Aid Office gave scholarships through California Higher Education Loan Authority, Inc. (CHELA), one of OCC’s preferred student loan lenders, for a total of $2,500 each year.

The Student Success Committee, an Academic Senate Committee, reviews recommendations and offers workshops to faculty to address student-learning needs and improve student success.

The Transfer Center offers a variety of resources to assist those students wishing to transfer. These resources include transfer-oriented workshops, individual consultations with four-year university representatives, transfer fairs, transfer admission agreements, university campus tours, and computers to do research and transfer applications. For the past decade, Orange Coast College has transferred more students to four-year colleges and universities than any other community college in Southern California. The Community College Chancellor’s Office reports that OCC is the number one transfer school in Orange County to UC and CSU schools. As shown

<table>
<thead>
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<th>Year</th>
<th>Combined (UC &amp; CSU)</th>
<th>UC</th>
<th>CSU</th>
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<tr>
<td>2004-2005</td>
<td>#2 (1,939 students)</td>
<td>#6 (487 students)</td>
<td>#1 (1,452)</td>
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<td></td>
<td>#1 Orange County</td>
<td>#1 Orange County</td>
<td>#1 Orange County</td>
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<tr>
<td>2003-2004</td>
<td>#5 (1,572 students)</td>
<td>#6 (425 students)</td>
<td>#2 (1,147 students)</td>
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<td></td>
<td>#1 Orange County</td>
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<td>#1 Orange County</td>
</tr>
<tr>
<td>2002-2003</td>
<td>#3 (1,705 students)</td>
<td>#6 (487 students)</td>
<td>#2 (1,255 students)</td>
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</table>

Table 7: OCC Transfer Rates to UC & CSU

Source: “CSU/UC Comparison”
in Table 7, the College is ranked in second place statewide for UC and CSU transfers combined.

**Self-Evaluation II.B.**

Student support services are systematically evaluated using a program review process. As with the rest of the campus, Student Support Services will identify specific program student learning outcomes as they begin the next program review cycle in Fall 2006.

A more centralized recruitment effort is being established through the newly formed Outreach and Recruitment Committee, which consists of administration, faculty, staff, and students. Students' needs are continually addressed through the matriculation processes, and services and programs are regularly evaluated to ensure that they meet students' needs. Many specialized programs exist to assist students in reaching their goals.

**Planning Agenda II.B.**

- Assess Student Services using identified student learning outcomes.

**II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

**Descriptive Summary II.B.1.**

Significant strides have been made by the Admissions and Registration Office to ensure the quality of student support services. Students can now apply to the College and request transcripts online. Through the College’s telephone registration system, students can register for classes, add classes with instructor permission codes, drop classes, access grade information, and pay for classes (*Fall Classes*, 12). The touch-tone system has greatly improved the accessibility of registration; in-person transactions are required for exceptional circumstances only. Online registration will be fully operational by the 2007-2008 academic year.

The Student Health Center is expanding services by increasing the number of physician and counseling hours, as well as adding convenience features such as accepting ATM, credit card, and e-check payments.

The Counseling Division has initiated online orientation to improve the quality of its service and to provide an alternative means of delivery. The Counseling, Assessment, and Financial Aid departments are developing online appointment systems for student convenience and increased access.

The College has made an effort to improve awareness of Student Services. ASOCC spearheaded a new awareness activity on campus in Fall 2005 by hosting a Student Services Awareness Day. Student Services staff set up tables in the Quad and met personally with students to increase awareness of the various support services that exist for students (*Associated*). The Financial Aid Office was successful in receiving a $30,000 grant from EDFund, Inc. over a three-year period to increase awareness of financial aid services through special events. These events began in 2003.

A major method of assuring the quality of student support services occurs through the College’s Student Services program review cycle. Every six years each program submits a self study that includes student satisfaction surveys and a report on enhancements to the program stemming from previous recommendations. A committee made up of faculty, staff, administrators, and students reviews each program. Starting Fall 2006, all new programs entering the program review cycle will incorporate student learning outcomes into their program review. Additionally, each department completes annual goals and objectives in addition to an annual report identifying achievements, challenges, and levels of service. Many Student Services areas also implement their own informal evaluations to measure effectiveness.
Self-Evaluation II.B.1.

One of the most effective ways to evaluate the quality of student support services is through the program review process. This is effective because it allows for standardized, formal evaluation of practices and procedures. Programs can identify areas of improvement based on student feedback and committee recommendations. Program review also requires each department to conduct a student survey of the department’s service levels. The Student Services wing has also used student focus groups to identify areas for improvement and solicit feedback on student needs.

The Student Services wing is currently exploring ways to use student learning outcomes as a means to assure the quality of student services.

As a result of the passage of Measure C, Student Services recently moved into a single refurbished building, Watson Hall, in Fall 2006. This relocation will improve the delivery of services to students since most programs will reside in one building.

Planning Agenda II.B.1.

- Implement student learning outcomes within the Student Services wing.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

II.B.2.a. General Information

The current Catalog and website include precise, accurate, and up-to-date information including the College's official name, address, telephone number, and website address. It includes the College's statement of Institutional Commitment and Mission Statement, as well as information about course, program, and degree offerings; academic calendar and program length; equal opportunity policy; learning resources; student financial aid; extended opportunity programs and services; Disabled Students Center; Student Health Services; and the Harry and Grace Steele Children's Center for care of qualified students' children. Also included are the names of the medical advisors for the School of Allied Health Professions, names and degrees of faculty, and names of administrators and governing board members. Every department and program receives a reference copy of the Catalog, and faculty and staff also receive copies. As a result of the College's partnership with high schools in the District, high school counselors and Career Center staff also receive reference copies. The Catalog is also given to high school students who participate in the SOAR Program. The Catalog is available on the Orange Coast College website, and the public has the opportunity to view it from any location accessed by the Internet. The College's Library maintains copies for review. The Catalog is also available at the College bookstore.

II.B.2.b. Requirements

The Orange Coast College Catalog 2005-2006 offers plentiful and detailed information about admission and academic policies. This includes information regarding policies on access, uniform crime report, Title IX for athletics, residency requirements, required and optional fees, financial obligations, degree and certificate programs, transfer and graduation requirements, remedial coursework, credit for military training, student load and classification, alternate methods of study and credit, grading, academic standards, and academic honors (OCC Catalog 2006-2007, 25-49). The Catalog and Schedule Committee, with members representing Instruction, Student Services, and Administrative Services wings, meets monthly to discuss changes, deletions, and additions to the Catalog and Class Schedule. These publications are updated on an annual basis, with appropriate departments reviewing existing text and providing current information to the College Publications department.

II.B.2.c. Major Policies Affecting Students

The 2006-2007 Orange Coast College Catalog and website also provide information in a clear and concise manner about major policies regarding consumer information and federal regulatory compliance mandates from Title IV, Title IX, and the Family Rights and Privacy Act of 1974. College and state
policies affecting students such as academic honesty, course accessibility, disruptive behavior, privacy and access to student records, service complaints, grade grievances, non-discrimination (in English, Spanish, and Vietnamese), parking permits, sexual harassment, student due process, student code of conduct, and liability are included.

II.B.2.d. Locations or Publications Where Other Policies May Be Found

The major policies are also addressed in the Class Schedule, printed each term and accessible online. Board policies are available in the President’s and Board of Trustees’ Offices for review. Board policies are also available on the District website. The Student Services Office maintains information related to the Student Discipline Policy and Student Grievance Procedure. The Dean of Students also advises faculty and students on appropriate documentation procedures and due process rights and procedures (Fall Classes, 94-95).

Self-Evaluation II.B.2.a.-d.

The College has a process for reviewing publications to clearly, accurately, and consistently present information. However, in the process of producing, editing, and publishing the College Catalog, there have been a variety of errors. There have also been issues of accuracy with both written and online content. There is general consensus across the campus that both the printed catalog and online information require a thorough overall writing and editing process to supplement individual program and department editing.

Planning Agenda II.B.2.a.-d.

- Create a mechanism to assure the accuracy of information provided online and in the OCC Catalog.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary II.B.3.

Orange Coast College identifies the learning support needs of its students through a variety of surveys and studies.

The Student Services wing conducts regular program reviews of all of its programs and services on a six-year cycle. These reviews consist of satisfaction surveys as well as needs assessment surveys. The results of these surveys aid departments in setting goals for programs and services to best serve student needs (OCC Student Services).

The College’s Office of Institutional Research annually publishes the OCC Atlas, in which a variety of campus statistics are shared. The information in this publication includes student demographic statistics, such as ethnicity, age, gender, legal residency status, and full- and part-time enrollment. Student outcomes are also described, including grades, success rates, retention, certificates and awards granted, and transfer numbers. Information listed in the Atlas enables the College to anticipate trends and develop clear goals for meeting the needs of its students. Data provided by the Assessment Center is compiled annually within the OCC Atlas to determine ongoing persistence and retention rates.

The Dean of Enrollment Services analyzes data provided by incoming students each semester to produce an overview of student demographics for that semester, along with a comparison with previous semesters to reflect shifting student population needs. This data allows the campus at large to be more aware of ongoing demographic trends, and it encourages campus-wide awareness of, and response to, general age, gender, and ethnic characteristics of the student body that might affect student learning support needs (Kidder, Fall 2006).
Self-Evaluation II.B.3.

The College does a thorough job of evaluating its Student Services programs and in analyzing and distributing data.

Planning Agenda II.B.3.

- None.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary II.B.3.a.

Orange Coast College provides comprehensive student support services to meet the varied needs of its students. General services such as admissions and records, assessment, counseling and advisement, health services, student life, and job placement benefit all students. Specialized support services that benefit specific student populations in need of unique services include financial aid, disabled students, EOPS, CARE, Re-entry, Puente, veterans, Honors Program, International Center, CalWorks, Transfer Center, and Scholarship Office. Enrollment services are available both in-person and online. Students are able to apply for admission to the College via an online application. They can check their financial aid status using OCC’s Online Financial Aid System on the Financial Aid Office’s comprehensive website.

Student Services offices are open 8 a.m. to 7 p.m. Monday through Thursday, and Fridays from 8 a.m. to 5 p.m., with some exceptions. Additionally, assessments and orientations are periodically scheduled on Saturdays and weekday evenings to meet student needs. Until recently, Student Services programs were located in eight separate buildings. The situation was improved when the services were centralized in the newly refurbished Watson Hall in Fall 2006.

The Financial Aid Office was incorporated as a program within Enrollment Services at the beginning of 2005. Financial Aid hosts an onsite Cash for College workshop during January and February every year to raise awareness about financial aid resources and provide assistance with completing the Federal Application for Federal Student Aid (FAFSA). It also hosts two onsite Financial Aid Awareness Days during the Fall and Spring semesters. The Financial Aid Office guides students through individual appointments and financial aid orientations and by working with counseling and EOPS, by attending college fairs and college nights, and by making presentations to high school students, community groups, and OCC counseling classes. It also uses media to further disseminate financial aid information in English, Spanish, and Vietnamese. The Financial Aid Office hosted its first onsite Financial Aid Day this year to disseminate financial aid information and answer students’ questions. The Financial Aid Office also distributes promotional items during outreach activities. The Financial Aid Office implemented default prevention initiatives for the first time during the 2005-2006 school year. OCC’s cohort default rate for 2003 dipped to the school’s all-time lowest rate ever of 4.3%. Also the Financial Aid Office held four Life Skills Workshops designed to teach students about spending, saving, and budgeting during the Fall 2005 semester (OCC Financial Aid Office Life).

Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) help students achieve their educational and career goals by providing academic counseling, grants, campus services, textbook service, student recognition, community outreach, cultural field trips, clubs, transfer assistance, free parking permits, bus passes, prepaid gas cards, priority registration, orientation, tutoring, and other activities aimed at improving retention. Counseling and advising appointments are available all day, including drop-in hours. CARE assists EOPS students who are single parents with one child under fourteen and who receive CalWORKs/TANF funds. CARE students receive additional support in the form of grants, tutoring, child care assistance, and supportive counseling. An advisory board committee oversees the EOPS program and assists the office in fulfilling its purpose. The board is composed of OCC staff, EOPS staff members, and community members (“OCC Extended”).
CalWORKs (California Work Opportunities and Responsibility to Kids) is a state-funded program which serves students who participate in training and education as part of their Welfare-to-Work plan. This program provides intensive counseling and support services such as child care assistance, coordination with the county Department of Social Services, and work experience/work study opportunities for students. Students are assisted with tracking participation hours, completing mandatory reports, and understanding CalWORKs requirements (OCC Cooperative).

Disabled Students Programs and Services (DSPS), also known as Special Programs and Services at Orange Coast College, provides services based on a student’s specific disability. To receive services from the center, each student must submit verification of a disability by a physician or other qualified professional. Specialized equipment, supplies, and resource information are available in the Disabled Students Center. Assistance is also available for registration, test proctoring, campus orientation, note taking, and reading. Support services are based on students’ specific disabilities and their individual needs. Assistance may include basic skills remediation in reading, writing, spelling, and math; note taking; test-taking assistance; readers; books on tape; computer-assisted software and hardware; tutoring services; sign-language interpreters; and student-assisted classes for Adapted Physical Education. The DSPS Advisory Committee meets annually and includes a student representative from each area of DSPS to discuss student satisfaction, concerns, and accessibility issues. A student satisfaction survey is distributed annually by the DSPS program and is also circulated in class every semester in the Learning Disability Program to measure student need and satisfaction. Weekly meetings address student issues and concerns. Students enrolled in Learning Skills 001AD meet with instructors three times each semester to discuss their Student Education Plans (OCC Disabled; OCC High).

The Student Health Center assists students in maintaining and improving physical, emotional, and social well-being so they can succeed in their academic and vocational programs. The staff consists of registered nurses, medical doctors, and licensed psychologists. Accident insurance coverage is provided by the center as well. The Student Health Center offers low-cost treatment for acute short-term illnesses and injuries, lab testing, throat cultures, pregnancy testing, and testing for sexually transmitted diseases (STDs). In addition, the center offers immunization against tetanus, diphtheria, measles, mumps, and rubella and Tuberculosis skin tests. Over the counter medications such as Tylenol and aspirin are available free of charge, and the center dispenses free condoms. Staff members can make referrals to community agencies or help to find appropriate local resources that fit students’ needs. All services are confidential except in cases where law requires reporting. The Student Health Center is closed on weekends, College holidays, and during semester breaks. Hours for fall and spring semesters are Monday through Thursday, 8 a.m. to 6:30 p.m., and Friday, 9 a.m. to 3 p.m. Summer hours, which vary, are listed in the Class Schedule. Students may drop in during any open hour to see a registered nurse. The nurse will schedule appointments with physicians and members of the Mental Health Team for students after they have consulted with staff concerning their health needs. Students must make appointments in person (OCC Student Health).

Orange Coast College hosts the Puente Program, a service designed to improve access to higher education to students who are first-generation college students. Puente, a statewide program operating in thirty-nine California community colleges, is co-sponsored by the University of California and the California Community College system. The program pairs an English instructor with a counselor to mentor and counsel students over a two-semester period through pre-collegiate English and Freshman English Composition. Over the eighteen years of its history, Puente has encouraged students to take leadership roles in the community, earn their degrees, begin their careers, and return to college as mentors for new Puente students. Puente accepts approximately thirty new students each academic year. An English instructor and a counselor focus on strengthening student writing skills, improving study skills, and building self-esteem, ultimately assisting in the successful transfer of students to the University of California (Puente).

The OCC International Center offers students orientation programs, assistance with registration, housing, social activities, and other college life programs. The center prepares the paperwork necessary for the student to legally enter the United States. All services offered assure that the student will have a com-
complete and positive experience and smooth transition into academic and social life in the United States. The center operates on a “success model” by focusing on admissions and retention programs that promote student success.

Self-Evaluation II.B.3.a.

Access to services at OCC has greatly improved with increased use of technology. The Admissions Office accepts applications online, and the Financial Aid Office has a comprehensive website that gives students access to print or view forms and enables them to check their status on OCC’s Financial Aid online system. The Registration Office provides touch-tone telephones that connect students directly with the Touch-tone Registration and Grades System. There has been an increase in computer workstations in the Admissions and Financial Aid Offices from nine to fourteen. Students can use the computers for any school-related purpose. Online orientation is also available to students.

Improvements still need to be made to make services more available to students and increase efficiency. Although students can apply online for admission to the College, there is no online registration and registration must be made by touch-tone. Students cannot make online counseling appointments nor complete the College’s required orientation for new students online. Additionally, there is a need for an alternative fund delivery such as Electronic Funds Transfer (EFT) for students on financial aid.

Finally, Student Services surveys do not explicitly address accessibility.

Planning Agenda II.B.3.a.

- Provide online registration.
- Implement a system for online appointments in assessment, orientation and financial aid and completion of orientation online.
- Revise Student Services surveys to include accessibility.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary II.B.3.b.

The College’s Mission Statement explicitly states as one of its goals that administrators, faculty, and staff are committed to the development of students as individuals and as citizens of the world. This goal is realized in a number of different ways.

Orange Coast College prides itself on the degree to which it involves its students in all aspects of college life so that students may learn valuable lessons about personal and civic responsibility. At least one student serves as a member or attends each of the thirty-three standing campus committees. Most ad hoc or temporary committees also include a student representative. The Associated Students program provides opportunities for students to practice civic responsibility by serving the College community. Students select, plan, and implement a variety of activities and events that educate, benefit, or entertain the campus at large. Students learn about fiscal management and responsibility through the Budget and Finance committees that manage the monies earned from the Student Service Fee and the three student-owned campus businesses: the bookstore, snack bars, and the Recycling Center. The Associated Students also sponsor an annual Leadership Conference with about 100 participants, including leadership students, club members, club advisors, faculty, staff, and administrators (Associated 2005).

Academic Integrity Seminars, led by the Dean of Students, encourage personal responsibility. Seminars are designed especially for students who have been found responsible for academic dishonesty. The objectives are to help students understand the value of higher education, define different types of academic dishonesty, to develop an understanding of ethical decision making and behavior, and to reflect on the obligation to act with integrity and personal
responsibility (Mueller, 14 July 2006).

As a result of Orange Coast College’s strong ties with the Orange County business community and its commitment to career education, the College provides a variety of opportunities for students to prepare for a future career. The Internship Academy enables students to receive college credit for a job related to their major. Students identify a faculty advisor and workplace supervisor and collaborate with these individuals to determine learning objectives and a plan to accomplish the objectives. The benefits to students include the opportunity to apply their education to the work environment, enhanced self-confidence, development of permanent employment contacts, improvement of job performance skills, and valuable experience to bolster a resume (OCC Internship). The Career Center opens avenues to improve or increase the use of time management, setting goals, achieving and exploring career paths, and improve learning outcomes. The Career Lab offers students access to a variety of computerized guidance programs, as well as audio and video tapes. The annual Industry Expert Program invites Orange County business leaders, especially those from the youth-oriented fashion industry, to share their insights with students about career preparation. These Industry Expert Programs, sponsored by the Consumer Health Science, Business and Visual and Performing Arts Divisions, have brought executives from Hurley, Quicksilver, Volcrom, and Paul Frank to speak to Orange Coast College students.

Orange Coast College is cognizant of the fact that many students need to find jobs to support themselves while they study. Students enrolled at OCC can utilize the Job Placement services and job board to locate a wide variety of employment opportunities and current job listings, create and update their resume, and attend workshops on interviewing skills and resume writing. The Job Placement Center acts as a liaison between local employers and OCC students seeking employment and coordinates job placement for federal work study students. New job listings are posted every day covering various employment opportunities in business, technical, retail, clerical, allied health, and hospitality industries. Returning adult students often need specialized support services to enable them to personally succeed and thrive in a college environment. The Re-Entry Center provides career and academic counseling to ease adults’ transition into higher education. Support groups, special workshops, peer mentors, and library resources help older students develop personal growth. The center also provides practical, informed lifelong planning, supported by caring professionals and the opportunity to meet and network with other returning students in a friendly, caring, and informal environment (OCC Re-Entry).

The Children’s Center provides affordable, comprehensive, quality child development services to assist the student-parent in attaining vocational, academic, or employment goals. Student-parents can also develop effective parenting skills through ongoing parent enrichment and involvement opportunities. The center offers early care and education to children between the ages of six months and six years to support student-parents in the process of developing a balance between family and academic/career success. Parents are assisted by the center’s eligibility specialist to design a schedule of child care that best meets their life commitments to school and work including study time. Parents grow to understand and develop a relationship with their children while striving to maintain productivity in school, in the community, and at work. The center’s role includes structural support to assist the parents in achieving excellence in their chosen academic goals and to act as an advocate for strong family relationships through positive modeling, parent enrichment, and ongoing support. In addition, parents are encouraged to attend parent conferences twice a year, participate in center work parties, potlucks, festivities, and community garden enhancement.

One of the ways in which the College promotes civic responsibility is through its Service Learning program. This program encourages and supports faculty members who choose to incorporate community service into their curriculum. One example of a combined service learning activity is the annual community Science Night when elementary school children and their parents are invited to campus for the evening. Faculty and students provide interactive workshops at the event to encourage students to study the sciences and consider careers. Science Night also provides an opportunity for the College to expose its programs and services to community members. This successful partnership with local school districts and businesses encourages students to focus on civic responsibility and service. Another highly successful community service activity at the College has been the Volunteer Income Tax Assis-
tance Program, where accounting students annually volunteer to assist approximately 500 community individuals to complete their income tax returns.

The Coast Report, a student-run newspaper, provides students with the opportunity to develop personal skills and to participate constructively in building campus community and enjoy active participation in campus life. Students make decisions about editorials written for the paper, the paper's position on topics, and questionable advertising content. All content is chosen, written, edited, and directed by students.

Orange Coast College is proud of the many ways in which it encourages students to pursue intellectual and academic growth, and it rewards them for their success. The Academic Excellence Program, begun in 2005, publicly honors students who go above and beyond academically by making the Dean's and President's lists. Students are invited to a program with a speaker of distinction and receive public recognition for their accomplishments. Honors Night is another long-standing annual event that publicly honors students for scholarship, leadership, and service. The Scholarship Program promotes and recognizes excellence in academics as well as involvement in community and campus activities. The annual Commencement Ceremony attracts 5,000 students, family members, and guests; recognizes the Citizen of Year; awards honorary A.A. degrees; honors students with gold cords; identifies EOPS students with colorful sashes; and features the student selected as the Commencement speaker. Students in the Honors Program are recognized twice a year for their achievements. Each event usually features a well-known keynote speaker. The program also offers a Mentor Alliance that establishes a relationship between currently enrolled students and program graduates attending universities. The Honors Program has over a dozen formal and informal transfer agreements with institutions both inside and outside of California. Additional activities include journals featuring the work of honors students in various disciplines; a monthly newsletter featuring honors events, classes, instructors, and students; yearbooks to commemorate successful completion of honors requirements by members; outreach programs to recruit students for area high schools; and an on-campus honors awareness drive to identify and encourage greater numbers of qualified students to participate in the program.

The Visiting Scholars Program, funded by the Orange Coast College Foundation, has been a great contribution to the intellectual enrichment of the College. Each semester, faculty use grant funds to bring a noted Visiting Scholar to the campus to address topics of interest to students, faculty, staff, and the larger community. The presentations of the Visiting Scholars are supplemented by interdisciplinary faculty panel presentations to which all students are invited.

The International Center supports the cultural adaptation of students into campus life. Staff provides an orientation to students for matriculation and rules and regulations of the College, and they familiarize international students with American college expectations, immigration regulations, and housing options. Staff also refers students to academic counselors, the Student Health Center, and other campus programs that serve students' specific needs. The staff works in collaboration with the Intercultural Club and Associated Students to offer a variety of activities, such as trips to theme parks and local points of interest, welcome parties, a Thanksgiving dinner to introduce American traditions, community service activities, participation in Club Rush, Diversity Day, and cultural food events. The International Center also sponsors students to attend the ASOCC Leadership Conference and collaborates with International Students Inc. to promote on-going activities such as weekly dinners, plays, discussions, short trips, and beach parties.

Approximately forty to fifty clubs provide for wide-spread student enrichment in areas that include social, cultural, political, career, religious, recreational, ethnic, and academic interests. Clubs are coordinated by the student-selected Interclub Council and receive staff support from a team of advisors.

The aesthetic development of students is supported by the large number of ongoing visual and performing arts activities at the College. These events include concerts, musical productions, chorale and jazz performances, wind and guitar ensemble productions, faculty and student dance performances, and student and faculty-directed plays. A new Art Gallery will open in 2006-2007. OCC has ongoing exhibits of student and faculty work on display in the Visual and Performing Arts Division, in the Library, and other campus locations. Recently a student and faculty collection of photographs taken on Rabbit
Island, the College-owned island near Vancouver, was published in book form following an exhibit of the works in the new Gallery. Each year, faculty and students produce the *Orange Coast Review*, a creative writing, art, and photography magazine. Another highly successful annual cultural enrichment event unique to Orange Coast College is the Vietnamese Association’s annual cultural night of music, song, and dance. This production, held in the Robert B. Moore Theater, hosts approximately 900 people each year, with many students not only in the audience, but also performing on stage.

Orange Coast College’s physical education program is another way students develop personally, while they represent the larger College community. Students have the opportunity to participate in twenty-four team sports ranging from football to the cheer and dance teams, which have won eight national championships in the last six years. Students can also focus on individual physical well-being with a large selection of physical education classes ranging from weight training to yoga and aerobics. The School of Sailing and Seamanship offers rare opportunities to participate in a nationally recognized sailing program. Recently, the Physical Education Division has been an innovator in providing classes and programs specifically designed for older students. “The Second Half” focuses on classes and activities designed to address the needs of students fifty years of age and older.

The Transfer Opportunity Program and the Transfer Center support the needs of students interested in transferring to a four-year college or university. Students receive assistance as walk-ins and by appointment. Program staff arrange for representatives from the University of California, California State University, and various other four-year colleges and universities to visit campus to meet with students during the fall semester. Transfer Day and College Fair feature representatives from more than seventy colleges and universities who answer students’ questions about transferring to their institutions. The Transfer Center also hosts campus tours to four-year institutions every fall and spring, and it conducts workshops on transfer opportunities, requirements, and procedures. The center provides students with access to the Internet for college research and a library of resources including guides to colleges and universities, catalogs, applications for admission, and transfer curriculum guides (*OCC Transfer*).

Orange Coast College prides itself on its support of students with special needs. The primary objective of the Orange Coast College Special Programs and Services is to integrate persons with disabilities into the general College community. The Learning Center offers tutoring assistance for students who have been identified as learning-disabled and who are enrolled in on-campus math and English courses. Students may qualify for a wide range of support services depending on their specific disabilities. Students with physical, learning, and psychological disabilities choose OCC for its accessible campus and the many services available through Special Programs and Services. Adapted physical education classes are designed for persons with physical disabilities needing individualized exercise plans. Activities provide opportunities to improve students’ fitness level and lifetime skills in an educational setting. Special Programs and Services helps students overcome disability-related obstacles such as reading a textbook, note taking, test-taking assistance, sign language interpreter services, computer-related software and hardware, and closed-caption videos (*OCC Disabled; OCC High*).

The Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) provide a compliant educational setting and support program for more than 1,200 low-income, disadvantaged students. EOPS employs four counselors for academic and career counseling. Students also benefit from CARE support services such as a book service program, priority registration, tutoring, workshops, and peer and staff support to ensure academic success at OCC (“OCC Extended,” “OCC Extended,” 2006).

California Work Opportunities and Responsibility to Kids (CalWORKs) ensures a smooth transition into the college environment for students receiving TANF (Temporary Assistance for Needy Families) and Department of Social Services benefits. This program provides preparation for successful employment and self-sufficiency through specialized counseling, child care assistance, advocacy, work experience, and work study.

The Financial Aid Office provides financial support to fund students’ college education. Instruction in entrance and exit counseling for Stafford and Perkins Loans is also offered through the Financial Aid Office. A Federal Work Study Program is available to qualified students and encourages students to
gain vocational training to prepare for the working environment while attending classes.

The OCC Puente Project helps first-generation college students acquire the skills they need to pursue their educational goals. The program pairs an English instructor and counselor who incorporate three components into the program: writing, counseling, and mentoring. The program guides a cohort of students through an intensive two-semester experience and then maintains tutoring, counseling, and mentoring support for the students to prepare them for transfer to a four-year institution. Annual field trips to UC campuses are scheduled to enhance student knowledge of four-year universities. Mentors are provided to support, encourage, motivate, and provide a window into “real life” as a role model. Most importantly, mentors share their personal and professional experiences with students enrolled in the Puente Project to promote and redefine students’ career goals.

The Tutorial Center promotes retention and improves content area study skills and overall course grades for students. The OCC Tutorial Center offers a Tutoring 150AD course to train prospective tutors who meet the academic criteria. Tutors are trained in interpersonal and communication skills, learning styles, study skills techniques, diversity, and cultural awareness.

Self-Evaluation II.B.3.b.

Student involvement in government and clubs is extraordinary, and efforts to include more students in these activities are ongoing. Students actively participate on almost every committee on campus. Student access to the OCC Portal in Spring 2007 will enhance student involvement on campus-wide committees.

Of OCC students who take advantage of Tutorial Center services, 38-48% report they would have dropped their respective classes without tutoring assistance. (Kamphuis).

Community and social responsibility are integrated into a variety of programs at OCC. Instead of merely disciplining students with a conduct record, for example, the Academic Integrity Seminar was developed to help them understand the impact and ramifications of their actions, on not only themselves, but also society as a whole. The OCC Service Learning program also ties classroom learning to community service.

Extra-curricular activities at OCC address issues for all ages, genders, ethnicities, sexual preferences, and physical capabilities. Unique to OCC are programs that meet these needs, such as the Re-Entry Center, Puente, and Transfer Opportunity Program (TOP).

Some programs, such as the Transfer Center and the Internship Academy, assist students specifically in what they will be doing when they leave OCC. Although several of these programs are related in nature, they work independently and are not situated near each other on campus. Relocation of these offices in the new centralized location of Watson Hall will provide more comprehensive service to the students.

Several events are designed specifically to honor and recognize student achievement and service to the College and the community. The Academic Excellence Program was instituted this past year, for example, and will be an ongoing event. The College’s annual Honors Night also recognizes student achievement and service to the campus and community with scholarships and recognition awards.

Planning Agenda II.B.3.b.

• None.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.
Descriptive Summary II.B.3.c.

The Counseling Division at Orange Coast College provides services that meet the needs of students from the time they enter the College to the time they leave Orange Coast College.

Counselors provide students with directions on how to apply to college; take an assessment of English, mathematics, and English as a Second Language in order to properly place students; and how to participate in new student orientation, where counselors explain the processes of the school and advise students about selecting courses for their first semester.

Students are encouraged to make an appointment to meet with a counselor for the development of a Student Education Plan (SEP) as soon as possible once they have registered and begun attending classes. Once they meet with a counselor and begin formulating an educational plan, students will also be able to get information on transfer plans to four-year universities, OCC’s associate degrees, or Certificate of Achievement programs. Students are also informed about the appropriate classes for career development, study skills, and other courses on personal development. The SEP functions as a roadmap for students to follow through their time at OCC.

The Counseling Division also has a follow-up program to support students who are not successfully completing their first semester. These students are placed on probation or on dismissal if they continue to fail in the second semester. Students are encouraged to meet with counselors for advising, counseling, and enrolling in workshops for student success.

The Counseling Division at Orange Coast College employs twenty full-time counselors, seven of whom split 50% of their time with areas of specialized counseling, including articulation, athletics and physical education, Freshman Experience, outreach, the Puente Program, Re-Entry Center, and Transfer Center and Transfer Opportunity Program. Counseling is also provided for the Honors Program and TEACCh students. The Counseling Division also houses a Career Center, as well as the Job Placement Center and Disabled Students Services. There are four additional full-time counselors who work within the EOPS department and serve only EOPS students with academic, career, and personal counseling.

The majority of counselors also teach counseling classes, which include Becoming a Master Student, Career Planning, Introduction to College, and Stress Management. Each academic year, the Counseling Division offers from eighty to one hundred sessions of counseling classes. Each semester, the division usually offers four sessions of the Introduction to College course, Counseling 100, which introduces new students to College services and facilities, academic policies, and various segments of higher education in California.

Becoming a Master Student, Counseling 104, was designed to develop the skills required to become a master student, with topics including study techniques, orientation to higher education and resources, life skills, academic planning, and personal development. The majority of class sections offered by the Counseling Division are Career Planning (Counseling 120) classes that assist students to explore their interests, abilities, personalities, and values through standardized tests, along with non-test data, such as research in the Career Library and information on job interviewing to evaluate academic and career choices. Other classes are offered in a small number of sessions, such as New Horizons: Men/Women, all orientation courses designed to assist adults re-entering academic life, or Applied Stress Management classes (Counseling 110), designed to respond to the need to understand and manage personal stress. In addition, a special Topics in Counseling course (Counseling 199AD) can be offered from one-half unit to three units, depending on the needs of students and the needs of the campus.

For the past three years, the Counseling Division offered an online class, Career Planning (Counseling 120). The demand by students for online classes in counseling has increased. During Fall 2006, there were seven online counseling classes, with three different, well-trained online instructors.

The effectiveness of counseling programs is evaluated through a program review process every six years. The programs were last reviewed under the Student Services program review process in 2001-2002. The self study and review revealed that over 25,000 individual counseling appointments were made, an outreach counselor visited fifty-seven schools and college nights, and fourteen presentations were made to basic skills classes. Workshops presented to students on study skills included topics such as “How to Improve Memory,” “How to Read a Textbook,” and “How to Prepare for Taking a Test.”
Workshops on personal and career development included time management, goal setting, and decision making.

The Counseling Division also offers internship programs for graduate students in the counseling profession from local four-year schools. The internship program includes a one year commitment from a graduate student. During the first semester, an intern will learn from a counselor by observing a counseling session or attending a class. In the second semester, the intern works along with a counselor to counsel, advise students, prepare, and co-teach a class.

Preparation of faculty and other personnel is provided through a counseling handbook developed by the counselors, a mentoring program for new counselors, biweekly division meetings, attendance at annual University of California and California State University transfer information programs, and guest speakers at division meetings (e.g., four-year institution representatives and OCC academic division representatives).

Students who want to meet with a counselor can make an appointment ahead of time by phone or take advantage of the many walk-in appointments available.

**Planning Agenda II.b.3.c.**

- Continue to increase the number of counseling appointments available to students, particularly using online technology.

**II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

**Descriptive Summary II.B.3.d.**

The institution supports a number of campus-wide policies, activities, and student clubs that support and enhance student understanding and appreciation of diversity.

The Coast Community College District adheres to a policy of equal opportunity to preclude the possibility of discrimination against women, minorities, disabled individuals, and others. The Non-discrimination Policy is the policy of the Coast Community College District intended to provide all persons with equal employment and educational opportunities regardless of race, color, gender, sexual orientation, national origin, religion, age, disability, or marital and Vietnam-era status.

Orange Coast College graduation requirements, in accordance with law and with rules and regulations of the Board of Governors of the California Community Colleges and the Board of Trustees of the Coast Community College District, require students receiving the Associate in Arts degree to fulfill an American Cultural Diversity Requirement. Some of the courses listed in the requirement can also be used to meet General Education Requirements in Options 1, 2, and 3. Orange Coast College offers a wide variety of courses that directly address diversity (OCC Catalog, 14-223). Completing the Ethnic Studies Certificate of Achievement Program provides students with an in-depth background and understanding of multicultural issues (OCC Catalog, 104).
The International Center provides ethnic and cultural diversity to the campus and helps increase the awareness and understanding of students from other countries. Conversely, the College provides an opportunity for international students to study in the United States and learn about American culture and the College. The College has a long history of supporting recruitment of international students and study abroad courses as a means to involve students in intercultural study and exchange. The international student population provides an opportunity for domestic students who do not get a chance to travel abroad to learn about global issues, cultures, and challenges. The number of international students at Orange Coast College (OCC) declined due to a number of uncontrollable external factors following Sept. 11, 2001. In the Fall 2001 semester, OCC enrolled a total of 1,036 international students. In the Fall 2003 semester, the total international student population dropped to 660, a decline of almost 37%. Many international students who were enrolled at OCC at the time decided to return to their home countries. Further, strict visa issuance adjudications and denials, security checks, and special registration for individuals from certain nationalities reduced the number of prospective students applying to OCC (Niroumand).

OCC also recruits international students from local intensive language programs. These programs experienced a significant blow from the events of September 11, 2001. The reduction in their student enrollment impacted OCC’s recruitment efforts considerably. The International Center at OCC, however, has been implementing effective recruitment and retention plans in order to increase its international student population to stay in line with College’s mission. A number of agreements with local language programs have been signed in order to facilitate the transfer of international students. In the Spring 2006 semester, OCC processed immigration-related documents for admission to a total of ninety-four new international students. This was a 38% increase over the prior year.

The Associated Students of Orange Coast College (ASOCC) provides leadership and support for several cultural clubs (e.g., the Vietnamese Student Association, Inter-Cultural Club, Persian Students Society, International Club, Native American Student Organization, Muslim Students Association, Puente Club, Students of Color, Bahai Club, and Amnesty International) and co-sponsors activities that enhance cultural awareness and sensitivity. The following are examples of activities that have been held on campus: Vietnamese Culture Night, Black History Month, Culture Fest, dialogues with Muslim scholars, International Day event, celebration of Persian New Year, visit to the Museum of Tolerance, presentation of culturally related movies or documentaries such as Senorita Extraviada, a film denouncing the disappearance of women in Ciudad Juarez, Mexico.

The Multicultural Education Committee of the OCC Academic Senate explores and recommends implementation of projects to promote multiculturalism throughout the campus and provides leadership and support for innovative multicultural teaching and learning. This committee, in conjunction with the Associated Students of Orange Coast College, fosters increased student leadership and involvement in multicultural education by organizing campus-wide activities such as Danza Latina Festival, Cinco de Mayo, student and faculty trip to Los Angeles for Dia de Los Muertos, International Education Week, Faculty Dance Concert (presentation of dances from different cultures), and Fiesta Latina. The Multicultural Education Committee newsletter also publishes articles about different cultures. The yearly Storyteller Brown Bag Lunch consists of multicultural presentations by different scholars, international students, and faculty. Presentations have included “Language and Culture in China” and “The Egypt the Tourist Never Sees;” illustrated lectures by Dr. Alan Kaye, professor of linguistics; “Unique Art and Architecture Around the World” by Dr. Irini Valleria-Rickerson, professor of art history; and a presentation by Irina Batkina, an OCC international student, about her experiences in her native Russia and here in the United States.

The College’s semester-long Study Abroad program was discontinued as a result of financial pressures. However, faculty still recruit students for study abroad during the intersession and summer months under a new process that relieves the College of the financial costs and passes them along to the students and commercial providers.

Self-Evaluation II.B.3.d.

The College continues to expand its offerings, activities, and student involvement in culturally diverse experiences. Students would benefit from the presence of an increased number of internation-
al students and from the opportunity to take semester-long study abroad programs. The decrease in international students has also had a negative impact on the College’s finances, amounting to nearly a million dollars a year in decreased revenue since 2000.

Planning Agenda II.B.3.d.

- Increase international student enrollments.
- Continue to support faculty and student opportunities to study abroad.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary II.B.3.e.

Orange Coast College is an open-access institution. As such, the requirements to enroll are few, and the limitations or barriers minimal. Applicants must be high school graduates or eighteen years of age. A GED satisfies the high school requirement. High school juniors and seniors may be concurrently enrolled at the College, with the recommendation and signature of their parents and school principal. Title V designates that anyone who can benefit from education may apply to a California community college.

The Admissions and Records Office performs a Customer Service Survey once a year to assist in the ongoing evaluation of its application process. The department also conducted a phone survey of students who met matriculation requirements, but did not enroll in the Spring 2005 semester. Data collected is shared with the staff, Administration Cabinet, and the Matriculation Committee. An additional survey was conducted in Spring 2005 of all online applicants who did not enroll in classes. The Office of Enrollment Services makes improvements in the admissions process based upon anecdotal responses from students and email, self-evaluation, and evaluation in managerial meetings (OCC Administrative Dean’s).

An English or English as a Second Language assessment test and a math assessment test are required for all new students who have completed less than 15 units at a college or university and those enrolling in courses with an English prerequisite. These tests help determine appropriate placement of students in various levels of course work. OCC also has science placement tests for chemistry and biology. Transcripts showing completion of the appropriate prerequisite course are also accepted in lieu of the required tests.

The Assessment Center offers comprehensive testing and assessment services following guidelines established by Title V regulations for placement in English, English as a Second Language, and mathematics. Placement tests are developed by private testing companies and state-approved by the Chancellor’s Office. All tests meet criteria established under Title V relative to test bias and disproportionate impact. Applicants to the College may challenge test results through the appropriate division. Faculty evaluate the test items based on how well the items are matched to the curriculum on a regular basis and as required by the Chancellor's Office (OCC Assessment).

Self-Evaluation II.B.3.e.

The Admissions and Records office regularly evaluates procedures and makes improvements according to an annual Customer Service Survey. Ninety-five percent of registrations are now by touch-tone phone as a result. Touch-tone phones are provided on campus as well as in Registration and Student Records. OCC has walk-in registration for students who are not able to perform touch-tone registration. Walk-in registration benefits EOPS students and DSPS students (OCC Administrative Dean’s).

Students can now apply for admission online, and the District is in the process of implementing online registration for classes. The Matriculation Committee continually works to enhance the admissions and registration processes. The Assessment Center works in partnership with math and English faculty to successfully develop and validate placement assessment.

In Summer 2001, the Assessment Center undertook, for the first time in the College’s history, a study
to assess the disproportionate impact of English/ESL placement on traditionally impacted groups. The study indicated no overall differences in placement for gender. The study did suggest, however, that a disproportionate impact exists between Caucasian students and students from underrepresented populations and between “abled” and disabled students. Given that disproportionate impact is assessed over time, supplemental studies will be conducted before changes to the testing program are made. Additionally, two studies were commissioned and completed to examine bias effects in test items. The diverse panel of student and faculty participants did not find any test bank items or directions that disproportionately disadvantage the identified groups.

In 2006, placement tests administered by the Assessment Center resulted in approximately 30% of students being placed into college-level English, 40% into intermediate-level (Associate in Arts degree applicable/non-transferable) classes, and 30% into developmental-level classes. The study also revealed that students following their placement recommendation were more likely to complete the course successfully (68% vs. 51%) and attain a higher semester grade point average (2.6 vs. 2.1) than those not following the recommendation (OCC Office, 12 April 2006).

Planning Agenda II.B.3.e

- None.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary II.B.3.f.

The Student Records Office stores, maintains, and verifies all permanent student academic records for the College. Hard copies of all files from 1949-1989 are kept in a locked facility with an alarm and sprinkler system. Backups for these years are on two sets of microfilm, one at Orange Coast College and one at Golden West College. Records from 1983 to 1989 are also stored as computerized scanned images, with a backup set at Orange Coast College and one at Golden West College. Records from 1989 to the present are on a database stored at the College and at the District Office. Students must fill out a signed request form to obtain their records. All third-party requestors must receive permission from the student to view records. All office personnel are trained in and follow Family Educational Rights and Privacy Act (FERPA) laws. Individuals are allowed to view files only on a need-to-know basis. The Director of Admissions and Records Enrollment Technology is responsible for all accounts.

The Student Health Center keeps all records in a locked metal cabinet within a locked room protected by the Center surveillance system. Files are kept for seven years from the last date of visit. After seven years, the files are destroyed. The appointment sign-in log, which contains the visitor’s name, visit date, and purpose of visit, is electronically stored in a computer, and the paper is destroyed. Students must sign a record release form to obtain their records. A third party organization must also obtain the student’s signature and authorization before it can receive access to student records. Students are also asked to approve a separate release for documents with sensitive data. Only doctors are allowed to view files in detail.

The Dean of Students Office handles all student disciplinary issues and therefore also maintains student records. A file is created from information provided by the student information database. The file contains student contact and academic information,
as well as the reports filed. Disciplinary files are kept in a separate room within the office, and the door remains locked at all times with limited key access. Access to files is limited to the Dean of Students staff and the Vice President of Student Services. Staff are familiar with and follow FERPA laws and California Education Code requirements.

Self-Evaluation II.B.3.f.

FERPA laws, federal regulations and laws (Title IV, Title IX, and GLB Act), the California Educational Code, and the California Community Colleges Board of Governor's policies are strictly followed by all personnel involved with student information and records. The Students’ Right to Privacy Policy is listed in the Orange Coast College Catalog and on the financial aid website. Although a majority of records are stored electronically, there is a need to expand conversion to electronic student records wherever possible with limited and protected access.

Planning Agenda II.B.3.f.

- Expand conversion to electronic student records wherever possible with limited and protected access.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary II.B.4.

The Student Services program review process has been in place for more than twelve years. Every program within Student Services undergoes program review every six years; the third cycle of program review began in 2005-2006. Programs include student satisfaction surveys as part of the review and their planning process. Student learning outcomes and institutional effectiveness are integrated into the program review and planning processes. Program review self studies and program review committee remarks include commendations, recommendations, and goals (“OCC Student 2004”).

The Student Services Council meets regularly to communicate and collaborate on issues related to students and the Student Services Division. Student Services managers complete and implement annual goals and objectives in addition to completing an end of year report.

Student Services program review, accreditation, and the Academic Master Plan are all used by Student Services as benchmarks for review and continued improvement.

Historically, the following programs were reviewed under Student Services program review: Admissions, Records and Registration, Assessment Center, Associated Students College Life and Co-Curricular Programs, Associated Students Fiscal Affairs, Bookstore, Career Library and Lab, Children’s Center, Coast Cafes, Counseling, Disabled Students High Tech Center, Disabled Students Center, Educational Opportunities and Programs, Financial Aid, International Center, Job Placement Center, Matriculation, Recycling Center, Re-Entry Center, Scholarship Program, Honors Night, Student Health Center, and Transfer Opportunity Program. In 1999, Counseling became a part of the Instructional wing and began participating that wing's program review process.

Self-Evaluation II.B.4.

Recently the Counseling Division moved from the purview of the Student Services wing to the Instructional wing. Since then, most programs that were reviewed under the Student Services program review process have been reviewed under the Instructional program review process.

Overall, the Student Services program review process is sound and thorough. It provides the wing
and individual departments the opportunity for an in-depth self study, and provides a benchmark for future goals and objectives.

**Planning Agenda II.B.4.**
- Adjust the Student Services program review six-year calendar to evenly distribute the review of programs within the wing.
- Integrate the program review process into wing and division processes.

**Standard II.C. Library and Learning Support Services**

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

**II.C.1. The institution supports the quality of its institutional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

**Descriptive Summary II.C.1.**

Learning support services at Orange Coast College include the OCC Library; computing resources such as the John R. Clark Computing Center, the Hoag Multi-Media Lab, and learning technology development and training; and learning resources such as the Tutorial Center, the Math Center, the Literature and Languages Division Resource Center, and the Counseling Career Lab and Library.

**Library Resources**

The OCC Library’s mission is as follows:

Support and complement the College mission of promoting student success by providing a wide range of basic to in-depth resource materials, library instruction, and encouragement of lifelong learning. At the same time, the Library staff serves as a central and vital link for the informational and enrichment needs of all campus personnel (OCC Library).

The Library is part of a consortium to share a library automation system and to open the collections of Fullerton College, Cypress College, Golden West, and Orange Coast College libraries to all staff and students of these institutions. The Library has been temporarily located at the north end of the Adams parking lot since 2000, but a new library is under construction near the Arts Pavilion on the west side of the campus. The new building is expected to open in Spring 2008.

The Library contains over 100,000 titles of books, periodicals, videos, and audiocassettes. Remote
access to the Library's online catalog and full-text databases is available on the Library’s website. Course materials placed by faculty on reserve and a textbook reserve collection are found at the circulation desk. These reserve materials may be checked out for a limited time—usually two hours. Materials not found in the Library's collection may, in some cases, be requested by students from libraries in the Cal-West Consortium and by faculty from libraries throughout the United States.

The Library’s Media Center provides instructional videos, audiocassettes, Coastline College telecourses, language tapes, and media reserves. The majority of media is for instructors to use in their classrooms. Faculty may put media items on reserve for their students. The major reserve collection, consisting of approximately 1,500 media items, is for students enrolled in Film 100 and Film 104 classes. The Library's computer lab is open to all OCC students and includes PC and Macintosh computer stations, access to the Internet, software programs for word processing, graphics, and other programs (OCC Library, May 2005).

The reference desk is staffed by faculty librarians during all hours that the Library is open. Librarians teach and guide students in using the numerous print and electronic resources provided by the Library at the reference desk and with continuous library lectures to classes. The Library also offers a transferable one-unit class, Introduction to Library Resources (English 108), designed to develop research skills.

**Computing Resources**

The John R. Clark Computing Center includes an open computer lab that serves all of the College's students and nine computer classrooms. Students may use the Computing Center for completing classroom assignments, retrieving email, accessing the Internet, or linking to campus web pages for course information. In addition to the computers in the open computer-lab area, each of the classrooms except one has forty workstations and one instructional computer networked to a data projector, for a total of approximately ninety computers. Two mobile laptop carts, each with twenty wireless laptops and printers, are also available for use in any classroom. Every OCC student has a network account automatically generated the first day of school.

The Hoag Multimedia Lab serves the needs of students in biology and allied health sciences. Using both PC and Macintosh computer stations equipped with cutting-edge software and access to the Internet, students work on teacher-assigned projects, such as simulated body dissections using the *Adam Body* software.

The Online Learning Program, under the purview of the Office of Instruction, supports online learning at Orange Coast College. Instructional methods include online classes, hybrid classes, and online supplements to traditional classes. Information about online courses at OCC is available on the web (Teaching). OCC uses WebCT Course Management Software for its online courses. In addition to online instruction, OCC has provided instructors with websites that include their syllabi, class notes, and homework assignments.

All computers on the campus are maintained by the Information Technology (IT) Department. Since December 2004, staff from IT have been upgrading and reconfiguring the campus infrastructure. Remote access is in the beta stage for specialized classes. Wireless access to the Internet for students who bring a laptop to campus is also available. Future wireless plans include allowing students to connect to the student network to save, retrieve, and print their documents. Further information on campus computers and computer training for students and faculty is found in Standard IIIIC.

**Learning Resources**

Located in the west wing of the Special Services building and supervised by a faculty coordinator, the OCC Tutorial Center employs both faculty and peer tutors who are trained to provide academic assistance for students in their current courses. The website for the Tutorial Center is http://www.orangecoastcollege.edu/student-services/tutorial-center/.

The OCC Math Center houses a computer lab and a drop-in tutoring lab, which provides help with homework. Located in the Lewis Applied Sciences Building, Room 212, the Math Center is also the hub of operations for seven self-paced math courses (OCC Math).

The Literature and Languages Division Resource Center is no longer in existence, having been dissolved in 2002 due to lack of funding. Its primary mission was to increase student success through tutoring by faculty. It provided instructional tutoring for students requesting assistance with reading, writing, listening, or speaking skills for their college
courses, serving an average of 600 students per semester. These students were mostly enrolled in classes from the Literature and Languages Division, which includes English (basic skills), English as a Second Language, speech communication, and world languages.

The Career Lab and Library serves an average of 11,000 students per year. Located in Watson Hall, it offers a variety of materials for students to research various aspects of occupational or educational planning. Students can access school catalogues, college major directories, college rankings, scholarships, career information, job outlook and trends, and more. Career assessments are available to aid students in making decisions about their future (OCC Career Center).

Self-Evaluation II.C.1.

The College supports the quality of its institutional programs by providing the Library and other learning support services. The Library's resources are sufficient in quantity, currency, and depth, but could be improved to provide more electronic resources, periodical subscriptions, and multimedia. These resources could be enhanced to improve educational offerings.

The College recognizes that support for the Library program is important for the learning success of students. A new full-time librarian was added to the staff in 2006. Additional funding has been provided to the Library to enable it to be open additional hours on weekends and during the summer. Evidence of the College’s commitment to the importance of the Library is the construction of the new Library Learning Resource Center, which will be the single largest facility on the OCC campus.

The College’s computing resources are sufficient. The College needs to continue to develop and support wireless connection and a solid infrastructure. Additionally, the College needs to plan for maintenance and replacement of these resources on an ongoing basis.

OCC has significantly increased financial support for the College’s tutorial resources through ASOCC funding. The College will be physically merging the Math Center and the Tutorial Center in Summer 2007. Further plans include a unified, expanded Student Success Center, which will initially offer reading, writing, and math support and develop into providing broader instructional support for all programs.

The Career Center resources are sufficient, neatly organized, and serve the students’ needs. The staff members recently moved into their new quarters in the renovated Watson Hall, which provides expanded space, more privacy, and a more comfortable setting.

Planning Agenda II.C.1.

- Develop a strategic plan for maintenance for the maintenance and replacement of the Clark Computing Center equipment.
- Proceed with Student Success Center plans.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary II.C.1.a.

The OCC Library’s print and non-print collection of resources are structured around the College curriculum. Librarians are responsible for selecting, acquiring, and maintaining the library materials and equipment. Each librarian is assigned subject areas in the Library collection in which he or she has special knowledge. In accordance with the Library’s Selection and Acquisitions Policy (OCC Library, Oct. 2005), the librarians order books, media, and other materials based on professional reviews, faculty recommendations, their own acquaintance with campus academic programs, the size and adequacy of the current collection, and use by students and faculty. After input from relevant faculty, out-of-date materi-
als are identified by the librarians and removed in a process called “weeding.” In addition, every OCC course and new program going through the curriculum process is reviewed by a faculty librarian to ensure that the Library has adequate material to support the course.

Currently, the Library has 99,924 books, 230 periodical subscriptions, 8,355 items on microfilm, as well as 3,185 videos, DVDs and other multimedia items (OCC Academic; 18 Sept. 2006). A textbook reserve collection, established in 2005, is funded by the OCC Foundation. The circulation librarian makes selections based on suggestions from the students, the campus bookstore, and the circulation department staff, who also help to maintain the collection. In addition, there are materials put in the circulation department’s reserve collection by faculty for their students. The Library also maintains a collection of best sellers, audio books on tape and compact disc, and media for the enrichment of staff, students, and community users. Interlibrary loan is available to give access to hard-to-find materials for students from libraries in the Cal-West Consortium and for faculty from libraries throughout the United States using OCLC First Search. In fiscal year 2004-2005, the Library checked out a total of 26,328 print materials (“Circulation”).

Concerning electronic resources, the Library provides ten online databases which include Britannica Online, CQ Researcher, Health and Wellness Resource Center, Health Reference Center Academic, InfoTrac Expanded Academic Center, Literature Research Center, Los Angeles Times Online, NewsBank, Opposing Viewpoints Resource Center, and PsychInfo. These online databases provide remote access to reference books and essays, as well as to journal, magazine, and newspaper articles. The electronic resources librarian coordinates the selection and maintenance of these online databases in collaboration with the California League of Community Colleges.

The media librarian is responsible for maintaining the multimedia collection, which includes videos, DVDs, CD-ROMs, CDs, reel-to-reel films, audiocassettes, slides, and other items. Faculty members borrow the media to show in their classrooms, require their students to come to the Media Center to view library multimedia, and put their own copies of multimedia on reserve for their students. Media reserves are primarily for Film 100 classes and for Coastline College telecourses. Other non-print materials in the Library include ESL cassettes, language tapes, and audio books on tape and compact disc. Since regular funding was eliminated several years ago, media items are purchased with overdue fines and with a grant from the Friends of the Library. The Media Center checked out 11,982 multimedia items in fiscal year 2004-2005 (“Circulation”).

The computer lab librarian coordinates the selection of audio-visual and computer lab equipment. The systems librarian coordinates the selection of other computer and related equipment throughout the Library, and the department or program librarians coordinate the selection of other library equipment in their respective departments. All of this is done with input from the classified staff and representatives from Information Technology. The Library Director makes all final budgetary decisions on library equipment. In order to stay aware of new technology, the librarians continually attend professional conferences and workshops. They also network with other librarians, including via web list servers, and read professional literature. For example, the media librarian actively maintains contacts with other media librarians and with educational multimedia providers to stay aware of new methods that provide remote access to multimedia programs for on- and off-campus classes, such as video-on-demand.

The Library staff consists of one administrator, five full-time librarians, 1.07 FTE (full-time equivalent) part-time librarians, six full-time classified staff, one half-time staff, and seven FTE student assistants. The librarians all have master’s degrees in library and information science (MLS or MLIS). Two faculty librarians have additional master’s degrees, one in English and the other in humanities.

The Library informs faculty about collection development and the subject specialties of each librarian with a faculty handout (Marna, “Library”). This handout and the Media Center faculty handout (OCC Library, May 2005) are posted on the portal and are distributed annually at open house, staff development workshops, and at new and part-time faculty orientations. The librarians also inform faculty and seek their input by attending division and department meetings and by publishing and distributing collection development newsletters to faculty members in their subject specialties. In addition, they work closely with the faculty members in a given department who are preparing for an external form of accreditation, such as the program in Radio-
logical Technology. Lastly, the librarians will work with faculty members in a department that is developing a new program to add library materials in that discipline.

The Clark Computing Center includes approximately 500 computers and employs five full-time staff members, three part-time staff members, and four FTE student assistants. Acquisition of equipment and hardware is based on student and faculty needs. Student needs are primarily identified through the Technology Committee, which includes student members. Student needs are also identified by periodic surveys and suggestions to the center's staff. Each semester, faculty members submit their software and configuration needs for their curriculum. In addition, the faculty members work closely with the technical support staff regarding repairs, installations, or modifications.

Program coordinators representing those students who use the Hoag Lab meet with the Dean of Math and Sciences and the Dean of Consumer and Health Sciences Division three to four times per semester to make recommendations for the lab's administration. A full-time technician is assigned to operate the lab, answer student questions regarding the use of the programs, and provide technical support to faculty. Currently, the Hoag Lab provides twenty-four PC and twelve Macintosh computer stations. Students work on teacher-assigned projects, such as simulated body dissections using the *Adam Body* software in the lab.

The Tutorial Center is coordinated and supervised by a full-time faculty member. Equipment update and replacement is an ongoing process. The coordinator of the Tutorial Center handles the ordering and confers with other faculty members. The Math Center provides computer hardware and software as well as television monitors and VCRs. Students can also access materials via the Internet. The coordinator and instructors for the self-paced courses select, organize, and maintain the materials and equipment.

The Career Lab and Library has a combined total of fourteen computers available for students to search online information regarding particular careers or universities. Hard copies of college catalogs and videos from various universities and colleges are also available. The center has two staff members, both with degrees in psychology, who assure and maintain resources.

**Self-Evaluation II.C.1.a.**

The Library has a functional system for selecting and maintaining materials and equipment. The librarians work closely with the campus faculty and staff to include their input in the selection of educational equipment and materials. Rising costs remain a challenge. Aside from funding issues, decisions regarding selection of library materials are based on student learning needs and access. For example, the decision not to renew the Lexis-Nexis database was made partially because of its lack of remote capabilities. This constant evaluation process has led to decisions to purchase online databases that provide full-text and remote access to meet student needs and to support online courses.

The multimedia collection, audio visual equipment, and computing facilities of the Library are adequate at this time. Relying on the expertise of librarians and other faculty, there has been an agreed-upon delay in the replacing of some of these materials and equipment due to the anticipated move into the new facility in Spring 2008. At the same time, administrative and instructional Information Technology is upgrading classrooms with equipment that will allow video-on-demand.

The equipment and materials in the Clark Computing Center are sufficient for student learning. Workstations are two years old, and data projectors were installed in Spring 2005. However, the College needs to prepare to replace these computers within the next two years. Because the Computing Center has the most current and complex software load, the computers used in this facility can be recycled for use in other labs on campus that require less computing power. Therefore, the recycling of these computers needs to be part of an overall strategic plan. There is sufficient technical support staff to maintain the computers at this time. The technical staff members currently acquire their skills and knowledge via formal and informal training and research. In 2006, the College made a commitment to provide for the ongoing training of technical staff (OCC Library, May 2005).

The Tutorial Center is functioning to support student learning needs. Equipment upgrades are in progress under the direction of the faculty coordinator. There is a large turnover in the number of student tutors. This is to be expected of a two-year commuter college. Faculty members need to be more active in seeking potential tutors from students.
within their classes, since they enjoy the perspective of observing the capabilities of students in a classroom setting.

The Math Center is in need of a general computer upgrade. Math courses are increasingly using software which may be accessed in the Math Center as well as off campus.

In the Career Center, the materials are adequate given budget constraints; the computers have recently been replaced and updated.

**Planning Agenda II.C.1.a.**

- Expand student and faculty ability to remotely access library research materials.
- Proceed with implementation of equipment and resources to provide video-on-demand that will be linked with the multimedia center in the Library.
- Develop a plan to replace and recycle the computers in the Clark Computing Center.
- Upgrade computing resources in the Math Center.

**II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

**Descriptive Summary II.C.1.b.**

Orange Coast College’s Library and other learning support services provide some instruction relevant to information competency. These areas include general and specific subject library research, web search strategies and evaluation, and the use of technology.

The librarians provide lectures to help students develop library research skills. These lectures are scheduled by the instructors on campus with the instruction librarian. They may include general introductions to the Library’s resources and services or more specific elements that correspond to the project of a specific class. The instruction librarian assigns the lecture to a librarian whose academic background most closely matches the needs of the class assignment. Handouts prepared by the instruction librarian are distributed in these library lectures, but they are also available online on the Library’s web page and on the OCC Portal for any student not able to come into the Library. The same holds true for students who are taking online classes. In fiscal year 2004-2005, the librarians taught 157 library lectures, reaching an average of thirty students per lecture (“Circulation”).

The instruction librarian teaches a one-unit, transferable self-paced course, Introduction to Library Resources (English 108). The English 108 workbook has several assignments that address some information competency skills. In 2004-2005, forty-three students enrolled in this course. The librarians have also developed three additional courses (IF 100, 110, and 120) that were approved by the Curriculum Committee but are not currently offered. The instruction librarian is collaborating with librarians at California State University, Long Beach (CSULB), to develop a new workbook in preparation for a future CSU-transferable information competency course.

In addition to the English 108 class and the library lectures, there is a librarian at the reference desk during all of the hours that the Library is open. The librarians at the reference desk provide one-on-one guidance to aid students in the research process and to teach them to use the various library resources. The librarians answer an average of 490 reference questions per week (United).

Many of the classes in the Clark Computing Center teach the students research skills using the Internet, report writing, and formatting skills in Word and Excel software programs and presentation skills in PowerPoint software. The programming classes teach students how to build applications to collect and distribute information in a variety of ways. The Clark Computing Center employs student assistants to help students accomplish a variety of tasks with the computer software, hardware, printers, and network access. In the Hoag Multi-Media Lab, students develop skills in searching as they complete regular and extra credit assignments in the subject areas using a variety of up-to-date educational software.
Self-Evaluation II.C.1.b.

The librarians strive to educate the students concerning the library resources available to them. Moreover, the desire to help the students is clearly present in every step of the Library’s planning. The English 108 class, library lectures, and reference desk assistance are all key elements in reaching this goal. One main hindrance is the current location of the Library itself. In order for students to gain the full benefits of this educational program, they need to be in the Library, and most students do not make the trek to the Library unless they have a specific reason, such as an assignment that they are trying to complete. The Library attempts to help bridge the gap by placing the learning materials online and by providing access to the databases’ instructions. Also, flyers are sent out to the faculty to remind them of the library lectures, thus increasing the number of students who come into the Library for help early on in the semester. The location of the new Learning Resource Center situates the Library in the center of the campus and therefore should alleviate access issues. The librarians also continue to attend conferences and seminars in an effort to stay updated on the best methods of instructing students.

In 2005, the College adopted four core values for student learning outcomes, one of these being Thinking Skills. A subcomponent of this core outcome is information competency (OCC Office, 8 Dec. 2005). English 108 and library lectures provide some aspects of information competency. However library resources could be used to further expand competency skills. At present, students receive instruction in information competency within classes that require research skills. The Library plays a key role in supporting these classes.

Students responding to the Self Study Survey of 2005 indicate that 42.6% of the students responding agree that the College provides sufficient training so that students can use Library and other learning support services effectively, whereas 42.5% are neutral and 14.8% disagree (Supplemental).

Planning Agenda II.C.1.b.

- Expand the opportunities to improve students’ skills in information competency with the support of the Library and other campus resources.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary II.C.1.c.

The OCC Library is located in a temporary facility on the north side of the Adams parking lot. When completed, the new library building will place the Library at the center of the campus. The Library is open during fall and spring semesters on Mondays through Thursdays from 8 a.m. to 9 p.m., on Fridays from 8 a.m. to 3 p.m., and on Saturdays from 12 p.m. to 4 p.m. Hours vary during the summer and winter sessions. The Library is wheelchair accessible, including the computer lab. Moreover, the Library website is “Bobby compliant,” i.e., suitable for use by disabled students.

Remote access to the Library’s online catalog and full-text databases and other information is available twenty-four hours, seven days a week on the Library’s website. The Library now offers all of its instructional handouts on its web page as well as on the OCC Portal. Furthermore, students can view multimedia materials in the Library’s Media Center. The Library is also working with Disabled Students Programs and Services to make all of its multimedia collection closed-captioned for the hearing-impaired. In some cases, materials not found in the OCC Library may be requested by students from libraries in the Cal-West Consortium. Members of the faculty can also request materials from libraries throughout the United States. The Library provides an average of thirty to forty interlibrary loans annually. Students may also use any of the libraries in the Cal-West Consortium (Fullerton College Library, Cypress College Library, and Golden West College Library).

The Clark Computing Center is centrally located,
making it convenient for students to visit prior to or after class. During the fall and spring semesters, the center is open Monday through Thursday from 8 a.m. to 10 p.m., Friday from 8 a.m. to 9 p.m., and Saturday from 9 a.m. to 3 p.m. The center is open during the summer and winter sessions but the hours are reduced. Instructors may reserve available classrooms to bring their students to the Computing Center as needed for special projects. In addition, specialized software from other campus computer labs can be loaded in the Computing Center by request. Information on the center can be found on its website. The Hoag Multimedia Lab is open on Monday through Friday from 9 a.m. to 12 p.m. and from 1 p.m. to 6 p.m. during the fall and spring semesters. Because of licensing restrictions, the computer programs are not accessible to students from off-campus computers. Both the Clark and Hoag Computer Labs are wheelchair-accessible, and the computer programs are suitable for hearing- and visually-impaired students.

The Tutorial Center is located in the Special Services building. It is open Mondays and Tuesdays from 9 a.m. to 7 p.m., Wednesdays and Thursdays from 9 a.m. to 4 p.m., Fridays from 9 a.m. to 3 p.m., and Saturdays from 10 a.m. to 2 p.m. The center was open Summer 2006 from 12 p.m. to 4 p.m. Tuesdays, Wednesdays, and Thursdays from June 20 through July 27.

The Math Center, which is located in the Lewis Applied Sciences building, is open sixty hours per week: Monday through Thursday from 9:30 a.m. to 9 p.m., Friday from 9:30 a.m. to 2:30 p.m., and Saturday from 9 a.m. to 1 p.m. Learning materials are also available online.

The Career Center, which is located in Watson Hall, is open Monday through Thursday from 8 a.m. to 6:30 p.m. and Friday from 8 a.m. to 2 p.m.

**Self-Evaluation II.C.1.c.**

Due to its current location at the north end of the Adams parking lot, the Library is not easily accessible. Disabled students may be especially discouraged from using the Library because of its remote location. The hours that the Library is open have been increased with additional budget support from the Administration. Starting Fall 2006, the library is open on Saturdays and has increased hours during the January intersession and summer sessions. Many of the access issues regarding the Library will be resolved when the new Learning Resource Center opens. It will have a central location on campus and expanded hours of operation.

Currently, the publicity on behalf of the Library is more than adequate. Information about it may be found on its webpage as well as on the OCC Portal. Frequently, there are articles about the Library in the College’s newsletter, *Coast to Coast*. Bibliographies and newsletters are also important sources of information. The Director of the Library, as well as the librarians and classified staff, provide publicity through their participation in campus committees and events. One-on-one contact between faculty members on campus and the librarians in each of their specialty areas is another form of outreach.

Nearly half of all students responding to the Self Study Survey of 2005 agreed that they have sufficient access to the Library: 48.3% agreed, 17.1% disagreed, and 34.6% were neutral. Regarding evening and weekend access and location, 30.6% of the students surveyed agreed that they had sufficient access to the Library in the evenings and on the weekend, 22.5% disagreed, and 46.9% were neutral. Another 30.5% agreed that the Library and other learning support services are conveniently located, while 37.4% disagreed and 32.2% were neutral (Supplemental 1).

Student responses to the Self Study of 2005 indicate that 39.3% agree or were aware that computer lab services are provided in the evenings and on weekends, with 15.6% disagreeing and 45.2% neutral (Supplemental 1). This indicates that more efforts need to be made to advertise the Clark Computing Center and to communicate to the faculty that the center is available to support their curriculum. For example, it would benefit many faculty members to know that support staff at the center will load specialized software onto the center’s computers. Currently, the Hoag Multimedia Lab is not open in the evenings.

The campus is involved in significantly increasing students’ remote access to campus computing resources. This is best demonstrated by the implementation of a new Enterprise Resource Planning System (ERP), which will facilitate remote access. Also, in 2006 wireless access was completed throughout the entire campus.

Space issues for learning centers will be addressed with the construction of the new Learning Resource Center. The hours of service at the Tutorial Center and the Math Center are adequate. According
to the Self Study Survey administered to students in Fall 2005, 32.2% agreed that “sufficient tutoring services are provided in the evenings and on weekends,” while 18.6% disagreed and 49.1% were neutral (Supplemental). This might suggest that the College needs to better advertise the Saturday hours introduced in 2006.

**Planning Agenda II.C.1.c.**

- Advertise the Clark Computing Center's available services and operational procedures more effectively to students.
- Advertise all the learning resource centers with their hours and location.
- Monitor the new Learning Resource Center hours of operation to determine if they are sufficient.

**II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.**

**Descriptive Summary II.C.1.d.**

The Library and other learning support service facilities are adequately maintained. The Library and centers are all equipped with alarm systems, and security is provided by Campus Safety. Computer and audio-visual equipment is maintained by Information Technology staff, who also provide security to the campus server. The Library staff are responsible for the physical quality and maintenance of books and other materials.

To protect library materials from theft, the Library has an internal security system with target strips in the material, sensitized gates, and video cameras. The Library provides its own security to its internal online library system, Endeavor Voyager, which is coordinated by the systems librarian under the supervision of the Library Director. This library system is part of the Cal-West Consortium Project, and the server is maintained by the North Orange County District Computing Services.

**Self-Evaluation II.C.1.d.**

The Library and the Computing Center are adequately maintained and protected. Both the Math Center and the Career Center are in need of improvements. These include heating, ventilation and air-conditioning, and janitorial maintenance. The Tutorial Center and the Math Center will all be relocated to new or upgraded facilities which should address these maintenance issues.

**Planning Agenda II.C.1.d.**

- None.

**II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**
Descriptive Summary II.C.1.e.

The Library is participating in a joint venture with the other libraries in the Coast Community College District and the libraries in the North Orange County College District (Fullerton College and Cypress College) in the Cal-West Consortium. This consortium provides all of the libraries with cost savings to purchase and maintain the Endeavor Voyager library system. It also provides a sharing of the collections and services of these five libraries, thus enlarging the access to library materials for all our faculty, staff, and students. As part of the consortium, librarians and staff members attend meetings throughout the school year of the Cataloguing Advisory Group, the Circulation Advisory Group, and the Systems Advisory Group. These groups share information and make recommendations to the deans and directors at these five libraries. The Library is also participating in a venture with the Community College League of California (a joint endeavor of the Council of Chief Librarians and the Community College League of California) to preview, purchase, and maintain electronic resources and online databases at a reduced price.

The Clark Computing Center has a partnership with Microsoft Developer's Network Academic Alliance that allows students to have free software for the courses that they are currently taking. The center is under contract with VUE Testing, making Orange Coast College an official testing site for Microsoft certifications. There is also a contract with Comprehensive Control Services Incorporated, which provides fee-based printing services for the students, both in the Computing Center and in the Library’s computer lab. The Business and Computing Division Office formally houses these documents.

Self-Evaluation II.C.1.e.

The Cal-West Consortium meets the current standard nationwide for effective sharing of library resources for both students and faculty.

The Clark Computing Center relies on appropriate contractual agreements, approved by the Board of Trustees, to provide students with software and printing services. The Dean of the Business and Computing Division retains the contracts. A review of each contract is performed as it comes up for renewal.

Planning Agenda II.C.1.e.

- None.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary II.C.2.

As part of the self study process, the Office of Institutional Research developed and distributed student surveys in 2005 (Supplemental) and a faculty survey (Faculty) in 2006. These surveys included an assessment of the Library and all of the learning support services on campus. In addition, the Library completed its first program review in 2006. The Library distributed both a student and a faculty survey of library resources and services as part of Odyssey 2002, with plans to distribute the same surveys in 2006. There is a form available to students in the Library for comments on the Library staff and resources. The Library also participates in several annual state and national library surveys. Information collected from all these surveys plays an integral part in evaluating and improving library and learning support services to meet identified student needs.

Each semester, students taking the English 108 class are asked to complete an evaluation, which is reviewed in order to improve the class (Marna, “English”). The instruction librarian, with input from all of the librarians, evaluates the materials used in the library lectures every semester to ensure that they are
up-to-date and relevant. Input is always welcomed from faculty members regarding the library lectures and the handouts.

The librarians also regularly monitor collections to ensure that requisite numbers of books, periodicals, and multimedia are present for all of the departments on campus. Many faculty members from these departments take an active role in the evaluation of library materials. For example, the Consumer and Health Sciences Division faculty members regularly work with the librarians to go through material, “weed-out” items that are out-dated, and replace them with material that is up-to-date.

Faculty and staff at the Clark Computing Center meet on a weekly basis to review and improve services to meet identified student needs. The center’s information desk personnel gather daily input from faculty and staff.

The Tutorial Center uses program review, student evaluations of services, and tutorial evaluations of trained tutors to help with the implementation of new ideas and overall program improvement. The Tutorial Center coordinator also surveys students concerning academic achievements that they have obtained through the use of the center.

The Math Center keeps statistics on student success in courses, and the coordinator compares the academic performance of students who have utilized the center with those who have not to validate the center’s contribution. There is also follow-up to ensure student preparation for—and success at—the next level.

Self-Evaluation II.C.2.

The Library evaluates itself well through both internal and external sources of feedback, including surveys and program reviews. There are regular division librarian meetings and department librarian meetings where priorities are determined. Most of the evaluation of the Library is done with the expressed needs of the students and faculty in mind.

At the Clark Computing Center, faculty members review and evaluate the quality of software images. However, the center needs to provide both faculty and students with an opportunity to evaluate every aspect of its operations, such as how accessible the center is, the reliability of its computers, and the quality and availability of staff assistance. In general, the goal should be to find out what the students like or dislike about the center and how they feel that it could be improved.

The Tutorial Center Coordinator administers surveys to students to evaluate their experiences at the center. The coordinator also informally talks with students who tutor or use the center, as well as with previous tutors and students; she uses this feedback to improve the program. The Math Center’s current tracking procedures provide valuable information about student success. This information is used as a basis for improving program materials and assessment tools (Kamphuis).

Planning Agenda II.C.2.

• Provide opportunities for students to evaluate the services provided by the Clark Computing Center.
• Track the success of tutorial services with follow-up evaluation of retention, course grades, degrees earned, transfer rates, and surveys of students and tutors.
LIST OF SUPPORTING EVIDENCE


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*Associated Students of Orange Coast College, What We Do.*


*CCSEQ Surveys*. Fall 2005.


“CSU/UC Transfers to California State University (CSU) and University of California (UC) from California Community Colleges, Top 25 Statewide–2004/2005.”


Jupiter, Cheryl. Memorandum to OCC Faculty. 31 Aug. 2006

Kamphuis, Jaki. Memorandum to Mary Roda. 28 August 2006.


OCC Children’s Center. 2006. Orange Coast College. 5 May. 2006. <www.orangecoastcollege.edu>. Path: Student Services; Career Center; Career Resources.


OCC Curriculum Committee Minutes. 6 Sept. 2006.

OCC Curriculum Committee Minutes. 26 April 2006.

OCC Curriculum Committee Minutes. 2 Nov. 2005.


OCC Disabled Students’ Center for Adults with Disabilities.

OCC Disney Keys to Excellence. 1 June 2006.

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OCC Faculty and Staff Handbook, 2003-2006.


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OCC Financial Aid Office. *Student Award Guide.*

*OCC High Tech Center for Adults with Disabilities.*

**OCC Honors Program.**


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OCC Math Center. 2006. Orange Coast College. 9 Sept. 2006 <www.orangecoastcollege.edu>. Path: Academics; Academic Divisions; Mathematics and Sciences; Mathematics; Math Resources.


**OCC Re-Entry Center.** Fall 2006.


OCC Sailing Center. *School of Sailing and Seamanship, Orange Coast College, 2006.*


Path: Student Services; Special Services.


“OCC Student Health Center Program Review 2004.”


Planning and Budget Committee Meeting Minutes. 8 Dec. 2005.

Puente Project, Creating Leaders for the Future,
**Interviewee List**

Kevin Ballinger  
*Dean, Consumer and Health Sciences Division, OCC*

Pamela Barvarz  
*Associate Professor, Computer Information Systems, OCC*

Jamie Blair  
*Professor, Mathematics; Math Center Coordinator, OCC*

Renza Bricca  
*Office Coordinator, Library and Media Services Division, OCC*

Robert Dees  
*President, OCC*

Jodi Della Marna  
*Professor, Librarian, OCC*

Steve Gilbert  
*Associate Professor, Computer Science, OCC*

Irene Heavern  
*Professor, English, OCC*

Thao Ho  
*Instructional Associate, Counseling Career Center, OCC*

Stan Johnson  
*Dean, Math and Sciences Division, OCC (Emeritus)*

Jaki Kamphuis  
*Assistant Professor, Tutorial Center Coordinator, OCC*

Reggie Lewis  
*Instructional Assistant, Hoag Multimedia Lab, OCC*

Dr. Michael Mandelkern  
*Dean, Literature and Languages Division, OCC*

Carl Morgan  
*Professor, Librarian, OCC*

Kate Mueller  
*Dean, Student Services, OCC*

Melinda Nish  
*Vice President, Instruction, OCC*

Vinta Oviatt  
*Professor, Librarian; Media Center Coordinator, OCC*

Dr. Hue Pham  
*Dean, Counseling Division, OCC*

Rena Quinonez  
*Instructional Associate, Counseling Career Center, OCC*

Sheri Sterner  
*Director, Library and Media Services Division, OCC*

Debbie Webb  
*Associate Professor, Librarian, OCC*

Sandy Whiteside  
*Senior Tech Support, John R. Clark Computing Center, OCC*

Eric Wilson  
*Trainer, Information Systems, Instructor, OCC*
Standard III

RESOURCES
STANDARD III

RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.
Descriptive Summary III.A.1., III.A.1.a.

The College employs over one thousand individuals. Each category has unique policies governing employee selection. Faculty positions, both full-time and part-time, include classroom and non-classroom assignments. For example, faculty are assigned as librarians and counselors. Other categories of employees include classified staff and management. Management includes both academic administrators and classified management.

The criteria, qualifications, and procedures for selection of personnel, consistent with Board policies ("Employee"), are published on the District website. Campus hiring processes are summarized in the Hiring Committee Handbook, which includes the criteria for classified staff and faculty (OCC Campus Personnel, 5-10). The Handbook is distributed and discussed at orientations for each search committee in all categories of employment. The Handbook clearly delineates “Equal Opportunity Guidelines” (OCC Campus Personnel, 3). These guidelines include a statement of the College commitment to hiring persons of diverse backgrounds. Campus processes for hiring academic administrator positions are also distributed to the hiring committees (CCCD, 5 Oct. 1998).

Job descriptions are reviewed at various levels from the departments making the request to the Planning and Budget Committee, which reviews relevance to College mission and goals. Job descriptions are reviewed by each search committee prior to being posted on the web, advertised, and widely distributed on campus (“General,” 1 July 1990, Appendix A).

Criteria for selection of faculty are based on minimum qualifications for faculty and administrators in community colleges (California, Mar. 2003) and in the California Education Code (California Education). Additional criteria may be established by the search committees, depending on specialized skills in licensed fields such as Radiologic Technology, Aviation Maintenance Technology, and others. The District equivalency procedure (“General,” 1 July 1990, Appendix A) takes into consideration academic course work and related work experience or special qualifications reviewed by discipline faculty committees.

Faculty search committees are composed of a minimum of three discipline faculty members and one discipline administrator. The committee determines selection criteria, including paper screening and interviewing. The selection committee makes recommendations of finalists to interview with the College President, Vice President of Instruction, and two representatives from the search committee. The President offers a candidate the position subject to Board approval.

Degrees held by faculty and administrators are from accredited schools. The College requires a minimum qualification of a master's degree or equivalent for teaching or for academic administration. The Orange Coast College Catalog publishes the degrees of its faculty (OCC Catalog 2006-2007, 227-237). Degrees from non-U.S. institutions must be translated by an outside agency. Once the translation is documented, the applicant can request the District equivalency procedure based on the translation along with supporting documentation (“General,” 1 July 1990, Appendix A).


Orange Coast College has an institutional commitment and an organizational structure to assure its employee selection process is fair and well publicized. There is sufficient dialogue in the process as evidenced by the various hiring committee structures for classified, faculty, and administrative hiring. Job descriptions are reviewed by campus hiring committees and published in printed form, on the web, and in advertisements. Faculty degrees are evaluated for their relevance to the subject matter, and if an equivalency is requested, faculty committees and department deans review each request.

The OCC Atlas provides annual data of employee demographics and staffing trends which assists in determining effectiveness in recruiting and maintaining a diverse personnel pool. The data presented in the 2005-2006 Atlas demonstrates that the College is making positive efforts to encourage diversity in its personnel.

From Fall 2000 to Fall 2005, there has been an increase in female faculty members from 45% to 47%, and an increase in female administrators from 33% to 41%. Classified staff members have experienced no significant change in gender composition, with 59% female and 41% male.

Since 2000, the full- and part-time faculty has become more diverse. The percentage of white/non-Hispanic full- and part-time faculty has decreased, and concurrently the percentage of Asian/Pacific Islander and Hispanic/Latino faculty has increased.
This increasing diversity of faculty follows the student demographic trends, where the most significant increase in ethnic diversity is in the growth of the Hispanic/Latino student population from 15.7% to 18.8% in the same time period.

Since 2000, administrators have become significantly more diverse. There has been a decrease in white/non-Hispanic and concurrently a 7% increase in Asian/Pacific Islanders and a 4% increase in Hispanic/Latino groups.

Since 2000, classified staff members mirror the same increase in ethnic diversity as administrators, with a 5% increase in Asian/Pacific Islanders and 4% increase in Hispanic/Latino groups (OCC Atlas 2005-2006, 57-60).

Planning Agenda III.A.1., III.A.1.a.
- None.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary III.A.1.b.

Orange Coast College evaluation procedures are organized along three groups of personnel: management, certificated faculty members, and classified personnel. Management evaluations are subject to the Supervisory Evaluation of Classified and Certificated Managers (“Regular”). They are evaluated every two years by their immediate supervisor. Supervisors' and managers' longevity pay is tied directly to the expectation of timely evaluations by their subordinates. Certificated evaluations for contract (tenure track) faculty members, regular (tenured) faculty members, and part-time faculty members are all subject to the Coast Federation of Educators Union Contract (Coast CCA, 8-15, 64-81).

Part-time faculty members are evaluated the first semester of employment and thereafter at least once every six regular semesters, based on activities and observations since the last evaluation. They are evaluated by division's Instructional Unit Associate (IUA) or by the division dean. Student surveys are included in this evaluation. Part-time faculty evaluations adhere to the guidance of the full-time contract if their assignment is 50-60% of full-time (AFT, 10-15) and under the Coast Community College Association (CCA) Agreement if their assignment is under 50% (Coast CCA, 1, 8-10).

Contract (tenure track) faculty members are evaluated once each year until tenure is granted. Evaluation is performed by a tenure committee and by student survey (AFT, 11-12). Regular (tenured) faculty are evaluated every three years by an evaluation panel of peers, a student survey, and administrative evaluation. The evaluation is based on activities and observations since the last evaluation. A student survey is also required in at least two classes during the evaluation process. The student surveys are compiled and reflected in the evaluation report by the peer panel and forwarded to the evaluatee and the administrator (AFT, 13).

Classified personnel evaluations are subject to union contract. Probationary employees are evaluated within ten days of the end of the third month and fifth month. Permanent classified employees are evaluated one year following completion of probationary period, and thereafter at least once every two years. All classified personnel are evaluated by their immediate supervisors (Agreement, 13, 53-54).
Self-Evaluation III.A.1.b.

OCC meets the standard in that it evaluates all personnel systematically and at stated intervals. Administrators and staff personnel are evaluated by their immediate supervisors using their job description as a standard at stated intervals. To improve the timely submission of evaluations completed by administrators, longevity pay is tied directly to the expectation of timely evaluations of their subordinates.

OCC has contract-negotiated criteria that stipulate when evaluations for faculty occur and what questions are asked in evaluations of counselors, librarians, and faculty personnel. These evaluation instruments, used by peer and student evaluators, are negotiated with the District and can be updated every three years with contract negotiation. The evaluation instrument has not been changed for many years. There is currently no requirement for faculty to maintain their competency within their discipline; however, tenure-track instructors are asked to describe how they have extended their expertise in their specific discipline, and all faculty are asked to describe professional growth activities (*AFT*, 70, 78). Actions taken following evaluations are formal, timely, and documented, as spelled out within the contract for faculty and staff.

In response to the statement in the 2005-2006 Accreditation Self Study Survey, “The current faculty evaluation process is effective,” employees responded as follows:

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>46.7%</td>
<td>40.0%</td>
<td>13.3%</td>
</tr>
<tr>
<td>Classified</td>
<td>58.1%</td>
<td>25.8%</td>
<td>16.1%</td>
</tr>
<tr>
<td>Faculty</td>
<td>21.1%</td>
<td>27.6%</td>
<td>51.3%</td>
</tr>
<tr>
<td>Managers</td>
<td>28.6%</td>
<td>57.1%</td>
<td>14.3%</td>
</tr>
<tr>
<td>Total</td>
<td>26.7%</td>
<td>28.8%</td>
<td>44.5%</td>
</tr>
</tbody>
</table>

Table 2: Faculty Evaluation Encourages Improvement
Source: *Faculty*, 8

In response to the statement, “The current administrator evaluation process is effective,” employees responded as follows:

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>58.8%</td>
<td>23.5%</td>
<td>17.6%</td>
</tr>
<tr>
<td>Classified</td>
<td>50.0%</td>
<td>17.2%</td>
<td>32.8%</td>
</tr>
<tr>
<td>Faculty</td>
<td>36.1%</td>
<td>25.7%</td>
<td>38.2%</td>
</tr>
<tr>
<td>Managers</td>
<td>50.0%</td>
<td>0.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Total</td>
<td>40.9%</td>
<td>23.0%</td>
<td>36.1%</td>
</tr>
</tbody>
</table>

Table 3: Administrator Evaluation Process is Effective
Source: *Faculty*, 8

Although it is difficult to analyze the results in the Self Study Survey responding to the effectiveness of the evaluation processes, over 50% of the faculty believe, that in the case of their evaluations, the process does encourage improvement (Table 2). However, 58.8% of administrators and 50.0% of classified staff surveyed do not agree that the administrative evaluation process is effective (Table 3).

Planning Agenda III.A.1.b.

- Regularly review the evaluation processes for human resources.
**III.A.1.c.** Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

The Student Services and Administrative Services wings need to develop their own processes for evaluation of staff and managers who are responsible for student progress towards institutional student learning outcomes applicable to their areas. These processes must adhere to current contractual agreements.

**Planning Agenda III.A.1.c.**
- Develop processes to identify and evaluate student learning outcomes in adherence with contractual evaluation processes.

**Descriptive Summary III.A.1.c.**

Faculty evaluation procedures fall under existing contract agreements (*AFT*, 8-15). Evaluation of full- and part-time faculty is negotiated by contract and subject to collective bargaining. Any change in the evaluation process or its procedures must be negotiated between the Coast Community College District and the faculty bargaining unit.

Faculty evaluations are based on, in part, “preparation for class and organization of material consistent with approved course outlines” (*AFT*, 72). Starting Fall 2006, the Curriculum Committee has required that all new and revised course outlines will include student learning outcomes. Since faculty evaluations will be based, in part, on their organization of material consistent with these outlines, they will be responsible for student progress towards achieving stated student learning outcomes in the course outline.

The College has adopted institutional student learning outcomes to be incorporated in the Administrative Services and Student Services wings. Processes are yet to be developed to identify student learning outcomes appropriate to areas within these wings and to address the accountability of managers and staff in terms of meeting those student learning outcomes.

**Self-Evaluation III.A.1.c.**

As a result of the Curriculum Committee requirement that faculty include student learning outcomes in all new and revised course outlines, the College has made progress towards addressing this standard in terms of the Instructional wing.

**III.A.1.d.** The institution upholds a written code of professional ethics for all of its personnel.

**Descriptive Summary III.A.1.d.**

There are several examples of professional ethics upheld by the institution. Every employee signs the Oath of Allegiance for persons employed by a public school district as required by state law (State). The Board of Trustees’ policy subtitled “Ethical Responsibilities” (“Board,” 18 Sept. 1991) pertains specifically to members of the District’s Board of Trustees. The District’s other policies aimed at ethical behavior include the Sexual Harassment Policy (CCCD, *Sexual*), Equal Employment Opportunity Policy, non-discrimination policies, and the Computer and Network Use Policy (“General,” 19 Jan. 2005).

The Coast Federation of Classified Employees recently adopted a Code of Ethics and Conduct for their Executive Council (*Coast*, 13 Oct. 2005, 8). A list of standards of performance common to the profession (*AFT*, 64-66) is included in the CFE/AFT Contract criteria for evaluating contract faculty.

The *Orange Coast College Faculty and Staff Handbook, 2003-2006*, refers faculty and staff to the *Manual of Board Policies and Administrative Procedures* for all policies related to professional standards of behavior. The handbook specifically outlines Board policy related to sexual harassment (*OCC Faculty*, 39).
Self-Evaluation III.A.1.d.

At present, Orange Coast College has no general code of ethics for employees. Statements do exist in a number of specific areas listed above; however, there is no overall coordinated, documented institutional code of behavior. The Orange Coast College Faculty and Staff Handbook should be revised and updated to include a Board-approved code of professional ethics for College employees (OCC Faculty).

Planning Agenda III.A.1.d.

- Update the Orange Coast College Faculty and Staff Handbook to include a professional code of ethics.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

Descriptive Summary III.A.2.

Orange Coast College employs highly qualified and committed faculty, staff, and administrators who are dedicated to students and the College mission. The hiring process is well-orchestrated through Personnel Services, whose staff members ensure applicant pools are viable and that only the most qualified individuals are hired. All employees are regularly evaluated by their supervisors through evaluation processes delineated in contract language. A variety of staff development programs and other opportunities assist staff in their continued professional growth and development.

According to the OCC Atlas 2005-2006, the College employed 1,094 classified, certificated, and administrative staff, with 633 of these employees being contract employees; not included in the 1,094 are approximately 460 student assistants and 700 150-day hourly employees. Of the 1,094 employees, there are 271 full-time faculty, 461 part-time faculty, 333 classified support staff, and twenty-nine administrators. Total classified, certificated, and administrative staff has decreased 3.8% since the last accreditation (OCC Atlas 2005-2006, 57).

Since the College’s last accreditation self study in 2000, there has been a 15.8% decrease in full-time certificated faculty. There has been no change in part-time certificated personnel. The current full-time faculty to part-time faculty ratio is approximately three to five. The decrease in full-time certificated faculty is due to a number of factors. In 2001, twenty-eight full-time certificated staff members were hired using Partnership for Excellence funds provided by the state on an annual, but not a guaranteed, basis. The removal of Partnership Funds resulted in a severe decrease in hiring from 2002-2004. In 2003-2004, the District offered a retirement incentive, resulting in fifty-two faculty retirements. The retirement incentive allowed for a partial replacement of the positions. Five full-time certificated employees were hired to begin 2004-05; fourteen were hired to begin the 2005-2006 academic year, and fourteen were hired to begin the 2006-2007 academic year. From 2000-2005, there has been an increase of 2% in classified staff and a 3% decrease in administrative staff (OCC Atlas 2005-2006, 57).

Full-time faculty staffing needs are determined through a multi-tiered process originating at the program or department level. Recommendations are then discussed at the division level and at the Deans’ Council. The Deans’ Council proposes a prioritized list to the Instructional Planning Council (IPC). The IPC reviews this prioritized list and recommends to the Planning and Budget Committee. The Planning and Budget Committee is a shared governance committee that recommends to the College President.

Replacement employees and new hires in the classified staff and administrator ranks are determined through dialogue at the department and division level. Managers take their requests to the plan-
ning body for their wing. Based on the recommendation of the wing’s planning body, this request is then taken to the Vice Presidents’ Council and the President. This group looks at different funding options available for each position and sends the initial personnel request, along with the group suggestions, to the Planning and Budget Committee. The Planning and Budget Committee examines the recommendations by the hiring manager requesting the position and makes a formal recommendation to the President for final approval.

Self-Evaluation III.A.2.

Of the 1,067 students responding to the statement in the Self Study Supplemental Student Survey, “The college provides a sufficient number of faculty, staff, and administrators to support student learning,” 539 or 50.5% agreed with the statement, 107 or 10.0% disagreed, and 421 or 39.5% were neutral.

For the 2005-2006 academic year, the College employed 271 full-time faculty, the lowest level since 1996. Even with the recent addition of fourteen new faculty members, the number of full-time faculty, currently 285, remains low.

Planning Agenda III.A.2.

• Continue to monitor and evaluate the need for hiring full-time faculty.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary III.A.3., III.A.3.a., III.A.3.b.

The institution’s personnel policies and procedures are systematically developed by incorporating the applicable California State Education Code, labor, and case laws with current Board policies and procedures. Board policies and procedures are driven by past practices, collective bargaining agreements, institutional need, and law. Board policies are available for information and review in the President’s Office, the Academic Senate, and the Union offices. They are also contained within the Faculty and Staff Handbook (OCC Faculty) and the New Faculty Handbook (OCC Atlas 2005-2006).

The institution provides a series of checks and balances to ensure fairness in all policies and procedures through training of managers and staff in personnel matters, training, and handbooks for hiring committees, employee handbooks, new-hire orientations, collective bargaining agreements, regular evaluations, and meetings at all levels.

Written policies to ensure fairness in personnel policies and procedures are reviewed regularly through collective bargaining agreements. There is no collective bargaining unit or agreement for managers or administrators. The Coast District Management Association represents managers and administrators. This body, however, is not a collective bargaining unit, and there is no formal negotiation process. The collective bargaining agreements for faculty and 50-60% part-time faculty have been recently renegotiated and are in effect until June 30, 2008. Part-time faculty teaching less than fifty percent have a collective bargaining agreement that expired on September 1, 2004. Currently, these part-time faculty members are working under the expired agreement and are in negotiations for a new agreement. The classified staff bargaining recently reached
a new agreement with the District. The faculty and classified agreements are reviewed and renegotiated every three years. All part-time agreements are renegotiated on a four-year cycle (OCC Campus, AFT, Coast CCA).

Official personnel records are kept in a locked facility by District Human Resources. Discarded documents are routinely shredded. Employees may review their personnel file at any time by contacting District Human Resources and making an appointment. A qualified representative of the District Human Resources staff supervises all reviews of personnel records by employees (AFT, 7-8; Agreement, 12-13; Coast CCA, 6-7).

**Self-Evaluation III.A.3.**

Orange Coast College adheres strongly to its established and written policies and procedures for all aspects of employment for its personnel and their personal records.

While the policies and procedures are well established and followed, the dissemination of the information to the general staff is fragmented throughout the campus and District. Efforts are being made to make all information available on the OCC Portal, accessible to all employees.

**Planning Agenda III.A.3.**

- Gather information about personnel policies from their various sources, create a single document, and place it on the OCC Portal.

**III.A.4** The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

**III.A.4.a.** The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

**III.A.4.b.** The institution regularly assesses its record in employment equity and diversity consistent with its mission.

**III.A.4.c.** The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

**Descriptive Summary III.A.4., III.A.4.a.-c.**

By following educational codes and federal, state, and local laws, the institution fosters an appreciation for diversity. Furthermore, District Board policies summarize College standards on equity and diversity. The equal opportunity guidelines and hiring laws outlined in the District Hiring Committee Handbook are followed by the hiring committees with the help of the campus Personnel Office. The Personnel Office assists the hiring committees to meet with confidentiality requirements and encourages diversity of race and gender (OCC Campus, 26-28, 32). Orange Coast College is an equal opportunity employer and prohibits any discrimination with regard to ethnicity, disabilities, or gender. The College sets goals for ethnic representation of hiring pools at all levels of employment (CCCD, Feb. 1996, 53-54).

Orange Coast College creates and maintains support for its diverse personnel by offering extensive programs and handbooks through its Staff Development and Professional Development Office. Programs provide training and opportunities for all lev-
els of employees to enhance and expand personal growth (OCC Staff). Board policies include mandated workshops and training in the areas of sexual harassment, gender equity, and staff diversity (“Employee,” 15 July 1987).

In the Academic Master Plan, Goal Five specifically addresses the need to “devise and implement a three-year hiring plan with stated staffing goals and priorities.” One of the suggested implementation strategies is to “focus on campus diversity hiring practices” to meet staffing goals and priorities in addition to student, faculty, and staff awareness and knowledge of international issues (OCC Master 2005, 2.1-5). Each goal represents objectives and responsibilities for faculty, staff, and administrators. The Orange Coast College Atlas includes employee data, specifying OCC staffing trends, gender, and ethnicity of faculty, classified staff, and administrators (OCC Office, 2005-2006, 57-63). The OCC Atlas is updated annually and is readily available at the OCC Personnel Office. OCC’s program review process includes regular assessment of its record on employment equity and diversity consistent with the Mission Statement (OCC Program, 2004-2005, 2).

The institution demonstrates integrity in the treatment of administration, faculty, staff, and students by recognizing and honoring the current collective bargaining agreements (AFT; Agreement, October 16, 2002; Coast CCA). Through negotiations with these groups, the College shows its support for each governing body. The unions are committed to equal treatment regarding grievance, discrimination, harassment, or any other complaint.

**Self-Evaluation III.A.4., III.A.4.a.-c.**

The College meets the standard. This is supported by the Self Study Survey results reported below.

In response to the following statement in the Self Study Survey, “The College adheres to written policies that ensure fairness in all employment procedures,” employees responded as follows:

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>15.0%</td>
<td>0.0%</td>
<td>85.0%</td>
</tr>
<tr>
<td>Classified</td>
<td>17.7%</td>
<td>35.5%</td>
<td>46.8%</td>
</tr>
<tr>
<td>Faculty</td>
<td>10.2%</td>
<td>19.0%</td>
<td>70.7%</td>
</tr>
<tr>
<td>Managers</td>
<td>0.0%</td>
<td>37.5%</td>
<td>62.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11.9%</strong></td>
<td><strong>21.7%</strong></td>
<td><strong>66.4%</strong></td>
</tr>
</tbody>
</table>

Table 4: The College Adheres to Written Employment Policies
Source: Faculty, 9

These results provide evidence of the College demonstrating its success in its policies and practices with regard to issues of equity.

In response to the following statement in the Self Study Survey, "I believe that persons from other cultures are treated with respect at the College," employees responded as follows:

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>10.0%</td>
<td>0.0%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Classified</td>
<td>5.5%</td>
<td>5.5%</td>
<td>89.0%</td>
</tr>
<tr>
<td>Faculty</td>
<td>3.0%</td>
<td>7.4%</td>
<td>89.6%</td>
</tr>
<tr>
<td>Managers</td>
<td>0.0%</td>
<td>25.0%</td>
<td>75.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.9%</strong></td>
<td><strong>6.9%</strong></td>
<td><strong>89.2%</strong></td>
</tr>
</tbody>
</table>

Table 5: Persons from Other Cultures Treated With Respect
Source: Faculty, 8
In response to the following statement in the Self Study Survey, “I am personally treated with respect at the College,” employees responded as follows:

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>0.0%</td>
<td>10.0%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Classified</td>
<td>2.7%</td>
<td>14.9%</td>
<td>82.4%</td>
</tr>
<tr>
<td>Faculty</td>
<td>3.0%</td>
<td>11.4%</td>
<td>85.7%</td>
</tr>
<tr>
<td>Managers</td>
<td>0.0%</td>
<td>12.5%</td>
<td>87.5%</td>
</tr>
<tr>
<td>Total</td>
<td>2.7%</td>
<td>12.1%</td>
<td>85.3%</td>
</tr>
</tbody>
</table>

Table 6: I Am Personally Treated with Respect
Source: Faculty, 8

**III.A.5.** The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

**III.A.5.a.** The institution plans professional development activities to meet the needs of its personnel.

**III.A.5.b.** With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

**Descriptive Summary III.A.5., III.A.5.a., III.A.5.b.**

The College provides all employees, including those who are full-time or part-time, with a variety of opportunities for Professional Development. Professional Development opportunities for all Orange Coast College staff are described in the institution’s Faculty and Staff Handbook (OCC Faculty, 24-26), the New Faculty Handbook (OCC Office, 2006/2007), the Academic Senate Professional Development Handbook (OCC Academic, 2006-2007), annual Staff Development reports (OCC Staff, 2005-2006), in the respective bargaining agreements for faculty and classified staff (AFT; Agreement, October 16, 2002; Coast CCA), and on the Staff Development website.

Professional Development activities for full-time and part-time faculty members who work more than 7.49 lecture hour equivalents (LHEs) are funded primarily through agreements negotiated between the Coast Federation of Educators/American Federation of Teachers, Local 1911, and the Coast Community College District. These funds are processed at each college through the professional development committee reporting to the Academic Senate. At Orange Coast College, this committee is called the Professional Development Institute (PDI). PDI oversees and processes applications from full-time faculty members for contractually negotiated professional development funding and salary advancement credit.

The PDI Committee has produced a handbook listing the different types of professional development opportunities available for faculty commensurate with the current contractual agreements (OCC Academic, 2006-2007). This handbook is distributed to all full-time faculty members in print form and is
available on the OCC Portal under the PDI Committee and the Academic Senate sites.

The PDI Committee Chair maintains annual records of all faculty professional development activities in order to systematically evaluate the effectiveness of the program and to recommend changes to policies and procedures that will improve professional development opportunities for faculty. The PDI Committee chairs from each college in the district meet prior to any new contract negotiation. They determine areas of the contract that could be improved to serve district-wide faculty professional development needs. During 2005-2006, this process resulted in the Academic Senate professional development committees from each college recommending that the faculty union negotiate for increased funding for conferences and workshops. Consequently, in June 2006, the District agreed to double the amount allocated to each faculty member in the District to attend professional conferences and workshops from $100 to $200 per faculty member.

Professional development activities for classified staff are funded primarily through agreements negotiated between the Coast Federation of Classified Employees/American Federation of Teachers, Local 4794, and the Coast Community College District. These funds are processed through a district-wide professional development committee composed of classified employees from each campus. Classified employees can apply for funding of up to $5,000 per year or released time for education or conference attendance. Information about the Classified Professional Development Program is posted on the District website. (CCCD, Classified). Classified employees may develop a plan for professional development under several programs, including academic growth, professional conferences, and professional leave of absence. Plans are evaluated by the committee based upon value to an employee’s professional growth within the classified unit of Coast Community College District and availability of funds. To participate in this program, employees must (1) be employed in a permanent position, (2) have completed the initial probationary period of employment, and (3) meet specific eligibility requirements as outlined in each program.

Managers and administrators do not belong to a union but do belong to a District association that recommends funding for conferences and workshops, the Coast District Management Association (CDMA). According to agreements between the CDMA and the District, managers may apply for funding of up to $1,000 annually for conferences and workshops, $700 for doctoral studies, and $1,500 for coursework towards associate, bachelor’s, or master’s degrees (Coast Management). The CDMA, in conjunction with District Human Resources, administers these funds and processes applications.

Professional development funding for part-time faculty members who work less than 7.49 LHEs is provided primarily through the Coast Community College Association-California Teachers Association/National Education Association. Part-time faculty members can apply for up to $700 per year for off-site conference attendance and $100 for in-district conference or workshop attendance. Funds are distributed to each college in the District on a semester basis, based on the number of qualifying part-time faculty from the previous semester. Funds are administered by the Office of the Vice President of each college.

Professional Development opportunities are provided for all campus employees by the College’s Staff Development Office. The Orange Coast College Staff Development Office is funded by the President of OCC on an annual basis. The office is staffed by a faculty member reassigned 60% and a staff assistant working 80%. The Staff Development Steering Committee, composed of faculty, staff, and managers, meets monthly to process applications for funding, to evaluate the success of ongoing programs, and to use these evaluations and information garnered from their employee groups to improve future programs. The Staff Development Office also works closely with the College President, the vice presidents of the College, and the Academic Senate President to ensure that professional development opportunities are aligned with the College mission and the Academic Master Plan. For example, the Staff Development Office works with the Vice President of Instruction’s Office to develop and implement orientation programs for new full-time and part-time faculty. The College now offers a two-year Teaching Academy for all new faculty as well as an orientation for new part-time faculty. The Staff Development Office also works with the offices of all vice presidents and the President to facilitate team conference grants.

Since the 2000 accreditation, the Staff Development Office has been negatively affected by three things: the withdrawal of state funding, the College
decision to not include required professional development flex hours in the contractual calendar, and the reduction of the academic term from eighteen to sixteen weeks. With no state funding, no required professional development obligation for the faculty, and less available time during the working day for optional activities, the Staff Development Office has had to reinvent itself in order to encourage attendance at workshops and events.

The office has relied more on the Staff Development Steering Committee to determine activities faculty and classified staff will choose to attend despite the lack of incentive programs. The Office has also worked hard to advertise events, workshops, and resources by maintaining a website, by sending out all-user emails with weekly staff development newsletters, and by presenting information at division meetings, Academic Senate meetings, administrative cabinet, and other committee meetings. One of the most successful innovations of the program has been to develop staff development team grants as an alternative to workshops. Workshop attendance had noticeably declined once flex hours were no longer required. The committee decided that competitive team grants would encourage employees to develop programs and workshops closely aligned with their specific needs. These grants have proven to be extremely successful and will continue during the 2006-2007 academic year. Examples of team grants are listed in the 2005-2006 Staff Development Report (OCC Staff, 2005-2006, 7).

During the 2005-2006 academic year, the Staff Development Office offered 188 events and programs ranging from technology training sessions provided by on-campus trainers to orientations for new full-time and part-time faculty and departmental and program retreats (OCC Staff, 2005-2006, 12-16). The College systematically includes evaluation as part of any formal training offered or supported by Staff Development. The Staff Development Office actively solicits input from campus constituent groups each year as it plans activities and the distribution of funds. During 2005-2006, the Staff Development Office worked closely with Web Services to develop an online survey to assess technology training needs. Technology training workshops throughout the year were planned in accordance with survey-determined needs and interests. In addition, faculty and staff members fill out written evaluation forms immediately following activities to provide feedback on the presentations and facilitate future planning.

Other activities supported by the Staff Development Office include:

- Recognition programs
- UCI student intern program
- Visiting Scholars Program
- John D. Renley Grant for the Development of Educational Materials
- Staff Development website
- Weekly online letter
- Student learning outcomes (SLO) brown bag lunches
- Department and program team grants
- Opening and Closing Day activities for all employees
- Retirement awards and ceremonies.

During the 2005-2006 year, 2,544 faculty, staff and students attended staff development events. All of these activities are described in the 2005-2006 Staff Development Report (OCC Staff, 2005-2006, 8).

**Self-Evaluation III.A.5., III.A.5.a., III.A.5.b.**

The College is clearly committed to developing professional development activities that respond to the needs of its employees and the mission of the College. Activities are advertised in several places and can be accessed via Internet and the OCC Portal by full- and part-time faculty, classified employees, and administrators. Given the lack of funding, lack of required flex hours, and compressed sixteen-week schedule, the College continues to address the professional development needs and interests of its employees.

The College has experienced a significant turnover of faculty, staff, and managers in the last six years. In order to serve the needs of these employee groups, administrative support may need to be increased to provide orientation programs, technological training, instructional professional development, recognition ceremonies, special semester events, and student learning outcomes training. The Staff Development Office has worked closely with
the Vice President of Instruction to develop orientation programs for new faculty. Similar programs should be developed to orient new managers and classified staff.

The College has demonstrated a strong commitment to professional development for all College employees. Recommendations for activities are compiled from all campus constituent groups by means of surveys and steering committee discussions each year. Evaluation and feedback are systematically solicited for all college-supported professional development activities. These evaluations are used to improve professional development opportunities and activities and to respond to the needs and requests of a diverse community.

In response to the 2006 Self Study Survey statement, “Appropriate opportunities for professional development are available to me,” employees responded as follows:

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>10.0%</td>
<td>30.0%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Classified</td>
<td>30.2%</td>
<td>25.4%</td>
<td>44.4%</td>
</tr>
<tr>
<td>Faculty</td>
<td>7.9%</td>
<td>18.1%</td>
<td>74.0%</td>
</tr>
<tr>
<td>Managers</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>12.3%</td>
<td>19.8%</td>
<td>67.9%</td>
</tr>
</tbody>
</table>

Table 7: Professional Development Opportunities
Source: Faculty, 9

The survey indicates that classified staff members are the least satisfied group on the College campus in terms of professional development opportunities. However, 67.9% of all College employees are satisfied that they are provided with professional development opportunities.

**Planning Agenda III.A.5., III.A.5.a., III.A.5.b.**

- Increase professional development programs to specifically address the needs of classified staff.

**III.A.6. Human resource planning is integrated with institutional planning.** The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

**Descriptive Summary III.A.6.**

Human resource planning is performed at multiple levels with input from a variety of constituencies. New or vacant positions are reviewed at the department level, reviewed and prioritized within each wing, presented to the Vice Presidents’ Council and then reviewed and recommended by the Planning and Budget Committee (Planning, 22 Sept. 2005). The Planning and Budget Committee reviews and recommends hiring requests based on institutional planning needs reflected in the institutional mission and the College’s Academic Master Plan (Planning, 22 Sept. 2005; Planning, 13 Oct. 2005).

Assessment of human resource planning is also performed at multiple levels and with input from a wide variety of constituencies. Programs and departments perform program review on a six-year cycle, when faculty and staffing issues are addressed by the College (“OCC Program”). These results are reviewed by the vice president of each wing. An Instructional wing hiring plan was presented to the Planning and Budget Committee (Planning, 27 April 2006). This plan specifically recommends the use of data to support faculty hiring requests and the integration of program review (Planning, 13 Oct. 2005).

Vocational programs review staffing needs and qualifications with community advisory committees (Advisory). Several vocational programs are also involved in program-level accreditation. Those programs receiving outside accreditation adhere to accreditation requirements for minimum qualifications and minimum instructor ratios.

Orange Coast College’s human resource planning is shaped by a multi-tiered process of ongoing dialogue regarding evaluation and improvement. This dialogue occurs within departments, divisions, wing planning committees, and executive planning sessions. It culminates in the College Planning and Budget Committee review and recommendation to the President. As recently as February 9, 2006, the process was again reviewed and refined to modify the timeline for approving new and replacement positions. Members of the Planning and Budget Committee requested more time to discuss positions with their constituencies prior to a discussion and vote (Planning, 9 Feb. 2006, 2).

Planning Agenda III.A.6.

- None.

III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Descriptive Summary III.B.

Orange Coast College consists of a 164-acre campus with eighty-three buildings and its off-campus facilities: the School of Sailing and Seamanship in Newport Beach and Rabbit Island, a 22-acre island and research facility off the coast of British Columbia, Canada. Physical resource planning is integrated with institutional planning formally through the Orange Coast College Master Plan. The OCC Master Plan comprises three components: the Academic Master Plan, the Technology Master Plan, and the Facilities Master Plan.

A key component of the Facilities Master Plan is the Facility Condition Assessment Report (CCCD, Facilities). This report was commissioned by the Coast Community College District in early 2002. Coast Community College District elected to participate in the joint agreement that the Foundation for Community Colleges had negotiated with 3D/International for a discounted pricing agreement for facilities condition assessments. The District contracted with 3D/International to assess and document the facility repair, rehabilitation, and modernization requirements relative to the District. This document became the foundation document for the passing of Measure C, a $370 million bond approved by voters in Fall 2002 (“Exhibit”). The portion of this District facility assessment that specifically addresses Orange Coast College has been adopted as a component of the Facilities Master Plan (OCC Master).

The 2005-2008 Orange Coast College Master Plan updates previous master plans. The process for preparing the comprehensive OCC Master Plan included an extensive series of campus and community focus groups and open forum meetings. The integration of three planning documents, The Academic Master Plan, the Technology Master Plan, and the Facilities Master Plan, into one document, the OCC Master Plan, is intended to assure that the student learning needs expressed in the College mission are addressed not only in academic planning, but also in the planning decisions regarding facilities and technology resources. Additionally, the Facilities Master Plan ensures that decisions regarding demolition and construction projects be prioritized to balance the best use of College land and most pressing physical needs and concerns (OCC Master).

The Facilities Planning Committee is charged with oversight of all physical resource projects and expenditures with regard to the Facilities Master Plan and includes projects funded by Measure C. This committee forwards recommendations to the Planning and Budget Committee. The Planning and Budget Committee assures that all College spending reflects and supports the student-learning needs reflected in the mission of the College and that facility spending is prioritized and consistent with the needs of the students. Both of these committees provide the primary campus discussion forums for actively comparing and balancing long-term institutional planning goals and immediate needs with utilization and expenditures of physical resources.
**Self-Evaluation III.B.**

The College meets the standard.

**Planning Agenda III.B.**

- None.

**III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

---

**Descriptive Summary III.B.1.**

**Room Utilization**

The College provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services. However, it is currently in the process of new physical resource construction, as well as remodeling some of the existing physical inventory to accommodate programs that require additional space and to address projected growth. Currently, a Room Utilization Inventory (CCCD “Calif.”) and Instructional Equipment Inventory (“Fall”) are linked to course scheduling (Ferrero) to provide all College divisions with access to needed instructional resources. These inventories include instructional equipment data, so that facility usage can be optimized and accessed across the campus. Each division reserves scheduling priority within its designated facility assets. Division administrators and the campus master scheduler routinely track and utilize available assets to maximize availability of instructional rooms and equipment for all programs on campus.

**Maintenance and Operations**

Maintenance and Operations (M&O) employs multiple methods to operate and maintain existing facilities to provide safe, clean, accessible, and educationally conducive environments that support students and staff while contributing to the image and quality of the community. The primary methods used to maintain the facilities include a Building Condition Index (“OCC”) and a computerized maintenance and repair work order record system (“OCC Work”). The Building Condition Index assesses the structural and building systems (including electrical, mechanical, plumbing, and communications), enabling M&O to schedule adequate upgrades and maintenance that prolong the safe usefulness of College resources. M&O tracks regular maintenance schedules as well as work order requests that originate from student, staff, and community complaints, as well as accident reports and requests. Tracking work orders allows M&O to identify recurring problems and respond to larger system failures that require immediate attention. The tracking system also enables M&O to determine if projected work may be included in deferred maintenance programs or repair plans during off-peak campus occupancy.

**Safety**

Facility maintenance staff members routinely monitor building safety. Maintenance workers are trained to identify life safety issues and safe cleaning practices (“Coast,” 19 April 2005; CCCD “Pesticide;” Joshua; Morin). The District also retains a certified Division of the State Architect (DSA) inspector on the OCC campus due to the amount of construction occurring and the size of the campus. The Campus Public Safety Department, in addition to policing duties, collects crime and accident reports and includes facility-related causes in their regular reports (OCC Campus, 1 July 2004–30 June 2005; OCC Campus, 21 April 2005–3 Feb. 2006). Facility-related issues are referred to the maintenance department for assessment and correction. The Campus Public Safety Department also interfaces and cooperates with community agencies, such as the Costa Mesa Police Department, to monitor local traffic and policing issues related to nearby activities at the Orange County Fairgrounds as well as a community Swap Meet held on campus every weekend. Most of the interaction and communication involving M&O, Campus Public Safety, and the Vice President of Administrative Services occurs in the monthly Facilities Planning Committee meetings; however, Campus Public Safety and M&O both respond directly to complaints and accidents.
Safety, facility utilization, and sufficient resources on campus are constantly changing and require close monitoring, multiple sources of input, and broad lines of communication. Campus Public Safety, Maintenance and Operations, College division offices, District Department of Environmental Health and Safety, and Administrative Services departments work to collect necessary information and respond to safety or resource problems. Sources of information include, but are not limited to, video surveillance, audible alarm systems, the public, students, faculty, staff, local police and fire companies, and contractors, among others.

It is vital to keep lines of communication open between the source of the safety or facility issue and the team member who is going to remedy the situation. The means of communication that exist on campus are: departmental meetings, hand-held field radios, cell phones, campus landline phones, email, campus mail, and the OCC Portal. Campus Public Safety and M&O are constantly trying to improve ways to collect safety and facility information, procedures to transfer information to necessary parties, and following up work assignments to ensure they were completed properly and in a timely manner. The College explores improvements in security systems, communication systems, M&O's work order system, after-hours communication, emergency reporting, and employee training necessary to provide the most efficient responses to safety and facility issues.


The College meets the standard.

Planning Agenda III.B.1.

• None.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary III.B.1.a.

Many facilities on the Orange Coast College campus were constructed in the early 1950s. Much of the infrastructure dates back to when the College was an Army Air Force base. With these issues in mind, College administrators focus on replacement, renovation, and updating campus facilities whenever the funds become available.

The 2003 Facility Condition Assessment Report completed by the District (OCC Master, 4.1) and incorporated in the current Orange Coast College Master Plan (OCC Master) is the most current and operative analysis of campus physical resources. The report provides a rational analysis of the efficiency of the College’s physical resources, a key indicator of the need to replace a building. The report also facilitates institutional planning dialogue within Orange Coast College Master Plan focus groups, the Planning and Budget Committee, and the Facilities Planning Committee. This ongoing dialogue has resulted in the current prioritization of proposed buildings, upgrades, and facility replacements with regards to program and service needs. The spending of Measure C funding has been driven by these decisions, and construction is well under way.

Recently completed projects include the following: soccer fields, stadium renovation, south campus utilities upgrade, baseball field, Parking Lot F (Adams Lot) extension, Sailing Center sea wall and ramp repairs, the Frank M. Doyle Arts Pavilion, Watson Hall seismic reconstruction, and the remodel of the Home Economics and Social Science classroom buildings.

Currently under construction are student parking lots, the Learning Resource Center, and the Fitness Center.

In planning stages are the theater and music complex, Center for Applied Science renovation, Consumer Health and Science buildings, student union building, campus signage design, and interdisciplinary complex.

Due to the high volume of construction occurring
on campus, the District Measure C Citizens’ Oversight Committee posts periodic updates of construction activity on the Measure C website (CCCD Measure). Additionally, the campus administration constantly updates facility plans and construction projects to adjust to the needs of the campus, students, faculty, staff, and the surrounding community. When needed, the administration hires consultants to prepare, update, and distribute plans and reports to provide a clear picture of the campus facility conditions. The College plans to make periodic updates to the *Facilities Master Plan* and other planning documents to provide the most up-to-date information regarding campus facilities. The College also plans to review completed construction and facility projects to streamline the cost, management, time frame, and success of future projects.

**Self-Evaluation III.B.1.a.**

Measure C funds have been instrumental in allowing the College to address this standard. The planning documents the College has created, beginning with the Facilities Condition Assessment Report and culminating in the *Orange Coast College Master Plan*, have assured that the institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

**Planning Agenda III.B.1.a.**

- None.

**III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

**Descriptive Summary III.B.1.b.**

Maintenance and Operations (M&O), Campus Public Safety, and District Environmental Health and Safety, among other groups on campus, strive to provide the students and campus visitors with the highest possible degree of access, safety, and healthful learning and working environment.

**Access**

All new or renovated facilities are adequately designed to accommodate disabled students and staff. All specified equipment that accompanies construction contracts also meets state and federal requirements for access. Special Programs and Services provides ongoing advocacy for maintaining high levels of disabled access. Special Programs and Services offers services to students with special needs and redirects complaints related to physical resources to the proper department for correction. Special Programs and Services also provides appropriate instructional equipment for students and staff with special needs.

**Safety and Security**

Campus Public Safety and M&O routinely maintain safety and security at Orange Coast College. Campus Public Safety patrols the campus twenty-four hours a day, seven days a week, to ensure safety. Campus Public Safety maintains a staffed central office with approximately fifteen campus safety officers and nine patrol vehicles to monitor the inner campus, surrounding parking lots, and grounds. Additionally, all classrooms are now provided with emergency phones as part of a 2001-2002 campus-wide facility upgrade. Emergency call stations were added to parking areas in 2003-2004. The location of these phones is listed in the *New Faculty Handbook*, the *OCC Catalog*, and campus maps provided by the office. Campus Public Safety and M&O are both charged with maintaining security of the physical resources. They control key, door, and window access. They oversee and maintain surveillance systems and alarmed rooms.

A combined team of supervisors from the Campus Public Safety Department, Computer Support, and M&O are investigating the potential to automate buildings to allow electronic access control to improve safety and security of the campus facilities. The electronic system would replace the mechanical lock and key system as well as the traditional securi-
ty alarm systems.

**Healthful Environment**

Maintaining healthful learning and working environments is largely the responsibility of M&O; however, all staff members are expected to report physical site-related problems to their divisions or departments. Division administrators are responsible for confirming and forwarding complaints to M&O. The College periodically trains M&O staff to respond to such health issues as hazardous materials, biological contaminates, and building-related systems, such as air quality and sanitation (“Coast,” 19 April 2005).

Focus group discussions for the Facilities Master Plan raised qualitative issues of health such as natural light, fresh air, and incorporation of environmentally responsive building materials. These issues continue to be topics of concern in the building committees established for each new proposed building or renovation project. The new Consumer Health and Science Building will be Leadership in Energy & Environmental Design (LEED) certified to acknowledge that the building has been designed and constructed to optimize a healthy and energy-efficient environment.

**Self-Evaluation III.B.1.b.**

The OCC Master Plan has identified the facility deficiencies that exist on the campus, and it sets priorities for reconstruction or renovation. The Measure C bond provides the necessary funding to update the facilities as much as possible. With the rising cost of construction, it may not be possible to accomplish all of the goals of the Master Plan with the current Measure C funds. With this in mind, College administrators are exploring methods of funding, including placing another bond issue before voters. In the interim, Maintenance and Operations and Campus Public Safety work diligently to keep existing facilities as safe, healthy, and accessible as possible. Where possible, the campus administrators will allocate funds provided by state allotments for deferred maintenance to alleviate existing building and system deficiencies.

**Planning Agenda III.B.1.b.**

- Anticipate the depletion of Measure C Bond funds and explore alternative future methods of funding facilities improvements.

**III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

**Descriptive Summary III.B.2.**

Many College committees and departments, including those associated with inventory control, campus surplus, campus storage, campus facility relocation, campus technology planning, computer support, and vocational education, are critical in maintaining the quality of the facilities provided to the students and visitors to the Orange Coast College campus. Careful attention must be taken when construction occurs to maintain inventory control so no inventory is lost during construction transitions.

The College has multiple inventory devices to record the acquisition, maintenance, location, and utilization of all physical resources. Key inventories include Facilities Inventory (OCC “Active”), Maintenance and Repair Work Order Records (“OCC Work”), Annual Instructional Equipment Inventory (Waterman), and Campus Space Utilization (CCCD, “Calif.”). These inventories are used to schedule ongoing replacement, upgrade, and acquisition of resources needed to support programs and services. Instructional equipment is inventoried, maintained, and periodically upgraded by Computer Support Services (Waterman, July 2006). Additional equipment is monitored by the supervisor of Large Group Facility Course Support, under the direction of the Dean of Instructional Programs, which specifically addresses the instructional equipment used in lecture rooms. Both Computer Support Services and Large Group Facility Course Support have allocated funding to ensure that instructional equipment is available in sufficient quantities and updated to adequate technology standards. Instructional divisions are responsible for maintaining and distributing instructional
equipment to support program needs. Procedures for determining priority and amounts received vary from division to division.

Vocational instructional programs have additional methods in place to ensure the effectiveness of their physical resources. Industry advisory boards are instrumental in evaluating and reviewing each vocational program's physical resources. Advisory boards are composed of members of the industry and community who meet annually on campus to report on industry trends and to make recommendations for equipment and facilities needed to maintain the effectiveness of the vocational curricula. Additional evaluations and program reviews are triggered by the application for VTEA funding (Ballinger, 10 Mar. 2006). Grant recipients of VTEA funding participate in program evaluations to ensure that equipment and facility improvements support the vocational programs effectively.

Self-Evaluation III.B.2.

Orange Coast College is constantly trying to improve its methods of inventory control, facility evaluations and planning, department evaluation and planning, and space usage and planning to efficiently operate the College facilities. The Orange Coast College campus strives to provide students and campus visitors with the highest quality facilities possible.

Planning Agenda III.B.2.

• None.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary III.B.2.a.

Long-range capital plans have been modeled as ten-year and twenty-year plans in the OCC Master Plan 2005-2008 (OCC Master) and were also modeled in the Vision 2010 Facilities Master Plan produced by the Coast Community College District (CCCD. Vision, 1993, 29-52). Projected facilities and equipment needs for the College are based on analysis of current physical resources, current facility condition indices, and the program goals set forth in the Academic Master Plan (OCC Master, 2.1). The OCC Master Plan also assesses and reports regional and environmental trends and demographics. In this manner, capital plans directly support the mission of the College, specifically to serve the needs of its community. The studies also assist in determining when to demolish or remodel a structure. This is a particular concern for OCC because of the large number of buildings built in the 1950s and reaching the end of their usefulness and adaptability. Operating costs and other factors affecting the total cost of ownership have been extensively studied and reported in the OCC Master Plan and reflected in the choices for funding improvements.

Self-Evaluation III.B.2.a.

The OCC Master Plan was developed with a great deal of investigation and future planning to cover the 2005-2008 period. The OCC Master Plan is the guiding document followed for all campus construction projects during this time period. Major revision of the OCC Master Plan will begin in Fall 2006 to account for new items of importance.

Planning Agenda III.B.2.a.

• None.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.
Descriptive Summary III.B.2.b.

OCC assesses the effective use of physical resources through monthly dialogue and department reports at Facilities Planning Committee meetings. The College also routinely evaluates resources with regard to institutional effectiveness in the Planning and Budget Committee. The Vice President of Administrative Services sits on both committees and is responsible for meeting with M&O to assure that funding is utilized efficiently and reflects integrated planning. The Vice President of Administrative Services also works with construction planners to ensure the institutional needs, as well as other campus facility needs, are addressed with new construction on campus. Campus administrators have designed subordinate positions under the Vice President of Administration to help achieve the goals of the College. Examples of these subordinate positions are Director of Maintenance and Operations, Assistant Director of Maintenance and Operations, and facility coordinators.

At the District and community level, the Board of Trustees and the Measure C Citizens’ Oversight Committee also serve to assess and confirm the effectiveness of physical resource planning.

Self-Evaluation III.B.2.b.

There is a great deal of dialogue regarding the integration of physical resource planning with institutional planning. However, there is not currently a systematic process of assessing the effective use of physical resources.

Planning Agenda III.B.2.b.

- Develop a process for the systematic assessment of physical resources.

III.C. Technology Resources

Technology Resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary III.C.1., III.C.1.a.

The main document that integrates institutional planning is the Orange Coast College Master Plan 2005-2008, incorporating the Academic Master Plan, the Technology Master Plan and the Facilities Master Plan. The use of technology resources to support student learning programs and services is outlined in the Academic Master Plan (OCC Master, 2.1) and the Technology Master Plan (OCC Master, 3.1).

The Academic Master Plan describes the College’s commitment to technology support to enhance the teaching and learning needs of the institution. A major goal in the Academic Master Plan is to “broaden campus use of technology to support learning and
student achievement” (OCC Master, 2.1-4). The goal lists three objectives: (1) design new and remodeled classrooms to include the latest teaching and learning technology, (2) increase students’ opportunities for online course and degree completion, and (3) use technology to increase faculty and student information (OCC Master, 2.1-4).

The Technology Master Plan states that Orange Coast College “is committed to universal access to and effective use of information technology” (OCC Master, 3.1-1). The plan outlines four strategic principles:

- In accordance with District policies, Orange Coast College will provide access to technology for all members of the College community including students, faculty, administration, and classified staff. Computers and network connections will be provided as needed to furnish universal access to on-campus information sources, wireless networking, web-based student services, and the Internet.
- Technology is an integral tool for supporting learning, instructional management, and administration, and the College must be critical for Orange Coast College. Activities involving learning about computer applications or learning at the computer will become a goal of the college experience for all students.
- College budgets must respond to new capabilities as they appear in the marketplace and include funding for new installations. Computer equipment has a limited functional life and requires replacement or upgrade. The College will provide budget line item recommendations for upgrading equipment and software.
- Orange Coast College will provide technical assistance and appropriate infrastructure to support the use of technology.

The major committee designed to integrate technology planning with institutional planning is the Technology Committee. The Director of Administrative Computing Services currently chairs this committee. It is a campus-wide committee, including faculty, staff, and students, with representatives from all campus areas: Instruction, Administrative Services, Student Services, as well as Information Technology (IT) staff. It recommends to the Planning and Budget Committee and is additionally charged with “providing recommendations to the Academic Senate and District IT” (OCC Technology, 2003-2004).

The Technology Committee has advised and guided many technology developments on the campus. These include:

- Wireless access available to students across the campus
- Virtual private network access to campus resources available to faculty and students from off-campus
- Recommendations on “smart” classroom configurations to the Planning and Budget Committee
- Evaluation of new technologies that can be used in the classroom.

IT staff members design, implement, and support campus-wide technology resources at Orange Coast College. These technologies include computers and related software; network infrastructure, including both wired and wireless networking; audio and video presentation systems; and reprographics and document services.

The primary responsibilities of IT include, but are not limited to:

- Enhancing student learning outcomes through the effective use of new technologies
- Simplifying access for students, faculty, staff, and administration through use of consistent on-campus and off-campus log-in mechanisms, as well as password management through the use of user-managed interfaces
- Encouraging collaboration through the use of new technologies such as online meetings, shared calendaring, and mobile computing
- Promoting the growth of distance education by the application of new tools and technologies
- Supporting the growth of distance education by effective use of training to prepare instructors to teach in an online environment
- Preparing personnel budgets to reflect the need for growth including the assessment of new hardware, software, infrastructure technologies, and the time line required to implement new technologies
- Creating and maintaining formal use polices, including regulations, standards, and redress, to secure the College’s technology resources from
the effects of incursions from the outside, as well as access from within the College's infrastructure.

(OCC Technology, “Strategic”)

Information technology services consist of three functional units charged with installing, configuring, and maintaining technology on the campus: Administrative Computing Services, Instructional Computing Services, and Web Services.

Administrative Computing Services provides computer and software support for staff, administrators, and faculty. The areas of support offered are the Support Center, Digital Media, Network and Infrastructure Support, and Server Administration. The Support Center is operational from 7 a.m. to 8 p.m., Monday through Thursday, and 7 a.m. to 5 p.m. on Friday. Technicians are qualified to solve most hardware and software problems that faculty, staff, and administrators may encounter when using desktop, laptop, and personal digital assistant computers. Administrative Computing Services also supports several types of locally attached and network printers. The Support Center receives more than 200 calls a day for service. The calls received vary from malfunctioning computers and application software to reserving audio and video (AV) equipment for classrooms and lecture halls.

Digital Media provides support for classrooms and large group lecture halls utilizing technicians within the Support Center. Current AV equipment requires computer technicians to operate and make repairs. Technicians perform multiple functions from equipment installation to repair of digital data projectors, laptops, and desktop computers, as well as installation of software used in classrooms and halls.

Network and Infrastructure Support is responsible for wired local area networks and the new campus-wide wireless network (WiFi). The network infrastructure was updated in September 2004 from a 10-megabit Ethernet architecture to a Cisco-based gigabit network. This has dramatically improved computing and data communication on campus. This infrastructure was needed to support the new WiFi network, which has provided enhanced flexibility in teaching and learning at the College. Students can now connect to the Internet anywhere on campus. Faculty members can use wireless laptops rather than be confined by fixed workstations.

Server Administration maintains over ninety servers on the Orange Coast College campus serving a broad range of clients. A complete list of all of the servers on the campus is provided on the “List of Orange Coast College Servers” document (OCC Technology, 2006).

Orange Coast College’s IT services work closely with the Coast Community College District’s (CCCD) Information Services Department. CCCD provides all telephone support for the three colleges in the District: Orange Coast College, Golden West, and Coastline, as well as the Wide Area Network (WAN) that links the three colleges to the Internet using a network funded by the state of California. Additionally, CCCD hosts all financial, personnel, and student records for the three colleges. The current system, after being in place for more than 15 years, is being converted to a new Enterprise Resource Planning (ERP) software system. The Board approved the selection of SCT Banner for the District’s software implementation services on August 17, 2005. The enormous scale of the project has made an aggressive plan necessary. This plan, now called Voyager, is expected to be fully operational by December 2007.

Instructional Computing Services provides computer and software support for students and faculty. The areas of support are John R. Clark Computing Center, instructional support, and Reprographics. Student access to computers is primarily provided by the John R. Clark Computing Center. The open lab area of the Computing Center houses ninety computers, and forty-one computers are provided in each of six classrooms. Additionally, two portable laptop carts, holding twenty laptops each, are housed in the Computing Center. The Business and Computing Division and the Computing Center house approximately 500 computers for student use. In addition to the John R. Clark Computing Center, eleven additional computer labs and classrooms, managed by four full-time instructional technicians, provide Orange Coast College students with a total of over 1,000 computing workstations. These labs and classrooms are located in the Library, the Skill Center, the Technology Building, the Literature and Languages Building, the Lewis Center, science classrooms, the Art Center, and the music buildings.
Table 8: Campus Computer Labs and Stations

<table>
<thead>
<tr>
<th>Campus Area</th>
<th>Number of Labs</th>
<th>Number of Computers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computing Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Lab Area</td>
<td>1</td>
<td>90</td>
</tr>
<tr>
<td>Lab / Classrooms</td>
<td>6</td>
<td>41 each</td>
</tr>
<tr>
<td>Faculty Offices</td>
<td>5</td>
<td>2 each</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>346</strong></td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Skill Center</td>
<td>4</td>
<td>43</td>
</tr>
<tr>
<td>Technology Building</td>
<td>7</td>
<td>195</td>
</tr>
<tr>
<td>Literature &amp; Language Building</td>
<td>6</td>
<td>65</td>
</tr>
<tr>
<td>Journalism</td>
<td>2</td>
<td>39</td>
</tr>
<tr>
<td>Lewis Center</td>
<td>8</td>
<td>55</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Hoag</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>Art Center</td>
<td>8</td>
<td>130</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>47</strong></td>
<td><strong>616</strong></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>59</strong></td>
<td><strong>962</strong></td>
</tr>
</tbody>
</table>

Source: “Workstation”

Reprographics offers a full range of document copying and binding services to support student learning and support for students, faculty, and staff. Reprographics supports the campus-wide movement to utilize technology to supplement or replace paper as a means of conveying printed information to students. The Reprographics workroom has several computers with full-page scanners attached that allow faculty to scan documents into electronic portable document format (PDF) files that can be emailed to students or posted on a website for viewing and downloading.

The Web Services Department at Orange Coast College supports student learning by implementing online information services and making them available both on and off campus. The department has three units that support different aspects of the department’s function: Web Development and Support, Technology Training, and the Online Learning Program.

Web Development and Support creates software applications to enable faculty and staff to communicate and collaborate. Web Development created the OCC Portal and continues to build upon this technology with the addition of new web parts custom-made for the campus, such as online faculty rosters and class schedules. The department is also responsible for the design and growth of the OCC website, which disseminates information about campus events to a worldwide audience. Web Development and Support also customizes features for the OCC website that allow students to submit forms and information from their home computer. In addition, Web Support assists faculty members who require additional web services to enhance course instruction. Currently Web Development and Support is participating in the district-wide Voyager ERP Project, establishing student email and a student portal.

Technology Training coordinates with Staff Development to offer workshops in popular software programs as well as web-based applications unique to OCC’s website. Workshops are offered at times that best accommodate the schedules of faculty and staff. Additional workshops are offered on an on-demand basis, along with deskside and over-the-phone assistance, to ensure training needs are properly met. All new full-time and part-time faculty members are offered training in the use of the OCC Online Web Builder. This in-house tool provides a simple method for faculty to distribute static content to their students. Faculty can post information, documents, or web links that students can look at and download as needed. The use of the Online Web Builder has resulted in more timely delivery of information and content to students as well as reduced use of Reprographics.

The Online Learning Program (OLP) offers students a chance to realize their educational goals using non-traditional schedules. As of Fall 2006, 16% of students enrolled at the College take online courses (Kidder, Fall 2006). Orange Coast College uses the WebCT CMS system. WebCT is a powerful, full-function course management system that provides on-campus faculty with a set of tools to deliver distance
education using dynamic course materials (static web pages, streaming media, and interactive content), testing, discussion areas, and intranet email. Within WebCT, students can engage in activities such as assignments, quizzes, lectures, and discussions, as they would in on-site college-level courses. To assist faculty in the use of WebCT, Orange Coast College has instituted a Training and Learning Online (TLO) program that instructors are required to complete to teach within the WebCT environment. Support is provided to students by phone or email if they need assistance accessing and using their online classrooms.

**Self-Evaluation III.C., III.C.1., III.C.1.a.**

Orange Coast College meets the standard. The inclusion of the Technology Master Plan within the OCC Master Plan and its integration into the Academic Master Plan reaffirm the College's commitment to the improvement of technological resources on the campus. Despite the challenge of the need to constantly keep up-to-date with technology, the College does assure the services, support, facilities, and software to enhance the operation and effectiveness of the institution. Examples of this include the significant availability of computers across the campus, wireless access from anywhere on the campus, and the availability of “smart” classrooms.

Currently, all faculty and staff have computers connected to the campus network in their offices. However, many computers are approaching the end of their useful life spans, and will need to be replaced. Of concern is that newer software acquired by the campus will necessitate upgrading campus technology.

**Planning Agenda III.C.1., III.C.1.a.**

- Establish procedures for purchasing and placing new computers and recycling older equipment to appropriate areas of the campus.

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**III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.**

**Descriptive Summary III.C.1.b.**

**Student Technology Training**

Student training is provided informally by the staff of the John R. Clark Computing Center in open computer labs and in the Library. Examples of student support include password maintenance and access to the College's network and resources, the Orange Coast College Wireless Zone, the WebCT online environment, instructors’ websites, and email. Over sixty for-credit classes offer more formal information technology training. The High Tech Center is specifically designed for Orange Coast College students with disabilities. Its primary purpose is to enable students with disabilities to use computers through various adaptive devices.

**Personnel Technology Training**

In partnership with the Web Services Department, Staff Development offers ongoing training for OCC faculty, staff, and administrators in the use of campus technology. The Staff Development Office and Web Services use various delivery mechanisms including hands-on scheduled training sessions and workshops, online training courses, deskside training, and telephone support. Training is offered by Web Services staff and by faculty with expertise in the application of technology.

Area managers and division deans work closely with Staff Development and Web Services to develop classes and workshops designed to fit the needs of the targeted groups or disciplines. As the College adopts new systems and applications, training plans are developed and implemented. For example, the Coast Community College District is in the process of upgrading the Enterprise Resource Planning (ERP) system, and the College Staff Development Office and Web Services are preparing to offer classes and workshops in the campus applications of the system. Staff Development training has been provided for the following software applications: Microsoft Office
In 2005-2006, Staff Development training offered more than 200 technology workshops (OCC Staff, 2005-2006). The average enrollment for each workshop is five to ten people. The training department receives an average of fifteen to twenty telephone inquiries for assistance each day and provides an average of twenty-five deskside assistance sessions per week.

The Planning and Budget Committee recognized the need for additional training to be provided to IT staff to support and maintain the campus technology infrastructure. (Planning, 23 Feb. 2006). IT staff training takes the form of in-class vendor training, online seminars, conferences, and on-campus classes taught by faculty. Administrative IT, Instructional IT, and Web Services staff now have ongoing training budgets.

Self-Evaluation III.C.1.b.

Orange Coast College meets the standard. The College is committed to providing quality technology training to faculty and staff through the Staff Development Office and Web Services. In response to the Self Study Survey statement, “The College provides appropriate information technology training,” employees responded as follows:

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<thead>
<tr>
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<td><strong>Total</strong></td>
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<td><strong>18.4%</strong></td>
<td><strong>69.5%</strong></td>
</tr>
</tbody>
</table>

Table 9: College Provides Information Technology Training.
Source: Faculty, 10

Planning Agenda III.C.1.b.

- None.
III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary III.C.1.c.

Planning

The Technology Committee solicits input for new and upgraded technology from the various campus constituencies including instructional divisions, administrative departments, and Student Services. It evaluates each proposal according to both short-term needs and institutional and technological long-term goals expressed in such central planning documents as the Technology Master Plan and the Academic Master Plan. The Technology Committee makes recommendations to the Planning and Budget Committee to prioritize acquisitions, maintenance, and upgrades of the technology infrastructure and equipment. The College receives State Funded Equipment (SFE) block grants that are to be used for instructional equipment. These funds are used primarily, but not exclusively, for information technology equipment. Planning for the use of SFE funds begins at the department, program, and division level. Each fall instructional equipment requests are created at these levels, prioritized, and discussed at the Deans’ Council. The Deans’ Council proposes final allocations to divisions and other instructional areas and presents this plan to the Instructional Planning Council for its review as an information item.

Acquisition of Technology Equipment

On an annual basis, the Instructional wing of the College asks each of the instructional divisions for a list of requests for new computers, audio-video equipment, digital projectors, printers, software, and other technology needs. These requests are collected and prioritized, and funding sources are identified, such as general funds, State Funded Equipment (SFE) funds, and other grants.

On an annual basis, each administrative area makes requests to the Vice President of Administration for new computers, printers, or other technologies. The requests are collected and prioritized, and funding sources are identified. Based on funding availability, equipment is then purchased.

Before any major new technology is implemented, it is evaluated by the Technology Committee with input from IT for its impact on the infrastructure, its ability to be managed and maintained, and its associated security requirements. After the evaluation process is completed, the Technology Committee makes its recommendation to the Planning and Budget Committee. Individual equipment purchases that are IT-related are also reviewed by the appropriate IT director during the purchasing approval process.

Maintenance of Technology Equipment and Infrastructure

Administrative and instructional IT staff members are responsible for the maintenance of all technology equipment and infrastructure on the Orange Coast College campus. The maintenance and support of technology is critical to ensure availability and accessibility to campus resources. It is also critical to protect the information, infrastructure, and integrity of the campus’ technological resources and associated computer data.

To properly support and maintain the equipment and the infrastructure on the campus, IT staff must stay abreast of the current hardware, software, communications, and network technologies.

In order to maintain the campus equipment and infrastructure, the IT staff must enforce a set of network and infrastructure security standards. The IT staff has developed the following procedures to provide security maintenance:

- **Physical infrastructure security**
  All servers and networking equipment are located in buildings and areas where restricted key access is required. Devices containing more mission-critical and sensitive data are located within an alarmed area requiring a unique access code.

- **Password standards**
  The College uses Microsoft’s Active Directory security to control password policies. The policies that have been established by the campus are: minimum length, seven characters; maximum age, ninety days; complexity, must have
upper and lower case letters and numbers; and remembered, twenty passwords before reuse. Until 2005, passwords had to be changed from a computer on the campus attached to the College’s LAN. This presented problems for students and faculty who may not be on campus all of the time, such as during summer and winter breaks. To alleviate the problem, the College has implemented a new system, Password Station, to assist students, faculty, and staff with updating passwords when they expire. This software is web-based and can be used from any computer that has access to the Internet. Students, faculty, and staff wishing to use this software must first enroll on Password Station. During the enrollment process, students, faculty, and staff are asked three questions. If students, faculty, or staff forget their passwords, they can access the Password Station website with their user name and answer their three questions; at that point, a new password can be established. Faculty and staff enroll in Password Station when they set up their accounts and do not need to enroll again. Each semester, student accounts are created by IT, and students are required to enroll in Password Station.

- **User account and access security**

Accounts for access to campus resources are created, managed, deleted, and disabled based on data provided by personnel services or their designated proxies. Direct account management is limited to specific IT personnel using Microsoft Active Directory security delegation. Student accounts are created at the beginning of each semester by extracting data from OCC’s DSK data and importing it into the Microsoft Active Directory database. Student account management is managed by IT personnel and the specific staff in the Computing Center using Microsoft Active Directory security delegation.

- **Virus protection**

OCC uses the Sophos anti-virus protection software on desktop, laptop, and tablet computers. This is an enterprise-level software suite that manages virus protection by having the servers update the virus signatures from the Sophos website on a daily basis. When the client logs onto the OCC network, the updates are pushed to the desktop, laptop, and tablet computers. To prevent unauthorized “spyware,” “adware,” or “malware” software to be downloaded from the Internet and installed, the “Counter Spy” software program has been implemented on the desktop, laptop, and tablet computers on the campus. In addition, all of the lab computers in the Computing Center, Library, and other labs are protected by “Deep Freeze” software. This software takes an image of the computers setup and configuration; when the computer is restarted, the “frozen” image is restored regardless of any changes made to that computer.

- **Network access, firewall, IDP, and traffic filtration**

OCC has implemented “NetScreen,” a fully redundant firewall and IDP (intrusion, detection, and prevention) system as the primary perimeter network security environment. All traffic passing on and off the OCC network is filtered through this system. “NetScreen” stops unwanted traffic and analyzes, identifies, and blocks very complex attacks and scans. Attack signatures and rule sets are updated for this system on a regular basis.

- **“FWSM” (PIX) firewall**

OCC has implemented a firewall that filters traffic from the “WiFi Zone” wireless network to the OCC campus network, effectively segregating the two networks. In the near future, the FWSM will provide firewall services to the OCC server farm network adding another layer of security to prevent internal threats to our campus resources. Lastly, the Cisco network has the ability to provide traffic filtering Access Control Lists (ACLs) down to the switch-port level providing for extremely granular and flexible network security. In Spring 2006, a highly secure, Cisco Virtual Packet Network (VPN) was installed. The VPN provides full access to OCC campus resources to students, faculty, and staff from anywhere in the world via the Internet. All users need authorized account to gain access.

- **Internet security**

Several web-based applications are employed at OCC using a secured socket layer (SSL) link to the Internet, such as Outlook Web Access (email) and the OCC Portal. Although no security is 100%, SSL encryption algorithms greatly minimize the potential theft of data over the Internet.
• **Wireless standards**

The “WiFi Zone” provides access to the Internet for students, faculty, and staff using their authorized campus log-in account. The Cisco wireless network prevents access to any service not specifically allowed by OCC policies. Currently the policy enables only web access and limited access to campus servers, such as the WebCT environment and the CSJava server.

• **Disaster recovery management**

Orange Coast College follows industry guidelines and standards for disaster recovery. Incremental digital tape backups are performed on a daily basis for all data that has changed on servers and databases. Full digital tape backups of all data are performed weekly, and the tapes are routed to an offsite storage area on a monthly basis.

• **System performance management**

Two different applications collect data automatically. NetIQ’s “Application Manager Suite” is used for business critical application monitoring. Microsoft’s “MOM” is utilized for all other performance data gathering.

• **Desktop computer management**

Microsoft’s System Management Services (SMS) provides remote access to client desktop and laptop computers. SMS minimizes difficulties with installing new applications or resolving software repair problems. SMS is also being used to push operating system updates and patches to the client’s computers.

• **Replacement and upgrades to the technology infrastructure and equipment**

Replacement and upgrade strategies are a critical issue for campuses using technology. While the actual useful lifetime of any piece of technology is limited, the length of time it remains functionally useful remains unpredictable. The best estimation is that the useful life is as long as the technology can be used. For example, a two-year-old computer may not meet the needs of high-end students, faculty, or staff, while it is more than adequate for users with lower-end computer requirements. The low end can include standard word processing, web use, or emailing.

Orange Coast College has devised a systematic plan to acquire new technology and relocate technological assets where they can still function best. The first part of the plan is to identify those programs and labs that require up-to-date technology such as video editing and graphics. The older, but still functional, technology equipment is reassigned to areas where the capabilities of the technology still meet the needs of the students, faculty, or staff. Orange Coast College calls this reallocation of equipment the “cascading method.” The Administrative Computing Services Director has prepared a report indicating the minimum standards needed for technology on the campus. When the technology, such as a computer, no longer meets the minimum standard, the technology department removes it and marks it for surplus.

The first major upgrade using the “cascading method” allocation was accomplished by the use of Measure C bond funds. Three hundred new computers were purchased using bond money. These computers were installed in the John R. Clark Computing Center’s open lab and classrooms and computer labs in the Business and Computing Division building. Functioning computers from these areas were reallocated to other labs around the campus.

The other major technology upgrade using Measure C bond funds was the upgrade of the entire campus infrastructure to a Cisco-based network. The Cisco-based network provides service to more than 2,500 computers on the OCC campus. The speed of the network makes it possible to send real-time streaming video of faculty lectures into classrooms and lecture halls, while it simultaneously providing quality service to all campus network computers and printers. The new Cisco-based 802.11b/g wireless network provides more than thirty open access points on the campus for students, faculty, and staff to connect laptops or other compatible devices in a secure environment. Again, Measure C bond funds were instrumental in the completion of this project. The wireless service will continue to grow as new buildings are added and renovated. (See the OCC WiFi Zone project in III.C.1.d.)

The new Cisco 5540 Virtual Packet Network (VPN) server was installed April 2006. The Cisco VPN allows up to 2,000 simultaneous students, faculty, and staff to attach to the OCC campus network resources with a state-of-the-art security system anywhere an Internet connection can be utilized.
Self-Evaluation III.C.1.c.

Orange Coast College meets the standard. Acquisition and maintenance was addressed in the Self Study Survey. In response to the statement in the Self Study Survey, “Technical assistance for purchasing and maintaining computer hardware and software is satisfactory,” employees responded as follows:

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<tr>
<td>Total</td>
<td>27.5%</td>
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</tr>
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</table>

Table 10: Technical Assistance for Computer Hardware and Software
Source: Faculty, 10

In order to maintain the security of the campus infrastructure and environment, the College has installed service applications such as anti-virus, anti-spam intrusion detection and a NetScreen firewall system. This has established a good primary security system for data protection; however, a comprehensive plan must be developed addressing all aspects of security with Administrative Computing Services, Instructional Computing Services, and Web Services. In order to develop a plan, an audit must be performed.

Currently, OCC does not have a formal replacement cycle established because funds for replacement computers are not part of the computer services’ budgets. However, the College has devised a cascading method for the reallocation of existing and still useful equipment when new equipment is purchased.

Planning Agenda III.C.1.c.

- Commission an independent audit of policies, procedures, and standards pertaining to the security operations of Administrative Computing Services, Instructional Computing Services, and Web Services.
- Prepare a systematic plan to acquire new technology equipment.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary III.C.1.d.

Distribution of technology resources

Based on the recommendations from the previous accreditation report (OCC Master, 3.1), Orange Coast College has taken steps to improve the distribution and utilization of technology on the campus. In 2003, a new campus-wide Technology Committee was formed with members chosen from faculty, staff, administrators, and students. The Technology Committee replaced the previous High Technology Committee as recommended in the 2000 Accreditation Report. The Planning and Budget Committee directed the Technology Committee to evaluate and recommend technology equipment and software that supports student learning, staff activities, and administrative needs. The Technology Committee meets once a month to discuss, evaluate, and recommend how new technologies should be brought to the campus. During the meetings, the group advocating the new technology makes presentations. The committee determines if the project is viable, relevant, cost-effective, and whether to recommend funding by the Planning and Budget Committee.

The role of the Technology Committee, as charged by the Planning and Budget Committee, is:
- To provide for multi-platform computing diversity
- To consider technologies used by various components of the campus, i.e., both Windows and Macintosh users
- To provide oversight for Measure C funding for technology infrastructure expenditures
To perform budgetary and feasibility analyses of technology project proposals, assist the Planning and Budget Committee in evaluating and prioritizing campus needs, and serve as a resource to the Planning and Budget Committee in performing its duties.

To provide recommendations to the Academic Senate and the District Information Technology Department.

To provide advocacy for campus-wide technology initiatives.

To provide planning for new facilities and issues that impact the campus and assist the College in the implementation and use of new technologies.

To oversee instructional, administrative, and infrastructure technology planning and integration.

To coordinate technology-related activities between instructional, administrative, and IT staff.

To increase professional development opportunities on the campus as it relates to the use of new technologies.


The Technology Committee’s first goal was to develop a strategic plan advocating technology use on the campus (OCC Master, 3.1). The committee adopted three strategic objectives stated in the Technology Master Plan. These objectives are to: (1) improve access to technology, (2) improve instruction using technology, and (3) improve support for technology. These strategic objectives are addressed when new technology initiatives are adopted (OCC Technology Committee, “Strategic”).

The Technology Committee has committed itself to maintain a three-year tactical plan to “serve as a guideline of which technological advances have priority to best realize the College’s goals of student and community enrichment through uncompromising quality instruction” (OCC Technology Committee, “Tactical”).

The tactical plan has outlined several major areas for the distribution and utilization of technology resources. Among the projects that have been authorized, funded, and either completed or in process are the following:

Upgrading campus email to the Microsoft Exchange Server

This upgrade facilitates better communication between faculty, staff, and administrators by providing email access from on or off campus, as well as the ability to share calendars and task lists. The Exchange Server provides better integration with the SharePoint portal (see next item). This upgrade was completed in October 2004.

OCC Portal launch

This intranet service, built on Microsoft SharePoint Portal Server 2003, is available to faculty, staff, and administrators and provides a rich collaborative environment where information can be readily accessed and updated. Because the OCC Portal is a distributed network service, it can be accessed both on and off campus. The OCC Portal became available in December 2004.

OCC website design

The OCC website is in the process of being completely rebuilt. A new site was launched July 1, 2006. Hardware infrastructure has been purchased, installed, and tested. The website redesign is an ongoing project which began in January 2005.

Online admission

Orange Coast College has partnered with CCCApply to implement a state-sponsored, online admission application. Orange Coast College has completed the programming to map CCCApply data for regular uploading of the College’s DSK database. The hosted application and data integration were completed in early 2005.

OCC WiFi Zone

Going “wireless” directly coincides with the goals of Orange Coast College as a “learning campus” by expanding the different types of technology use on the campus. By providing “hot spots” or access points around campus, students can bring their laptops, tablets, and PDAs on campus to access various campus and Internet resources. Following suit, the College’s new and refurbished buildings will be designed to accommodate students’ diverse technological needs. The final phase of the OCC WiFi Zone was completed in February 2006.
• **Utilization of technology resources**

Orange Coast College’s commitment to student, faculty, and administrative access to technology has resulted in an increase in the use of technology across the campus. Computers are located in all department offices, administrative offices, staff offices, and nearly all faculty offices. The John R. Clark Computing Center has more than 300 computers for student use and is open six days a week. The OCC WiFi Zone provides access to students, staff, and faculty from most of the open areas of the campus. Orange Coast College has increased utilization of technology in several areas since the previous Self Study.

• **Online learning program**

As of Fall 2006, 16% of all enrolled students are taking an online class (Kidder, Fall 2006). The number of online students is increasing, and the goal of the College is to offer at least 30% of its classes and programs in a distance-learning environment. This increase is made possible with the implementation of quality course management systems, WebCT and OCC Web Builder, instructor training, TLO, and high-speed infrastructure, Cisco-based network.

• **Web-enhanced classes**

Traditional on-campus classes have taken advantage of available technology. Instructors use OCC Web Builder as a simple means of disseminating information to students in a timely manner. Additionally, OCC purchased a campus-wide license for WebCT. As a result, more instructors are taking TLO training. After instructors complete the training course, they use WebCT in their classes to communicate with students through email, discussions, online testing, surveys, and richer content presentations.

• **OCC Portal**

Administrators, faculty, and staff have used the OCC Portal to better facilitate and coordinate activities and manage data. Diverse groups can easily coordinate and communicate with each other by posting to the OCC Portal and using calendaring, discussion groups, or email. Additionally, data can be collected, posted, and distributed in a timely manner. For example, enrollment statistics become available as they are processed, to enable various instructional and administrative areas to study the data as needed. They have the option of easily reposting the results for further discussion or revisions of plans.

• **The Voyager Project**

The Coast Community College District has undertaken a major upgrade to its Enterprise Resource System (ERP). The new SCT Banner system, referred to as the Voyager Project, will fully integrate all aspects of the District’s diverse resource systems, finance, human resources, budget, inventory, and others. Three aspects of the new system—student registration, class scheduling, and the student portal—are especially important for Orange Coast College’s utilization of technology.

• **Student registration**

One area of concern for students is the difficulty of registering for classes. Even with the advent of the touch-tone phone registration system, students encounter problems such as closed classes. Currently, there is no system in place for a student to get onto a “wait list” and then be added to the class if an opening becomes available. The Banner system will provide for online registration and class size management.

• **Class scheduling**

The current system for scheduling classes is inefficient and cumbersome. Banner offers an integrated scheduling system that will make the scheduling process more effective and timely.

• **Student portal (Luminus)**

The Luminus platform presents a solid foundation of portal features such as discussion groups, calendaring, and document management; integrated enterprise applications such as email and messaging; and supporting infrastructure to support the Orange Coast College student population.

**Self-Evaluation III.C.1.d.**

Orange Coast College meets the standard. The distribution of technology resources is managed by the new Technology Committee, which evaluates and recommends any new implementation. The
Online Learning Program promotes the utilization of technology with online and web-enhanced classes. The OCC Portal disseminates information and facilitates communications across the campus. The new Voyager Project will greatly improve the utilization of technological resources throughout the campus.

Planning Agenda III.C.1.d.
• None.

III.C.2. Technology planning is integrated with the institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary III.C.2.
Orange Coast College has an established methodology for integrating technology throughout the campus. The Technology Committee solicits input for new and upgraded technology from the various campus constituencies, such as instructional divisions, administrative departments, and Student Services. Each proposal is evaluated according to the following criteria:

• Constituent need
  The committee considers which campus groups will benefit from the implementation of the new technology and whether the request is consistent with the OCC Academic Master Plan. Additionally, the Technology Committee evaluates the impact of the request. For example, some requests are short-term tactical requirements, such as upgrading software versions, while others might be long-term strategic initiatives, such as implementing a campus-wide password management system.

• Financial resources
  The Technology Committee makes recommendations to the Planning and Budget Committee. The Planning and Budget Committee decides if the new or upgraded technology is fiscally sound, and if so, which funding sources might be used. Currently, much of the funding has come in the form of State Funded Equipment (SFE) grants, Vocational and Technical Education Act (VTEA) funding, or through the College’s general fund. Requests for financial support from the general fund are requested through the Vice President of Administration’s office.

• Implementation and support
  Once the proposal for new or upgraded technologies is approved and funded, the IT staff, in coordination with the Technology Committee, evaluates the appropriate staffing and resources and develops a timeline to implement the technology. An example of the process by which the Technology Committee evaluates alternatives and advises the Planning and Budget Committee occurred in the meeting held on November 17, 2004 (Technology). During this meeting, the Technology Committee discussed and evaluated different scenarios for technological classrooms. An example of such a scenario would be whether a technologically wired classroom requires a data projector, a DVD and VCR player, a stereo amplifier, and infrastructure to support a computer connection to the campus network. After examining the alternatives, the Technology Committee crafted a recommendation to the Planning and Budget Committee.

Self-Evaluation III.C.2.
Orange Coast College meets the standard. The Administrative Computing Services, Instructional Computing Services, and Web Services routinely utilize detailed quantitative data regarding system performance and usage in an effort to optimize usage of hardware and software resources and plan for future growth in both instructional and administrative use of new technology. Reports are presented to the Technology Committee for evaluation and recommendations.
The Technology Committee has become an integral part in tracking progress, evaluating current technology, and planning for the expansion of technology college-wide. As more diverse areas of the campus embrace new technologies, they turn to the Technology Committee for advice and institutional support. The goal is to link the technological goals with the institutional objectives and to include measurable standards for success.

Technology planning is integrated with institutional planning. The Technology Committee serves as a forum for evaluating and planning; however, there is no process to systematically assess the effects of the implementation of technologies and use this assessment as a basis for improvement.

Planning Agenda III.C.2.
- Develop comprehensive surveys to assess the effects of the implementation of new technologies.

### III. Financial Resources

**Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness.** The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides reasonable expectations of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

### III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

### III.D.1.a. Financial planning is integrated with and supports all institutional planning.

#### Descriptive Summary III.D.1.a.

Financial planning at Orange Coast College is integrated with institutional planning as articulated in the *Orange Coast College Master Plan 2005-2008*. The *Orange Coast College Master Plan* includes the *Facilities Master Plan*, *Technology Master Plan*, and *Academic Master Plan*, all requiring integrated financial planning. The goals and objectives outlined in these documents reflect the goals expressed in the College Mission Statement. These planning documents, each with specific goals and objectives, are a key point of reference for the major financial planning committees at the College: the Facilities Committee, the Technology Committee, and the Instructional Planning Council. These committees all make recommendations to the Planning and Budget Committee, a campus-wide body chaired by the President. The Planning and Budget Committee oversees all financial and institutional planning, sets spending priorities, and ensures goals articulated in the *Academic Master Plan* can be accomplished within a balanced budget.

In November 2002, the Coast Community College District passed a $370 million bond issue, Measure C (CCCD Measure), for capital improvement projects. Scheduled to be spent over 12 years, Measure C provided the financial resources to replace and modernize classrooms and instructional support facilities as recommended in the *2005 Facilities Master Plan*. The Facilities Committee (OCC Facilities) oversees and provides recommendations regarding the *Facilities Master Plan*. The Facilities Committee, chaired by the President of the Academic Senate and the Vice President of Administrative Services, includes college-wide representatives. This committee meets monthly to
discuss facility-related issues, recommend project priorities, and review bond facility expenditures.

The Technology Committee makes recommendations to the Planning and Budget Committee regarding financial expenditures related to the Technology Master Plan. The committee is currently chaired by the Director of Web Services. It meets monthly and has twelve members, composed of representatives from Instruction, Administration, and Student Services.

The Instructional Planning Council (IPC) makes recommendations to the Planning and Budget Committee regarding financial expenditures for the Instructional wing, such as full-time faculty hiring, adjunct faculty overload budgets, and instructional supplies and equipment. Chaired by the Vice President of Instruction, the IPC meets a minimum of three times each semester and is composed of the instructional deans, the Academic Senate President and other senators, faculty chairing key instructional committees, and students.

The Planning and Budget Committee is the central financial planning committee of the College. Chaired by the President, the committee meets monthly and is composed of twenty-three members representing students, faculty, classified staff, and administrators. Members of the Planning and Budget Committee act as advocates for the individual goals outlined in the Academic Master Plan.

Self-Evaluation III.D.1.a.

Since its last accreditation self study in 2000, OCC has strengthened its financial planning. The College has completed the Orange Coast College Master Plan 2005-2008, with goals and objectives closely linked to the College Mission Statement. The Planning and Budget Committee has continued to improve the linkage between planning and allocation of funds. However, communication to the faculty and staff should be improved regarding financial planning and budgeting processes and the connection between planning, budgeting, and the allocation of financial resources.

In response to the following statement in the Self Study Survey, “There are clear connections between planning, budgeting, and the allocation of financial resources,” employees responded as follows:

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<td>Total</td>
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</tr>
</tbody>
</table>

Table 11. Planning, Budgeting, and Financial Resources
Source: Faculty, 10

The survey indicates that, with nearly a third of all respondents disagreeing, there are clearly defined processes between planning, budgeting, and allocation of resources, but room for improvement remains.

Planning Agenda III.D.1.a.

- Increase the understanding and involvement of Planning and Budget Committee members in the development of the College budget.
- Improve the communication to the campus community regarding planning, budgeting, and allocation of financial resources.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary III.D.1.b.

The College monitors ongoing financial resources. Each fall, the Vice President of Administrative Services presents a state of the budget report to the
Planning and Budget Committee and conducts an assessment of the College’s financial resources for the coming year. The College derives financial income from a variety of sources. These resources are overseen by the College administration throughout the year.

A number of planning documents also enable the College to make a realistic assessment of financial resources. These include the *Coast Community College District Funding Model, Adopted Budget* (CCCD, 7 Sept. 2005), the *OCC Funding Model*, and the *OCC Master Plan 2005-2008*, which includes a *Five-Year Capital Plan* (OCC Master, 4.5.1-6), *Technology Master Plan*, *Facility Master Plan*, and *Academic Master Plan*.

OCC, as one of the three colleges within the Coast Community College District, is funded primarily from state apportionment, allocated according to student enrollment.

Orange Coast College’s base allocation is determined by the Coast Community College District funding model. For the 2005-2006 fiscal year, the District funding model was revised, resulting in an increase of $594,000 in base allocation to Orange Coast College. This increase more realistically reflects the expenditures of the College’s instructional accounts.

In addition to base funding provided through the District Funding Model, the College also receives and budgets dedicated revenue generated through College operations and non-resident tuition. Non-resident tuition is the largest dedicated revenue stream with a revenue budget of $3 million for the 2005-2006 fiscal year. One example of realistic assessment of financial resources occurred when this revenue budget was reduced over the past few years as a result of changes to immigration laws and the impact on international student enrollment. To support this shortfall in non-resident tuition, the College has budgeted additional revenue from the Swap Meet. For the 2005-2006 fiscal year, the College budgeted $300,000 from Swap Meet operations.

Additionally, the state has provided block grants and categorical funds to support planning goals in the areas of new instructional equipment and supplies. Block grants and categorical dollars are prioritized annually through the Instructional wing Deans’ Council.

Major ongoing grants include federal VTEA (Vocational and Technical Education Act) funding for vocational education programs and the Middle College High School grant. The latter is a partnership grant with the Newport Mesa Unified School District, funded by the California Community College Chancellor’s Office. These grants are necessary for the continuing function of the educational programs they support.

The most significant development of new financial resources for the College was the 2002 Measure C Bond Issue of $370 million. Due to the significant rising construction costs in 2004-2006, the District and College have employed the services of an independent cost estimator for a realistic assessment of current financial need.

The Orange Coast College Foundation assists the College in developing additional resources, such as individual and company donations and partnerships. Examples of major donations include world-class sailboats, a $1,000,000 individual donation to the Art Pavilion, and a $500,000 donation to the Children’s Center.

### Self-Evaluation III.D.1.b.

Institutional planning at the College reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

The College continues to pursue the development of new financial resources. The Vice President of Student Services is currently overseeing the application of a Title III grant. The recent partnerships with Barnes and Noble and Starbucks have produced revenue for the College. The rental of facilities raises considerable funds for the College.

The Children’s Center and Food Services both continue to generate income for the College.

These resources vary from year to year in the amount of money they bring into the College. For this reason, they require continuous review, oversight, reassessment, and dissemination to the College constituencies who are involved in planning. Consequently, the Planning and Budget Committee needs to be regularly updated on the resources available in order to determine the best use of College financial resources.
Planning Agenda III.D.1.b.

- Regularly review, assess, and disseminate information about financial resource availability to assist with institutional planning.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary III.D.1.c.

The College functions autonomously when making short-range financial plans and sets long-range financial priorities within the context of a multi-college district. Future obligations are defined by the District as long-term debt. The District administration takes responsibility for identifying and meeting these obligations. Short-term obligations are reviewed and projected yearly and identified by line item and object code in the completed Orange Coast College budget.

District-level administrators annually evaluate long-range financial planning that involves Orange Coast College. After the District’s budgetary planning is completed, the President sends that information to several constituencies, including the vice presidents, the Planning and Budget Committee, the Academic Senate, and the division deans. The College then conducts its financial planning in relation to the District’s goals.

To provide a basis for annual and long-range financial planning for the College, the Planning and Budget Committee uses a modified incremental budget model, based on three main assumptions:

- Unbudgeted, additional funds will be used to increase budgets as determined by the planning process, with involvement from departments, divisions, and wings.
- Planning will drive budget increases and decreases.
- If additional funds do not become available, budgets will remain at current levels.

The annual short-range financial plan for the next academic year has typically consisted of using: (1) the current year’s estimates for ongoing operations and obligations, (2) the prior year’s actual expenses and revenue, and (3) the future year’s new obligations and revenue projections. These three factors enable the Planning and Budget Committee to determine the amount that should be added or reduced from the campus budget.

Current long-term goals of the College necessitating long-range financial planning include the following:

- Completion of the Facilities Master Plan projects
- Ongoing replacement and updating of technological equipment and resources
- Construction of on-campus student housing.

An additional long-range goal is the reduction of the College’s salary commitment.

Financial planning is based upon conservative assumptions when projecting liabilities and obligations (*CCCD Budget*, Sects. 1, 2). The projection of revenues includes only those amounts and items for which there is a high degree of certainty.

Self-Evaluation III.D.1.c.

The College meets the standard. The College and the Coast Community College District have made great improvements in the area of long-range financial priorities, including the establishment of the District’s retiree health benefit liability fund. Although this long-term liability is the District’s responsibility, it does have an indirect impact on the College’s budgeting process.

Planning Agenda III.D.1.c.

- Regularly review District and College long-range financial priorities when making short-range financial plans.
III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary III.D.1.d.

The College has clear processes for financial planning and budgeting.

Ongoing financial oversight and budget development for OCC is the primary responsibility of the Vice President of Administrative Services. The Vice President of Administrative Services has prepared an overview of the Orange Coast College budget process as it relates to state and district funding processes and timelines (Planning, 10 Nov. 2005; 9 Mar. 2006). This overview describes the campus’ processes for budget development:

- Department and division reviews of financial resources
- Consolidation of divisional and departmental information
- Preparation of the tentative College budget
- Adoption of the budget by the Board of Trustees.

College-wide committees, departments, and divisions contribute to the campus’ planning processes. The Facilities Committee, Technology Committee, Instructional Planning Council, and Deans’ Council all make recommendations to the Planning and Budget Committee, which advises the College President. In years when the budget includes increased revenues, departments and programs submit requests for additional financial support.

If funds are available, dollars for personnel positions are allocated based on the priorities established to meet College goals and objectives. All requests for increases in staff are first reviewed by the appropriate wing planning council, then reviewed by the Vice Presidents’ Council, and then the Planning and Budget Committee, which makes a final recommendation to the President. Requests for additional faculty positions are submitted by divisions to the Deans’ Council for prioritization and recommendation to the Instructional Planning Council (IPC). The IPC reviews and then recommends to the Planning and Budget Committee for a final recommendation to the President.

Department and area administrators, faculty, and support staff are involved in preparing annual budgets for their areas. Primarily, these annual budgets are based on past practice and first allocated to ongoing expenses. Department chairs disseminate budget information to department members. Instructional equipment needs are identified through departmental meetings and prioritized through discussion and voting among departmental faculty.

Self-Evaluation III.D.1.d.

The College has no centralized publication or website defining its planning and budgeting processes. In response to the following statement in the Self Study Survey, “Processes for financial planning and budget development are clearly defined and followed,” employees responded as follows:

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>10.0%</td>
<td>70.0%</td>
<td>20.0%</td>
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<tr>
<td>Classified</td>
<td>51.4%</td>
<td>31.4%</td>
<td>17.1%</td>
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<tr>
<td>Faculty</td>
<td>31.2%</td>
<td>37.6%</td>
<td>31.2%</td>
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<tr>
<td>Managers</td>
<td>0.0%</td>
<td>25.0%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Total</td>
<td>31.3%</td>
<td>39.1%</td>
<td>29.6%</td>
</tr>
</tbody>
</table>

Table 12: Processes for Financial Planning and Budget Development Are Clearly Defined and Followed
Source: Faculty, 10

Planning Agenda III.D.1.d.

- Develop a publication or website that clearly defines and explains the College’s planning and budgeting processes, e.g. personnel hiring, budget allocations.
III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocations and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary III.D.2., III.D.2.a.

The College operates according to federal, state, and District regulations and guidelines. Both the District and the College follow generally accepted accounting principles, and the reporting requirements set forth by the California Community Colleges Budget and Accounting Manual. Each fiscal year, following adoption by the District Board of Trustees, the College and District budget is disseminated to the State Chancellor’s Office and the Orange County Department of Education. Included in the adopted budget is the CCF311, the Annual Financial Report. This report requires strict compliance in assuring that funds are budgeted and expended in support of instructional activities.

The District internal auditor provides yearly compliance audits and reports for both general fund and auxiliary operations. An independent public accounting firm is hired by the Board of Trustees to conduct a comprehensive annual audit of all District funds. Any findings to be cited are discussed, and recommendations are made by the auditors. Most findings require minimal changes and can be corrected immediately.

Audit findings support the overall preparation of the budget and financial statements of the College as conforming to accepted accounting principles. Corrections are responded to in a timely manner, and an annual audit report is presented to the Board of Trustees at a regularly scheduled public meeting, providing the opportunity for public comment.

In the six years since the 2000 accreditation self study, the College has received satisfactory audits. The only exception noted in the first four years was the practice, common with many California community college districts, of not maintaining a complete record of the historical costs of fixed assets. In the most recent audit for the fiscal year ending June 2005, the College had sufficient information to address this issue, resulting in an audit containing no exceptions. The auditors consistently reached the conclusion that the “basic financial statements...presented fairly, in all material respects, the financial position of the Coast Community College District...and the results of its operations, changes in net assets and cash flows for the fiscal year” (Vavrinek, 2).


The College meets the standard.

Planning Agenda III.D.2., III.D.2.a.

• None.

II.D.2.b. Appropriate financial information is provided throughout the institution.
Descriptive Summary III.D.2.b.

Financial information is disseminated throughout the institution through documents, the financial management system, the OCC Portal, and administrative meetings.

Budget development worksheets and historical expenditure data are distributed to individuals responsible for budget preparation. Budget changes are reflected on the worksheets and returned to fiscal services for incorporation into tentative and adopted budgets. The adopted budget is widely distributed, available on the OCC Portal and to the public upon request. Any department or division can print its own budget through the District accounting system, Protocol National Inc (PNI). PNI is housed and maintained by the District office and provides off-site budget and accounting computer support services, which include producing accounting records and budget printouts, as well as issuing checks. This system will be updated with the adoption of the new SCT Banner System as part of the Voyager Project.

The Board of Trustees is the body ultimately responsible for certifying the financial position of the College. Consequently, the Board is given regular updates with regard to any changes to the current budget, the projected impact of legislation, funding agency requirements, and externally driven changes in expenditures. Quarterly budgets are presented at public board meetings and are then sent to the State Chancellor's Office. Additional information impacting the financial outlook is regularly presented through public reports at District Board meetings.

The Vice Presidents' Council, division meetings, and department meetings also serve as a means by which financial information is distributed. Representatives from each constituent group serve on the Planning and Budget Committee and are responsible for disseminating financial and budget information to the College community.

Self-Evaluation III.D.2.b.

The College meets the standard; however, greater communication from the Planning and Budget Committee would improve the campus-wide understanding of financial information.

Planning Agenda III.D.2.b.

- Increase and improve the communication from the Planning and Budget Committee to the campus community regarding planning, budgeting, and allocating financial resources.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary III.D.2.c.

Through the Coast Community College District funding model, the institution has sufficient cash flow and reserves to maintain stability. Historically, the District has achieved revenue projections and been able to maintain operations except for the years with abnormal state cutbacks. During the 2004-2005 fiscal year, the Coast Community College District Board of Trustees prepared a Board resolution mandating reserves of 5% or higher. As of June 30, 2005, the District reserves were greater than 5% with additional contributions being made to District Retiree Health Liability (CCCD, 7 Sept. 2005, Sect. 1).

Cash flow is governed by the state budget. Once the state budget has been approved by the legislature, apportionment is channeled through the Orange County Office of Education and received monthly by the District Accounting Office. Enrollment fees and non-resident tuition are received at the beginning of the fall and spring semesters, and property tax revenue is received throughout the property tax cycle.

During a period of surplus cash flow, the District invests the surplus in the Orange County Treasury Office to maximize return. When cash flow is tight and funds are needed to meet operational needs, the District has the ability to borrow using Tax and Rev-
The Coast Community College District (CCC) is a member of the statewide Association of Community Colleges and maintains insurance policies to protect itself from financial loss from liability claims and property damage. The District Office of Risk Services is responsible for monitoring and ensuring federal and state-mandated compliances: Air Quality Management District, California Occupational Safety and Health Administration, hazardous materials, storm water management, and environmental health and safety issues. This office is also responsible for processing worker’s compensation claims.

**Self-Evaluation III.D.2.c.**

The College meets the standard.

**Planning Agenda III.D.2.c.**

- None.

**III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

**Descriptive Summary III.D.2.d.**

The Coast Community College District Board of Trustees is responsible for fiscal oversight of the College. As part of the Board’s ongoing fiscal oversight, the Board reviews quarterly budget reports. All financial aid, grants, externally funded programs, contractual relationships, and auxiliary organizations must be approved by the Coast Community College District Board of Trustees. For example, significant contractual relationships have been initiated by the Measure C bond, all of which require Board approval. The Board also has final oversight over the finances of the Orange Coast College Foundation. The Orange Coast College Foundation has separate status as a 501(c) foundation, as well as being part of the Coast Community College District. The OCC Foundation has its own Board of Directors and Finance Committee. Independent auditors prepare the annual financial statements. The OCC Foundation Board of Directors meet on a bimonthly basis, and the Finance Committee meets quarterly to review financial information ensuring the Foundation’s investments are managed properly. Annual financial statements are presented to the Board of Trustees.

The Fiscal Services Department of Administrative Services oversees the finances of all auxiliary operations at the College, with contracts being reviewed and approved by the Coast Community College District Board of Trustees. Auxiliary operations of Orange Coast College consist of the Associated Students, including bookstore and Recycling Center, cafeteria, Taco Bell, Starbucks, Portside Café, Children’s Center, Sailing Center, and Extended Education. The OCC bookstore is outsourced to Barnes and Noble for a commission paid to the Associated Students. OCC contracts with Taco Bell, Starbucks, and Coca Cola for various food services.

Coast Community College District Enterprise, Inc. oversees the fiscal management of the swap meets within the District, including the swap meet at Orange Coast College. The Enterprise is a separate for-profit corporation whose shareholders include the Coast Community College District Foundation and the Coast Community College District. The Enterprise is managed fiscally by the Fiscal Services department and adheres to established internal control procedures. Annually, the Enterprise is audited by an independent certified public accountant, with overall inclusion in the Coast Community College District Annual Financial Report.

The College Administrative Services wing and CCCD Administrative Services establish and maintain internal control procedures ensuring financial integri-
ty. Annually, an independent certified public accounting firm conducts a complete audit of all internal controls. Financial records are completed, and an audit report addresses weaknesses in financial reporting.

Orange Coast College’s Financial Aid Office is subject to ongoing internal reviews by the District Fiscal Affairs Office. Annually, the College’s Financial Aid Office is audited by an independent certified public accountant with an independent auditor report. All independent audit reports are submitted to the Coast Community College District Board of Trustees, Chancellor’s Office of the California Community College System, and the U.S. Department of Education.

Self-Evaluation III.D.2.d.

The College meets the standard.

Planning Agenda III.D.2.d.

• None.

III.D 2.e. All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary III.D.2.e.

Financial resources are used with integrity in a manner consistent with the mission and goals of the institution. Fund-raising efforts are largely achieved through the Orange Coast College Foundation. Auxiliary service revenue is derived from the bookstore, Recycling Center, Food Services, Children’s Center, the Sailing Center, and Extended Education.

The OCC Foundation bases its fund-raising efforts upon College goals and the plans established by each of the College wings. Independent auditors prepare the annual financial statements of the Foundation. The OCC Foundation Board of Directors meets on a bimonthly basis, and the Finance Committee meets quarterly to review financial information ensuring the Foundation’s investments are managed with integrity.

The bookstore is outsourced to Barnes and Noble for a commission paid to the College. OCC contracts with Taco Bell, Starbucks, and Coca Cola for various food services. The bookstore produces revenue that goes to the ASOCC Budget Committee. The ASOCC Budget Committee divides revenue among College departments that have submitted requests for program or special project funds consistent with the mission and goals of the College. Such programs and goals include student clubs, athletics, student activities, and College services that enhance college life for students. Some of this money is set aside as capital reserves for special projects. The Associated Students budget is developed and overseen by the Associated Students governing board, Dean of Students, Vice President of Student Services, and the College President.

If the Recycling Center has a year when its income exceeds operating expenses, resulting available funds are used primarily for student scholarships. Food Services income is used to offset operating expenses and to help the instructional food service program. Any funds generated by the Children’s Center, the Sailing Center, or other College programs are reserved for the operating expenses and enrichment of those programs. In addition to supporting its own program, Extended Education provides additional revenue for the College. Auxiliary fund accounts are maintained by the Accounting Department and administered in accordance with campus and District policies.

Self-Evaluation III.D.2.e.

The College meets the standard.

Planning Agenda III.D.2.e.

• None.
**III.D.2.f.** Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

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**Descriptive Summary III.D.2.f.**

CCCD policies require that all contractual agreements conform to established policies and are reviewed by the Vice President of Administrative Services, CCCD Risk Services, and the Vice Chancellor of Administrative Services before being sent to the District Board of Trustees. Managers and key program staff throughout the District receive annual reminders regarding contract approval procedures and the importance of adherence to the CCCD policies for approval of all contracts.

The College has established procedures for contract review. The contract review process begins with the department or division administrator. The contract is next forwarded to the wing vice president for review and approval. The contract document is sent on to the Vice President of Administrative Services for review, and if appropriate, forwarded to District Risk Services and legal counsel for review. Contracts are next forwarded to the President for review and sign off. Finally, the Vice Chancellor of Administrative Services reviews the contracts prior to submittal to the Board of Trustees for final approval. During all review processes, contractual agreements are examined for consistency with the mission and goals of the College and to ensure the integrity of the institution is maintained.

The Coast Community College District has standardized purchase orders, service contracts, independent consulting agreements, and construction contracts. Coast Community College District legal counsel reviews standard contracts and, on a case-by-case basis, reviews non-standard agreements.

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**Self-Evaluation III.D.2.f.**

The College meets the standard.

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**Planning Agenda III.D.2.f.**

- None.

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**III.D.2.g.** The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

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**Descriptive Summary III.D.2.g.**

The management of the College, under the direction of the Vice President of Administrative Services and his staff and in cooperation with appropriate staff of the CCCD, regularly reviews the financial management processes of the College. Necessary policy changes are forwarded to the Board of Trustees for review and approval.

An independent auditing firm retained by the District conducts annual audits of the District, the colleges, and auxiliary support organizations. Additionally, various entitlement programs such as Financial Aid, EOPS, and CalWorks are audited on regular cycles based on the policies and standards of the sponsoring entities. Recommendations made by the auditing firm and other external auditors are reviewed and responded to by the responsible program managers. Recommendations made by the auditing firm are then forwarded, as appropriate, for implementation by the Board of Trustees.

The annual audit is the primary external source for evaluating financial management processes and is overseen by the Vice President of Administrative Services. The Coast Community College District Vice Chancellor of Administrative Services and the District Internal Audit Department evaluate financial management on behalf of the District. Feedback and
findings from the audit are one source used to improve financial management systems. Other sources include feedback from the program review process and from end users.

The CCCD retains a full-time internal auditor who reports administratively to the Vice Chancellor of Administrative Services and functionally to the Chancellor. Section 040-12 of the Coast Community College District Manual of Board Policies and Administrative Procedures outlines extensive policies regarding the internal auditing policies of the District. The internal auditor’s office also conducts unscheduled cash-handling audits to help insure the integrity of offices handling significant amounts of cash, checks, and credit card transactions. Additionally, the internal auditor cooperates with program staff to review and implement recommendations made by outside auditors. The continuing, ongoing review of external and internal audits and the implementation of their recommendations has improved the financial management systems of the College and its auxiliaries, as well as helped to bring them into compliance with generally accepted accounting principles and standards.

**Self-Evaluation III.D.2.g.**

The College meets the standard.

**Planning Agenda III.D.2.g.**

- Continue to evaluate the College financial management processes and financial management systems.

**III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**

**Descriptive Summary III.D.3.**

Fiscal reports are regularly distributed to program managers for review. These reports provide a basis for systematic review of the use of financial resources and are used to indicate corrective action when needed. Additionally, financial processes and procedures are systematically reviewed. One recent example was the Spring 2006 review of cash handling procedures by Admissions and Records. A desire of campus administration was to move to a cashless registration process and thereby reduce the staffing resources needed for cash handling operations. Upon further review, Admissions and Records administration decided that an entirely cashless process was not in the best interest of a majority of the College’s students. Therefore, the new facilities for Admissions and Records will include a cash-handling facility.

Another example of the College’s systematical assessment of financial resources is with the Planning and Budget Committee and the review of human resource requests. In the 2005-2006 budget year, the Planning and Budget Committee reviewed and approved a significant amount of departmental reorganizations. As the Planning and Budget Committee reviews reorganizations, the effective use of resources is being evaluated and, where possible, improvements are made. During the 2005-2006 year, more than $250,000 in salary savings was realized based on the assessment of staffing levels and needs (Planning, 9 Mar. 2006).

The Facilities Planning Committee makes recommendations to the Planning and Budget Committee regarding the ongoing re-evaluation of financial resources tied to Measure C Bond funds (OCC Facilities).

**Self-Evaluation III.D.3.**

The College meets the standard.

**Planning Agenda III.D.3.**

- None.
List of Supporting Evidence

Advisory Committee Meeting Minutes.

AFT Coast Federation of Educators Agreement
tween Coast Federation of Educators,
American Federation of Teachers, Local 1911,
and Coast Community College District:

Agreement between Coast Community College
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Employees, Local 4794: October 16, 2002–June
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Ballinger, Kevin. “VTEA Title 1 Part C Funding

California Community Colleges Chancellor’s Office.
Human Resources Division. “Minimum
Qualifications for Faculty and Administrators in

“California Community Colleges District COMET

CCCD Budget Summary: Adopted Budget 2005-

CCCD. “Calif. Comm. Colleges Space Inventory

CCCD. Classified Professional Development
<www.cccd.edu>. Path: Faculty and Staff;
Staff/Professional Development;
Professional Development.

CCCD. “Educational Administrator Hiring

CCCD. Facilities Condition Assessment Report.

CCCD. Facilities Conditions Analysis.

<www.cccd.edu>. Path: Measure C.

CCCD. Measure C General Obligation Bond Projects,

CCCD Office of Human Resources. “Staff Diversity

CCCD. “Pesticide Safety Training” PowerPoint
presentation. 15 April 2004.

CCCD. Sexual Harassment: Policy Guide for
Students and Employees.

CCCD. “Sexual Harassment Policy Statement.”
CCCD Manual of Board Policies and
Administrative Procedures. Sect. 050-1-6.
21 April 1993.

1993.

Citizens Oversight Committee 2003-2004 Annual
Report: Measure C.

Coast CCA Community College Association
Agreement between Coast Community College
Association, California Teacher’s Association,
National Education Association, and Coast
Community College District September

“Coast Community College Environmental Health

Coast Community College Management Association.

Coast Federation of Classified Employees AFT 4794

“Employee Selection.” CCCD Manual of Board
Policies and Administrative Procedures. Sect.
050-1-1. 15 July 1987.

“Exhibit B, Full Text Ballot Proposition of the Coast
Community College District Bond Measure
Election.” Nov. 5, 2002.

Faculty/Staff/Administrator Survey Comparison Data
2005-2006 Accreditation Self Study Results.
Fall 2005.
“Fall 06 PC Inventory by Location.”


OCC Facilities Planning Committee Minutes. 5 Nov. 2005.


OCC Faculty and Staff Handbook, 2003-2006.


OCC Technology Committee. “Security.”


Planning and Budget Committee Meeting Minutes. 8 Dec. 2005.

Planning and Budget Committee Meeting Minutes. 10 Nov. 2005.

Planning and Budget Committee Meeting Minutes. 13 Oct. 2005.

Planning and Budget Committee Meeting Minutes. 22 Sept. 2005.


Technology Committee Meeting Minutes. 17 Nov. 2004.


**Interviewee List**

Sheryl Area  
*Staff Assistant, Personnel Services, OCC*

Pamela Barvarz  
*Associate Professor, Computer Information Systems*

Woody Blackman  
*Analyst, Systems and Network, OCC*

Lesley Danziger  
*Professor, English; Staff Development Coordinator, OCC*

Robert Dees  
*President, OCC*

Steve Gilbert  
*Associate Professor, Computer Science, OCC*

Jack Linke  
*Analyst, Systems and Network, OCC*

Shirley Macy  
*Administrative Assistant, Office of Instruction, OCC*

Dean Mancina  
*President, American Federation of Teachers, Local 1911, CCCD*

Jim McIlwain  
*Vice President, Administrative Services, OCC (Emeritus)*

Jan Neth  
*Director, Personnel Services, OCC*

Melinda Nish  
*Vice President, Instruction, OCC*

Shannon O’Connor  
*Supervisor, Recruitment and Analysis, CCCD*

Richard Pagel  
*Vice President, Administrative Services, OCC*

P. Kevin Parker  
*Associate Professor, English, OCC*

Kevin Riley  
*Analyst, Systems and Network, OCC*

Tony Salas  
*Director, Instructional Computing Services, OCC*

Donna Waldfogel  
*Administrative Director, Human Resources, CCCD*

Eric Wilson  
*Trainer, Information Systems, OCC*
STANDARD IV

LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-making

Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary IV.A.1.

Orange Coast College’s administrative structure functions in terms of a clear system of leadership, combined with a strong shared governance ethic. Staff, faculty, administrators, and students, no matter what their official titles, are encouraged to take initiative in improving the practices, programs, and services in which they are involved.

Administrative leadership is organized to ensure effective and consistent communication of institutional values and goals within Orange Coast College and between the College and the Coast Community College District. Leadership of the District rests with the Board of Trustees, the District Chancellor, and vice chancellors. The college presidents report to the Chancellor and the Board of Trustees. The vice presidents of Instruction, Student Services, and Administrative Services report to the President of the College. The deans and directors within each wing report to the vice presidents. Faculty and staff report to their respective deans or directors. Instructional unit assistants (IUAs) provide leadership for division departments under the guidance of division deans.

The President takes a key leadership role in identifying institutional values and in setting and achieving goals at the College. He chairs the Vice Presidents’ Council, which meets on a weekly basis to integrate the implementation of institutional goals across all four wings of the institution. He also chairs the college-wide Planning and Budget Committee, the key planning committee of the College. Through the Planning and Budget Committee, he takes a leadership role in assuring the achievement of the goals outlined in the Orange Coast College Master Plan. Additionally, he chairs the Administrative Cabinet,
which includes the entire administrative leadership structure of the College, including vice presidents, deans, and directors, the Academic Senate President, the Director of the Foundation, the Director of Community Relations, the Director of Institutional Research, the Associated Student Body President, and the Middle College High School Principal. The President also takes key leadership roles in new initiatives, such as forming and personally chairing the Outreach and Recruitment Committee and spearheading the Learning College initiative at the College.

The Vice President of Instruction has leadership responsibilities for the Instructional wing of the College. The Instructional wing includes nine instructional divisions and the library. She chairs the Deans' Council, whose members include the nine division deans, the Dean of Instructional Programs, the Director of the Library, and the Academic Senate President. She also chairs the Instructional Planning Council (IPC) composed of representative leaders from across the Instructional wing, including division deans, Academic Senate representatives, key faculty committee chairs, and students. The IPC is responsible for developing and recommending key institution-wide initiatives such as the Institutional Student Learning Outcomes Plan, and making faculty hiring recommendations.

The Vice President of Administrative Services leads the Administrative Services wing of the College. He is responsible for the College’s budgeting, personnel services, and buildings and grounds operations. He chairs the Administrative Services Planning Council, whose members include all the Administrative Services wing managers. With the Academic Senate President, he co-chairs the Facilities Planning Committee, composed of campus-wide representatives. This committee empowers College faculty, staff, and students, regardless of their titles, to participate in significant decisions regarding the campus environment. This committee is currently charged with prioritizing facility planning using Measure C bond funds.

The Vice President of Student Services leads the Administrative Services wing. He directs student support services and co-curricular activities for the campus. The departments composing the Student Services wing provide essential student support programs such as Admissions, the Children’s Center, Financial Aid, and the campus bookstore. The Vice President of Student Services chairs the Student Services Planning Council, whose members include all managers within the wing. He has recently led a college-wide grant writing team to author a Title III grant proposal addressing students with basic skills needs.

Deans meet regularly with their constituents to review wing and institutional goals, practices, and procedures. Instructional deans meet regularly with their division faculty members and staff members and with their IUAs, who in turn meet with their departments and specific instructional groups. All administrative leaders, including vice presidents, deans, and other managers, meet monthly in Administrative Cabinet to be updated by the President on institutional goals, initiatives, improvement, and to share information regarding their administrative or instructional areas.

The Academic Senate ensures faculty participation in instructional planning by nominating key committee chairs and participants, notably for Curriculum Committee, Program Review, and Instructional Planning Council. The Classified Forum serves as a basis for classified staff members to engage in dialogue regarding institutional effectiveness and improvement, as it affects those practices, programs, and policies that involve classified staff.

The Orange Coast College Shared Governance Document of 1993, which has continued to form the basis of shared governance at the College, outlines representation of all campus constituents on the major campus-wide, decision-making committees. This document is currently under revision. According to shared governance, faculty members, staff members, and students are represented on campus-wide planning committees such as the Facilities Committee, the Technology Committee, and Planning and Budget Committee (OCC, June 1993).

OCC has a rich history of student leadership. Through the ASOCC program, students are invited to serve on all key campus committees, ranging from the Academic Senate to Instructional Planning Council and the Planning and Budget Committee. On Honors Night, an annual event of celebration of student achievement, more than seventy leadership awards based on hours of service and types of service to the College are distributed to students.

Finally, major initiatives and goal-setting documents produced by the College are traditionally created through a system of open meetings, focused dis-
discussions, and campus-wide forums. The change from an 18-week to 16-week semester was effected in this manner, as was the development of the 2005-2008 Academic Master Plan, the Facilities Master Plan, the Institutional Student Learning Outcomes Plan, and most recently, the creation of an Associate in Science degree.

**Self-Evaluation IV.A.1.**

The administration at Orange Coast College is organized as four interdependent wings, all reporting to the President’s Office: the Instructional wing, the Administrative Services wing, the Student Services wing, and the President’s wing. The College is generally perceived to have a “flat” leadership style, where all campus constituents are encouraged to participate in institutional improvement. Various awards and recognition ceremonies recognize leadership provided by each of the constituent groups at the College. For example, the institution recognizes contributions to leadership formally through the Manager of the Year, Faculty Member of the Year, and Classified Staff Member of the Year.

The Academic Senate continues to be recognized as playing an important role in self-governance. According to the 2006 Self Study Survey, 74.5% of the faculty who responded to the survey agree with the statement, “The Academic Senate provides input regarding institutional governance.”

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<td>Classified</td>
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<td>Totals</td>
<td>5.2%</td>
<td>22.6%</td>
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Table 1: Academic Senate Input - Institutional Governance
Source: Faculty, 11

Faculty participation in institutional governance may have been impacted by the significant number of retirements due to retirement packages in 2002-2003 and 2004, as well as the change to a compressed 16-week semester in 2002.

The Self Study Survey indicates that classified staff members perceive themselves to have the weakest role in institutional governance. It is unclear why classified staff members should perceive themselves as having a less significant role in institutional governance; however, these results should be interpreted with caution, as 70.5% of the classified staff members completing the survey did not respond to this statement.

Despite the considerable emphasis on student leadership and student participation in campus-wide committees, the 2006 Self Study Survey using the Community College Student Experiences Questionnaire reflects that 85.3% of students surveyed never “assumed a leadership role (held an office, headed a committee, etc.) in a student organization or club” (Supplemental 2). Moreover, in the Supplemental Student Survey, only 33.5% of students agreed with the statement, “Institutional leaders encourage students to participate in college decision-making roles” (Supplemental, 2).
Planning Agenda IV.A.1.

- Revitalize the Classified Forum or investigate alternative means to further engage classified staff in institutional governance.
- Review strategies to encourage students to participate in College decision-making roles.
- Review strategies to maintain faculty involvement in institutional governance.
- Complete the revision of the College’s Shared Governance Document.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from the constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Descriptive Summary IV.A.2., IV.A.2.a., IV.A.3

The Orange Coast College Shared Governance Document (OCC, June 1993) was created in 1993. The manual provides official documentation of shared governance policies and committee structures. The College is revising the manual with participation from faculty members, managers, classified staff members, and student leaders. The draft of the revision will be shared with the campus during Fall 2006 and completed by the end of Fall 2006.
Employee bargaining units also stipulate representation of each constituency on key campus committees. The Coast Community College District has four constituencies that participate in contract-defined activities on the campus: Coast Federation of Educators (CFE), representing full-time faculty; Coast Federation of Classified Employees (CFCE), representing classified staff; California Teachers Association (CTA), representing part-time faculty; and Coast District Management Association (CDMA), representing management.

According to the CFE contract, full-time faculty must be represented on the following committees: College Planning and Budget Committee; Environmental Health, Safety, and Disaster Preparedness Committee; District Enrollment Management Task Force; District Wellness Committee; High Technology Committee; International Education Committee; and College and District Search Committees (AFT, 6). Under the CFCE contract, classified staff must be appointed by the Federation to all district-wide or college-wide committees consisting of classified, faculty, and administrative staff. (Agreement, 3). The Federation must be provided a list of all established committees including their subcommittees by October 1 of each year (Agreement, 4). Under the CTA contract, a CTA representative has the right to address faculty at any college-wide meeting (Coast, 13 Oct. 2005, 3).

The Associated Students representatives serve on all campus-wide committees. The Associated Students President, the Dean of Students, and the Associated Students Advisor review applications from students who wish to serve on these committees. They prepare a recommended list to present to the five student trustees for approval. The trustees make final selections of students and recommend them to be the official student representatives.

The Academic Senate is the main committee representing the faculty in the shared governance process. The Academic Senate is composed of twenty full-time faculty senators, one senator representing part-time faculty, and an ASOCC representative. Each senator has a three-year term of office. Senators are elected by the academic divisions or are elected by the entire faculty. The Academic Senate has specific areas of primary responsibility: curriculum, including establishing prerequisites and placing courses within disciplines; degree and certificate requirements; grading policies; educational program development; processes for program review; and professional development. The Academic Senate meets once a week during the fall and spring semesters to openly discuss issues related to the faculty’s role in shared governance. Senators are responsible for disseminating information regarding institutional policies, planning, and budget with the instructional faculty. Moreover, senators are called upon to represent the faculty on key institutional planning committees such as the Instructional Planning Council, Facilities Committee, Technology Committee, and Planning and Budget Committee.

Information is disseminated widely among the institution’s constituencies, not only through committees, but also through hard copy and electronic documentation. Agendas, minutes, memoranda, lists of committee members, and documents relating to specific committees are posted on the College internal website, the OCC Portal. The Faculty and Staff Handbook outlines all campus policies and procedures (OCC 2003-2005). The New Faculty Handbook is provided to all new full-time and part-time faculty members (OCC Office, 6 Dec. 2005). New full-time and part-time faculty members are also provided with orientations outlining campus governing structures, processes, and practices. Organizational charts for the District and all three District colleges may be found on the District website (CCCD website).


The institution has clearly defined governance structures, processes, and practices that facilitate discussion of ideas and effective communication among the institution’s constituencies. The shared governance document is currently being revised to clearly articulate these processes.

The College creates an environment for active participation by its constituencies through the campus committee processes. The composition of each committee is determined by appropriate representation of all constituencies established as contractual agreements and shared governance policies. With this structure in place, the leadership promotes empowerment and innovation from all campus constituents. Due to the advancements in technology, communication, and accessibility to committee information, involvement has increased. The OCC Portal has standardized the way that the College conducts
business and has facilitated sharing of information for committees.

Results of the Spring 2006 Faculty/Staff/Administrator Survey indicate that in response to the statement, “My employee group has a substantive and clearly defined role in institutional governance,” 65% of responding administrators and managers agreed, and 53.7% of responding faculty members agreed, but only 22.7% of classified staff members responding to the survey agreed. However, 70% of the classified staff members responding to the survey did not answer this question (Faculty, 11).

Results of the 2005 Supplemental Student Survey indicate that in response to the statement, “Institutional leaders encourage students to participate in college decision-making roles,” 33.5% agreed, 22.6% disagreed, and 44% of 1,214 students were neutral (Supplemental, 2).

Interviews with individuals across the campus, survey results, and recommendations from the previous accreditation visit indicate that the College needs a revised shared governance document. This revised document will revitalize interest in shared governance and clearly define the roles of all campus constituents.

During 2005-2006, there was considerable discussion of committee membership composition and term limits by the Planning and Budget Committee, and a new policy for membership on all college-wide committees was developed.

Communication among the institution’s constituencies is increasingly electronic. Whereas organizational charts for all three colleges are available on the District website, they are relatively difficult to locate. OCC does not electronically post its organizational charts. The OCC Portal, the College intranet, does enable faculty members and staff members to share documents and information; however, use of the portal is not yet universal.

**Planning Agenda IV.A.2., IV.A.2.a., IV.A.3.**

- Revise the shared governance manual, including committee structures, participation, and term limits and post revisions on the OCC Portal
- Widely disseminate the Planning and Budget Committee term limit policies for committees. Evaluate term limits for committees.
- Increase OCC Portal communication regarding institutional governance, including posting organizational charts.

**IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

**Descriptive Summary IV.A.2.b.**

The Academic Senate’s role in making recommendations about student learning programs and services is defined in Title 5 of the California Code of Regulations (California Department) and supported by Coast Community College District Board policy which states, “The Board of Trustees of the Coast Community College District recognizes the Academic Senate as the representative of the faculty in making recommendations to the administration of the College and to the governing board of the District with respect to academic and professional matters” (“Faculty Role”). The primary tasks of the Academic Senate are curriculum development, including establishing prerequisites and placing courses within disciplines; degree and certificate requirements; grading policies; educational program development; standards of policies regarding student preparation and success; and District and College governance structure, as related to faculty roles (“Faculty Role”).

The Academic Senate defines academic and professional standards for faculty members. The Program Review Coordinator and the Curriculum Committee Chair are faculty members recommended by the Academic Senate, and they attend Academic Senate meetings as ex officio members.

As required by Title V, program reviews are con-
ducted every six years. Program review is a “quantitative and qualitative self-evaluation of the vitality, effectiveness, efficiency, and relevance of each instructional program along with plans for improvement” (“OCC Program 2004-2005”), as well as a self-evaluation in the areas of enrollment, students, faculty, curriculum, campus and community support, facilities, technology, equipment, and supplies. Faculty members and administrators within the appropriate division complete program review and curriculum review. Each program review committee is composed of the College Program Review Coordinator, the appropriate program chair, faculty members, the Division Dean, and the Vice President of Instruction. Program reviews are conducted in the fall, with a summary of the findings presented to the Academic Senate, Instructional Planning Council, and the Planning and Budget Committee in the spring. Programs and curriculum that need revisions are presented to the College Curriculum Committee.

The Curriulum Committee assures that the College’s classes, programs, and degrees meet the requirements of the California Education Code and Title V. As such, the committee plays a key role in making recommendations about student learning programs. For example, the Curriculum Committee recently approved new Certificate of Achievement programs in Business, Dance, and Allied Health. Also, the Curriculum Committee formally approved the Associate in Science degree. The Vice President of Instruction and the Academic Senate Secretary attend Curriculum Committee meetings. The Orange Coast College Curriculum Handbook outlines the Education Code and Title V requirements for the committee and also includes the local forms and outlines used by the College (OCC Curriculum 2006-2007). The Curriculum Committee meets biweekly, and meetings are open to the public. The committee uses the OCC Portal to publish agendas, forms, member contacts, and meeting schedules.

Administrators are also involved in recommendations about student learning programs through the offices of the Vice President of Instruction and Vice President of Student Services. The Vice President of Instruction is the administrator responsible for all matters pertaining to curriculum and instructional programs, and all curriculum recommendations are reviewed by her. The division deans, who report to the Vice President of Instruction, work with their faculty to develop new curriculum and support student learning programs by allocating funds and providing staff and other support. The Vice President of Student Services provides leadership and final review for student services such as registration, financial aid, and health services. Administrators also represent the College at District and regional curriculum meetings.

Self-Evaluation IV.A.2.b.

The College relies on its faculty, through the Academic Senate, other committees, and faculty structures to develop, implement, review, and update student learning programs and services.

The Academic Senate works with academic administrators to implement resolutions developed in the Senate as they pertain to instructional issues. A current example of this cooperation is the Senate’s resolution, developed in conjunction with the Vice President of Student Services, requesting the Associated Students Budget Committee to present their proposed budget to the College’s Planning and Budget Committee, since the ASOCC budget helps support co-curricular programs.

In addition, the administration works closely with the Academic Senate and faculty to implement innovations in student learning programs and services. Student learning outcomes are now a part of the accreditation process, and the administration has supported the faculty by providing training to incorporate student learning outcomes into the curriculum.

The Faculty/Staff/Administrator Survey, conducted in Spring 2006, further supports the conclusion that the College relies on the faculty for recommendations related to instructional programs. In response to the statement, “The Academic Senate provides input regarding institutional governance,” employees surveyed responded as follows:

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<tr>
<td>Administrators</td>
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<td>Classified</td>
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<td>12.5%</td>
<td>87.5%</td>
</tr>
<tr>
<td>Total</td>
<td>5.2%</td>
<td>22.6%</td>
<td>72.2%</td>
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Table 3: Academic Senate Input-Governance
Source: Faculty, 11
Planning Agenda IV.A.2.b.

- None.

**IV.A.4.** *The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.*

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**Descriptive Summary IV.A.4.**

To assure honesty and integrity in its relationships with external agencies, the College ensures that appraisal of College programs and policies is conducted by a broad base of campus constituencies. The most important relationship the College has with an accrediting agency is with the Accrediting Commission for Community and Junior Colleges (ACCJC). To assure integrity with the Commission’s standards, policies, guidelines, and requirements for public disclosure, self study, and team visits, the President has appointed Self Study teams, which represent students, **Faculty**, and management, under the combined leadership of the Vice President of Instruction and a faculty member. The Vice President of Instruction is the College’s liaison to the Accrediting Commission for Community and Junior Colleges. Both the Vice President of Instruction and the faculty co-chair have attended Accrediting Commission for Community and Junior Colleges workshops to become familiar with Accrediting Commission standards, policies, and guidelines. It is also the responsibility of the Vice President of Instruction to coordinate the College’s Self Study.

Information about the College’s Self Study and the accreditation process are available to the College community on the Accreditation Committee’s home page of the OCC Portal and is available to the public under the Office of the President on the College website. All constituents of the campus were invited to participate in the College’s accreditation Self Study. An informational meeting was offered as part of the Fall 2005 opening day presentation. Self Study standards were formed, and information about the process has been maintained on the OCC Portal as well as through the weekly online faculty and staff newsletter, *Coast to Coast*, the weekly *Staff Development Newsletter*, emailed directly to all College employees, and periodic accreditation newsletters.

Although not available online, copies of the last accreditation report are readily available in the President’s office, as well as the three vice presidents’ offices. In addition, the mid-term reports are also available for review in these offices and on the Accreditation Committee portal site. All of these documents were made available to the campus and the public at various times since the last accreditation site visit in 2000.

Orange Coast College has responded to all recommendations made in the Accreditation Self Study of 2000. This is evidenced through the College’s mid-term report, begun in March 2003, followed by approval of the final report by the Coast Community College Board of Trustees in November 2003. Although not all of the recommendations were implemented at the time of the mid-term report, substantial progress had been made on many of them, with plans to implement many more before the 2006 Accreditation Self Study.

Progress has been significant on the three major recommendations made by the Accreditation Commission in 2000:

1. Develop a more effective instructional program review process that can lead to improvement of programs and services.
2. Develop and publish a planning process that integrates all educational, financial, physical, and human resources planning efforts. This process is to include regular review and modification when necessary.
3. Revive the High Technology Committee or form a new committee to plan for the technological needs of the College and support the ongoing implementation of the new district-wide management information systems.

Ongoing systematic review of programs and courses occurs through the program review and Curriculum Committee processes. Program review follows a six-year cycle and results in a thorough, systematic review of all academic programs. Program review is currently being revised to include student learning outcomes and means of assessment. Since the last accreditation visit in 2001, the College continues to revise and make improvements to the program review process each year.

The creation of a comprehensive Academic Master Plan and a Facilities Master Plan in Fall 2003 marked the first significant achievement to improve the College planning process to better integrate educational, financial, physical, and human resources planning efforts. These two plans were designed with considerable involvement by faculty, staff, and students. Together, they presented a comprehensive vision of the College’s purpose, future needs, and potential so that new construction, facilitated by bond funding, was allocated according to specific goals and objectives. The Academic Master Plan and the Facilities Master Plan have since become primary planning documents used by the Planning and Budget Committee and made available to the entire community.

Another significant achievement in improving the planning process came with the formation of the Instructional Planning Council. This council, instituted in Fall 2004, is a broad-based committee of the Instructional wing and a major advisory arm of the Planning and Budget Committee.

As a result of Accreditation Commission recommendations, Orange Coast College reinstated the High Tech Committee as the Technology Committee. In Fall 2004, the Technology Committee developed a Technology Master Plan. This was integrated with the Academic Master Plan and Facilities Master Plan to form the Orange Coast College Master Plan 2005-2008 in January 2005.

Orange Coast College has always taken seriously its relationship with and the recommendations made by the ACCJC. The College views each recommendation as an avenue to improvement in providing quality educational programs to the students it serves. The current Self Study and the processes required to complete it have been the College’s focus during the 2005-06 academic year with workshops and support meetings to assist the faculty, staff, students, and administrators with their participation in the Self Study. One of the by-products of the self study process has been an improvement in communication between faculty, staff, and students and a greater appreciation for the role of each constituency in the campus community.

The College takes seriously the recommendations made by the ACCJC/WASC and has used them to improve the overall planning process of the College. Evaluation and improvement of the overall integration of planning continues to be a primary goal of the College.

**Planning Agenda IV.A.4.**

- Systematically evaluate and update integration of the Technology and Facilities Master Plans with the Academic Master Plan.

**IV.A.5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

**Self-Evaluation IV.A.4.**

The College meets the standard. The College exercises continual review and scrutiny of relationships with external agencies.
Descriptive Summary IV.A.5.

Currently, there are no formal procedures for evaluating the role of leadership and the institution’s governance and decision-making structures and processes. However, all College administrators are evaluated by their supervisor and constituents. Procedures for these performance evaluations are established by the administrators’ association, Coast District Managers Association (CDMA), and outlined in Board policy (“Regular”). The performance evaluations include an Annual Review of Goals and Objectives, Behavioral Survey, Self-Evaluation by the Manager, and Evaluation by the Supervisor. Performance evaluations are used by the supervisors to judge the administrators’ effectiveness as leaders and make recommendations for improvement.

The Chancellor and Board of Trustees evaluate the President of the College. The President establishes goals and objectives consistent with those of the District. He is held accountable for meeting the established goals, and his contract is renewable every two years. The Chancellor works with the President through a process of consultation, guidance, and review.

As stated previously, OCC adheres to a shared governance model. Administrators, therefore, often turn to committees for recommendations on decisions that affect the campus. Currently, there is no formal process for evaluating campus committees. However, there has always been an informal procedure for evaluating committees through committee discussion and goal setting, open meetings, and communication of committee meeting proceedings to the campus at large.

Self-Evaluation IV.A.5.

Orange Coast College partially meets the standard. While the decision makers, including the President and College administrators, are regularly evaluated through a formal process, there are currently no formal procedures for evaluating the health of the institution’s governance and decision-making structures and processes.

Planning Agenda IV.A.5.

- Develop a formal procedure for evaluating the effectiveness of the College’s shared governance structure and practices.

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.
IV.B.1.c. **The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

**Descriptive Summary IV.B.1., IV.B.1.c.**

Orange Coast is part of a multi-college district governed by a five-member locally elected Board of Trustees. The Board is responsible for setting District policies to ensure the quality and effectiveness of its programs, the financial stability of the District, and selecting the Chancellor of the District to serve as its chief executive officer. The roles of the District and its colleges are clearly delineated. The District office provides support for the effective and efficient operation of the College in the areas of finance, human resources, educational services, information services, and administration. In addition, the District office serves as a liaison between the College and the Board of Trustees.

The Coast Community College District Board of Trustees establishes policies and oversees the District’s three campuses in accordance with California Education Code (California Education). The Board’s responsibilities and authority for governance are also outlined in the Coast Community College District Manual of Board Policy and Procedures (“CCCD,” 18 Sept. 1991). The Board establishes these policies and procedures to be consistent with its own mission and to support the mission of Orange Coast College.

The Board has adopted a mission for the District which includes providing “quality lower-division and occupational education to ensure that students from all ages and from all socio-economic backgrounds have the opportunity to achieve their postsecondary educational goals. Inherent in this mission is the provision of transitional instruction and those support services that promote student success” (“CCCD,” 18 Sept. 1991).

In addition, Board policy states that the Board shall “delegate authority to the Chancellor as the Board executive, and confine Board action to policy determination, planning, overall approval and evaluation, and maintaining the fiscal stability of the District” (“Delegation”).

The Board has established curricular and academic policies intended to assure the quality, integrity, and effectiveness of the student learning programs and services at Orange Coast College and throughout the District. These policies address such issues as curriculum development and approval, course outline review, international education, District grading policy, credit by examination, academic renewal, and related subjects (“Educational,” 19 Jan. 2005). The Board approves all new courses and programs, including those offered through distance education or at remote locations. Board members regularly receive information about, or grant approval for, matters relating to the quality and vitality of the student learning programs at Orange Coast College and the other two District campuses, Golden West College and Coastline College. The Board is kept informed about additional academic and curricular issues such as OCC’s accreditation reports, licensing contracts, clinical agreements, student honors and awards, transfer policies, scholarships, and community education efforts through written reports and from presentations by the College President and the President of the Academic Senate during regular Board meetings.

The Board oversees the financial aspect of its mission through the formulation of policies and procedures regulating the business activities and financial obligations of the District. Policies include those governing District planning and budgeting; the use of real property, facilities, and equipment; purchasing; gifts; auditing of records; insurance; travel; tax shelters; fiscal accountability; conflicts of interest; and related matters (“Business,” 1 Mar. 2006). The College and District are audited on an annual basis. The external and internal audits are reviewed by the Board and sent to the California Community College Chancellor’s Office. The California Community College System requires the District to maintain a five percent reserve fund (Harris).

The Board also appoints and specifies the duties of the Chancellor and vice chancellors, as well as the appropriate administrators, supervisors, and others at each District college. These individuals are responsible for carrying out Board policies and ensuring the financial stability of the campuses and the District. Board oversight of the District’s financial health is further ensured through reports from the Chancellor,
the college presidents, the Academic Senate presidents, and representatives of the Associated Students. These reports are placed on Board meeting agendas and are received during regular Board meetings.

The Board has ultimate responsibility for legal matters. All contracts are reviewed by the District and approved by the Board. In addition, Risk Services at the District provides oversight and advice to the College for legal matters and legal representation for the College should the need arise.

A significant legal and financial issue currently facing the District is the resolution of the sale of KOCE, the district-owned public broadcasting television station. The sale of KOCE was considered due to the expense of the required conversion from analog to digital technology as well as the annual contribution to the KOCE budget from the District’s general fund required to keep the station viable. The District sold KOCE to the KOCE Foundation in 2004. The sale was disputed by Daystar Television Network, a company that unsuccessfully bid on the station, and is currently in litigation (Campbell).

Board policy outlines the authority and responsibilities of the Chancellor (“Duties”). In addition, a Board policy is currently being developed that will clearly define the process for selecting the Chancellor. The current Board policy for selecting and evaluating the District Chancellor is essentially the same as that for other certificated employees of the District. Accordingly, the position is nationally advertised, applicants are paper-screened by a search committee, top-ranked candidates are invited for an interview, and a finalist is offered the position. The major difference is that the Board of Trustees itself interviews final candidates and decides whom to hire. The Board then evaluates the Chancellor annually in accordance with its established procedures. Evaluation of the Chancellor is conducted annually in closed session. The Chancellor creates a set of goals for the District and reviews them with the Board. He provides the Board with a written self-evaluation, and the Board provides feedback and suggestions to the Chancellor.

**Self-Evaluation IV.B.1., IV.B.1.c.**

The Board has ultimate responsibility for educational quality, legal matters, and financial integrity. Ongoing reelection of board members confirms community trust in their performance. Despite community approval of the Board, the Spring 2006 results of the Self Study show a wide variation of opinion regarding the Board’s ability to oversee the District’s financial soundness. While 65% of administrators agree with the statement, “Board of Trustees has performed responsibly in overseeing the financial soundness of the District,” only 26.3% of faculty members and 27% of classified members agree.

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Table 4: Board of Trustees’ Performance
Source: *Faculty*, 11

Despite the results of the survey, the District is financially sound with reserves significantly exceeding the five percent requirement. The dissatisfaction on the part of the faculty and staff may be due to the pending KOCE litigation and the concern about the financial implications for the District.

Overall, the roles of the District and its colleges are clearly delineated. The District provides support for the effective and efficient operation of the College in the areas of finance, human resources, educational services, information services, and administration. The District has launched a project to update its policies, and that project is currently underway. The Board meets its legal and financial obligations to the community and is performing effectively.

**Planning Agenda IV.B.1., IV.B.1.c.**

- Provide ongoing information about the sale of KOCE, particularly to faculty and staff.
- Prepare for potential financial impact of the KOCE sale.
IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary IV.B.1.a.

To ensure that the Coast Community College District Board members represent the public interest, the Education Code prohibits community college employees from serving as trustees in their own district (California Education). The Board defends the institution from undue influence and pressure by establishing ethical responsibilities and conflict of interest code (“Conflict,” 1 Mar. 2006). The Conflict of Interest Code, required by the California Political Reform Act of 1974 (“Political”), establishes a list of designated employees for disclosure requirements. Designated employees include the Chancellor, vice chancellors, college presidents, and vice presidents. These are all individuals whose official positions require them to make financial decisions for the College. For example, they may decide which architectural firm to hire to design a new campus building. They must disclose financial interests to avoid potential conflicts.

In addition, CCCD Board policy regarding ethical responsibility defines the Board as an independent policy-making body whose “primary duty is to represent the entire community” in carrying out its elected responsibilities. Also, according to the policy, Board members “accept the concept that each Board member is only one member of a policy-making team.” The Board of Trustees makes decisions informed by comments, reports, and recommendations from members of the public, their staff members, the college presidents, the Academic Senate presidents, and union presidents, all of whom attend Board meetings. Once the Board reaches a decision, it acts as a whole. In addition, the Board has a policy designating the President of the Board as the official spokesperson for the Board. The Board delegates “authority to the Chancellor as the Board executive,” and confines “Board action to policy determination, planning, overall approval and evaluation, and maintaining the fiscal stability of the District” (“Board,” 18 Sept. 1991).

A recent example of the Board acting as an independent policy-making body that reflects the public interest occurred with the sale of KOCE, the district-owned public television station. The decision to sell the television station occurred in February 2004. Prior to this decision, the Board discussed the issue over a series of Board meetings, culminating in a community-wide meeting attended by more than 300 people.

Board members advocate for the District and its colleges at the local, state, and federal level on a regular basis. The Board advocates for the institution by lobbying the legislature for the necessary resources to support the financial integrity of the College and its educational programs. For example, the Board lobbied for extended Perkins and Pell grant funding. Through advocacy for state, federal, and private funding, the Board maintains a solvent and efficient budget.

Self-Evaluation IV.B.1.a.

As an elected policy-making body, the CCCD Board of Trustees makes decisions in public meetings in accordance with state and local policies, including the Brown Act. Agendas and minutes are available to members of the community on the District website. The public is invited to comment on issues relevant to the District and community. OCC administrators, faculty, classified, students, and collective bargaining organizations attend meetings regularly, advocate for the College, and report back to the College. The Board considers these various constituencies but makes its decisions as an independent policy-making body.

The Board protects the institution from undue influence or pressure and advocates for OCC’s interests. This is accomplished by the conflict of interest code that prevents Board members from personally benefiting from Board decisions.

The courts have invalidated the sale of KOCE and
found it to be illegal. This issue continues to pose a dilemma for the Board as it balances the interests of the community and the institution.

**Planning Agenda IV.B.1.a.**

- The District will review the sale of KOCE in a manner that reflects the best interests of the institution.

**IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

**Descriptive Summary IV.B.1.b.**

Consistent with the District’s mission, the Board holds itself responsible to ensure that every student has the opportunity for the highest quality education within the fiscal limitations of the District. Board policy establishes several goals that ensure the quality, integrity, and improvement of student learning programs and services. The mission and goals of the District are outlined in its Board policy:

**Mission**

The primary mission of the Coast Community College District (CCCD) is to provide quality lower-division and occupational education to ensure that students from all ages and from all socio-economic backgrounds have the opportunity to achieve their postsecondary educational goals. Inherent in this mission is the provision of transitional instruction and those support services that promote student success. In addition, the District will offer non-credit courses and other community service programs that will meet cultural, recreational, professional in-service, and personal development needs.

**Goals**

Goal 1: Provide high quality lower-division transfer education.

Goal 2: Provide the highest quality occupational education training and retraining that meets community and student needs.

Goal 3: Provide the highest quality transitional and lifelong education programs that meet community needs.

Goal 4: Provide a self-supporting community services program that meets cultural, recreational, professional in-service, and personal development needs of the community.

Goal 5: Support the economic growth and development of the communities served by the Coast District by making the resources of the District and its colleges available to local businesses, industry, and government.

Goal 6: Provide learning resources and student support services needed to promote student success and to measure that success.

Goal 7: Establish articulation plans among the three campuses, the local high schools, and colleges and universities.

Goal 8: Develop, implement, and maintain programs that address international and intercultural education.

Goal 9: Maintain an energetic, involved, and informed faculty, classified staff, and administration through staff development, training, and other program initiatives.

Goal 10: Increase the diversity of faculty, staff, and administrative personnel so that the District’s employees reflect the diversity of California’s population.

Goal 11: Maintain and update one-year and five-year improvement plans on an annual cycle, and ten-year and twenty-year master improvement plans on a five-year cycle. The plans will include these elements: instruction, support services, human resources, facilities, and other capital expenditures.

(“CCCD,” 18 Sept. 1991)
The Board is committed to the quality, integrity, and improvement of student learning programs and services. It provides the College with the necessary resources to support them. Through its budgeting process, the Board maintains broad financial aid for students, supports counseling and student services, and hires faculty and staff. The Board adopts five-, ten-, and twenty-year plans and adheres to them.

**Self-Evaluation IV.B.1.b.**

Board policies and procedures are consistent with the District and the College mission statements; each aims at improving the quality, integrity, and improvement of student learning programs and services. The Board provides the resources necessary to support programs and services in policies related to the development of human resources, including hiring policies and practices, the coordination of instructional programs through the State Chancellor’s Office, budgeting and purchasing of instructional equipment, financial aid for students, and construction of new classrooms, student services center, library, and athletic fields.

The Self Study Survey administered to managers, faculty, and staff shows that a majority of OCC employees agree with the statement, “The District provides effective services that support the mission and functions of the College.”

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Table 5: The District Services Support the College Mission

Source: Faculty, 12

**Planning Agenda IV.B.1.b.**

- None.

**IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.**

**Descriptive Summary IV.B.1.d.**

The Board Policies and Procedures are published in three locations: on the College network P: drive, accessible to all faculty and staff in the CCCD District; in a manual available at the Board of Trustees office; and on the Coast Community College District website. The Board’s mission, size, membership, terms of office, meeting dates, agendas, minutes, and other information are available on the District website. Two years ago, the Board launched a new process to update its policies and subscribed to the Community College League of California policy update service to keep those policies updated in the future. This update process is ongoing. Any changes proposed to Board policy are published in a Board agenda and subsequent minutes of Board meetings. The District is currently in the process of implementing a new enterprise-wide computer system which will include a district-wide intranet. Board policies and procedures will be posted on this new intranet.

The size and composition of the CCCD Board, which includes five voting members publicly elected from the five trustee areas served by CCCD and one non-voting student member, conforms to state law and applicable Board policies. The trustees serve four-year terms, and elections are staggered to ensure continuity of Board membership (“Board,” 5 Feb. 2003). The non-voting student member, a student trustee elected to the Board by the students from the District’s three campuses, serves a one-year term. The student trustee is authorized to make
motions, second motions, and express support or opposition to any matter. The student trustee does not attend closed sessions ("Student").

The formally defined duties and ethical responsibilities of the voting trustees include appointing the Chancellor, exercising overall approval and evaluation, and maintaining the fiscal stability of the District ("Board," 18 Sept. 1991). The principal responsibility of the student trustee is defined in Board policy as serving as “a representative voice for students in the Coast Community College District” ("Student"). Other operating procedures of the Board meetings, including placing items on the agenda, public comments, and meeting rules, are defined and published in the Board’s General Rules for Meetings ("General," 19 Feb. 2003).

The Board meets each December in an organizational meeting to plan member first and third Wednesdays of most months; additional special meetings are scheduled as needed. All regular and special meetings are open to the public in compliance with the Brown Act and other state-mandated “open meeting” laws. Closed sessions, should they be required, are conducted in compliance with the California Education Code.

Self-Evaluation IV.B.1.d.

The Board regularly acts in a manner consistent with all applicable policies and laws. Its size, membership, and conduct are clearly defined, published, and available to the public. Minutes of all previous Board meetings are published with the current agenda, and electronic versions of all minutes are available on the Internet, accessible from the District home page (CCCD website) and to the CCCD faculty and staff on the District internal network. This has increased accessibility of the Board agenda for faculty, staff, and the public.

Planning Agenda IV.B.1.d.

- None.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

IV.B.1.g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies and bylaws.

Descriptive Summary IV.B.1.e., IV.B.1.g.

The Board follows its policies and procedures in conducting meetings and acting together as a Board. As discussed above, Board policies are under an extensive review process that will bring them up-to-date with current laws and regulations. The Board has subscribed to a service that will ensure its policies are regularly evaluated and updated.

In accordance with established policy, the Board of Trustees delegates authority for direct oversight of the District to the Chancellor and confines its own activities to policy determination, planning, overall approval and evaluation, and maintaining the fiscal stability of the District ("Duties"). The Board usually holds public meetings twice a month, at which time it reviews and, if appropriate, approves agenda items and receives reports from the Chancellor, the college presidents, the Academic Senate presidents, and representatives of the Associated Students organizations. The Board also encourages members of the general public to place items on the Board’s agenda and to speak at Board meetings ("Placing").

In addition, Goal 11 in the mission statement ("CCCD," 18 Sept. 1991) states that the Board maintains and updates one-year and five-year improvement plans on a five-year cycle. The ten-year and twenty-year master improvement plans are updated on a five-year cycle. Vision 2010, the District’s pri-
mary planning tool for facilities planning within the District, is reviewed and updated on an ongoing basis.

The Board reviews and approves its procedures in the spring of every odd-numbered year (“Board,” 19 Feb. 2003). The written summary is presented to the Board, and the Board takes action during a public meeting. The summary may include accomplishments in the previous year and goals for the following year. The Board had not revised or evaluated its policies for many years, and this was noted in the last accreditation report (OCC, 2000). Since the 2000 accreditation, the Board has evaluated and revised its policies to better reflect its practices. In 2002, the District subscribed to a policy review service provided by the Community College League of California. This service alerts the District when new laws require changes in Board policy. This service helps the Board keep policies up-to-date. Additionally, the Board created a Board Policy Review Steering Committee whose purpose is to submit existing policies to the CCLC for review. The policies are broken down into four sub areas: Board of Trustees policies, educational services policies, administrative services policies, and human resources policies. As a result, the evaluation and review of Board policies and procedures have improved since the last accreditation.

The Board regularly evaluates and revises its policies. Examples from 2004-2005 include the following: Policy 080-1-1, confidential employee position titles (“Confidential,” 18 Aug. 2004); Policy 080-1-4, longevity for confidential employees (“Confidential,” 1 Oct. 1985); Policy 080-2-7, confidential employee vacation (“Confidential,” 15 Jan. 1991); and Policy 090-1-9, longevity for supervisory/management and management employees (“Supervisory,” 1 Oct. 1985). Recently the Board considered changing the term of office of the student trustee from one year to two years. In February 2006, the Board revised its Election of Officers process from yearly nominations to a permanent rotation system among all board members. During its annual Organizational Meeting, the President of the Board seeks nominations for representatives to local organizations such as the Nominating Committee for the Orange County Committee on School District Organization, the Orange County Committee on School District Organization, and the Orange County School Boards Association Political Action Group (“Election”).

**Self-Evaluation IV.B.1.e., IV.B.1.g.**

The Board has actively engaged in evaluating and revising its policies and bylaws. For example, in October 2005 the Board discussed revising the *District Administrative Hiring Policy and Procedures*. The issue was brought to the Board after faculty had complained about their experiences on hiring committees. At issue is the lack of, and in some cases, vague policies or procedures for hiring administrators. The Board recommended that the policies for hiring the chancellor, vice chancellor, and president positions be outlined more clearly and that the policy for selecting the vice presidents and deans be reviewed as well (Board, 19 Oct. 2005).

The results of the Self Study indicate that only 14.3% of classified staff members and 29.5% of faculty members surveyed agreed with the statement, “The Board acts in a way that is consistent with published board policies or bylaws.” There appears to be a significant discrepancy between classified staff members’ and faculty members’ perceptions of the Board’s adherence to Board policies and that of the administrators and managers.

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<tr>
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<td>32.1%</td>
<td>37.8%</td>
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Table 6: Board Consistency with Policies
Source: Faculty, 11

**Planning Agenda IV.B.1.e., IV.B.1.g.**

- Improve communication, specifically with College classified staff, regarding the Board’s adherence to its published policies.
**IV.B.1.f.** The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

**Descriptive Summary IV.B.1.f.**

Board members are encouraged to participate in regular Board development activities, including conferences and workshops on boardmanship offered by the California Community College Trustees (CCCT) organization and the National Association of Community College Trustees. New Board members attend the annual Effective Trustees Workshop and Trustee Orientation offered in January of each year. In addition, the Chancellor and the President of the Board provide information and meet with new Board members to provide them with a district-level orientation on the policies, procedures, and issues before the CCCD Board.

The Board consists of five voting members and a non-voting student member. Voting members of the Board are publicly elected to four-year staggered terms to represent one of the five trustee areas within the Coast Community College District. Regular elections are held every two years in even-numbered years. The terms of office are staggered so that two trustees are elected during one election, then three during the next election. This ensures continuity of board membership (“Board,” 19 Feb. 2003).

In addition to the five voting members of the Board, the non-voting student member is elected by the students from the District’s three campuses and serves a one-year term. The student trustee is authorized to make motions, second motions, and express support or opposition to any matter. The student trustee does not attend any closed sessions (“Student”).

**Self-Evaluation IV.B.1.f.**

The District anticipates a change in Board membership in December 2006 due to elections. One Board member has decided not to run for an additional term, and four candidates are running to fill the open seat. Consistent with the accreditation theme of evaluation, planning, and improvement, the District needs to ensure that existing practices will provide appropriate orientation for new Board members.

**Planning Agenda IV.B.1.f.**

- Review existing practices for orientation of new Board members.

**IV.B.1.h.** The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

**Descriptive Summary IV.B.1.h.**

The governing Board’s Code of Ethics is outlined in Board policy. In addition, the Board President is charged with communicating with individual Board members about their responsibilities and assuring Board compliance with policies on Board education, self-evaluation, and the Chancellor’s evaluation (“Officers”).

The ethical responsibilities of each Board member include the following:

a. Representing the community and particular constituencies as necessary;

b. Realizing that each Board member is part of a policy-making team, and that the effectiveness of the Board rests upon its members acting as a team;

b. Ensuring the highest quality of education for students;
d. Taking official action in public unless the law prescribes otherwise and maintaining confidentiality for privileged information, such as personnel matters or legal disputes;
e. Delegating authority when appropriate; acting on matters appropriate for the Board, such as fiscal stability, policy matters, and approving the employment of competent, trained faculty and staff;
f. Creating an atmosphere in which controversial issues are discussed in a civil manner; and
g. In no way misusing the power of the office.


In addition to the Code of Ethics, the Board has a Conflict of Interest Code requiring disclosure of financial interests and disqualification from decision making if said interests are implicated. It is the duty of the Chancellor to establish administrative procedures for disclosure and to disqualify Board members from participating in decisions that may impact the Board member’s financial interests (“Conflict,” 2 Oct. 2003). The Conflict of Interest Code forbids Board members and all designated employees, such as the Chancellor, vice chancellors, college presidents, and others from participating in decisions or using their official position for personal financial gain (“Conflict,” 1 Mar. 2006). Required disclosures include architectural firms, computer equipment manufacturers and suppliers, real property interests, library book suppliers, and the like. The California Political Reform Act of 1974 (“Political”) requires that public officials disclose economic interests, such as real property, investments, business positions, and sources of income. It further requires disqualification from participating in decision making when the Board member or designated employee has a financial interest that may be affected materially. Additionally, the Board reviewed its Conflict of Interest Code at the February 15, 2006, meeting in accordance with the Political Reform Act (Board, 15 Feb. 2006).

Violations of the Board Conflict of Interest Code are a violation of California Government Code Section 87500 (California 87300). Violations are a matter for the State Attorney and District Attorney to enforce.

Self-Evaluation IV.B.1.h.

The Code of Ethics does not include a clearly defined policy for dealing with behavior that violates the code. Therefore, the District only partially meets the standard.

There have been concerns of unethical behavior regarding disclosure pertaining to retirement and re-election status and adherence to the Brown Act regulations. This has led the Board to review its current policies and procedures regarding Board ethics.

Planning Agenda IV.B.1.h.

- Develop a clearly defined Board policy for dealing with behavior that violates its Code of Ethics.
- Provide mandatory ethics training for all current and new Board members.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary IV.B.1.i.

In November 2004, the Board of Trustees held a Master Planning Workshop. One of the goals of this workshop was to begin preparing evidence for the upcoming accreditation in 2006. In attendance were the presidents and vice presidents of the three colleges, Academic Senate presidents, and support staff (Board, 17 Nov. 2004).

The Board of Trustees has also been kept informed about the accreditation process by the Chancellor and by the College President at the regular Board meetings. On five separate occasions, OCC President Bob Dees reported to the Board on the status of OCC’s accreditation Self Study (Board, 17 Aug. 2005, 7 Sept. 2005, 14 Dec. 2005, 18 Jan. 2006, and 15 Feb. 2006).

All Board members have been available for interviews by the accreditation Self Study committees. In
addition, each college provided a presentation to the Board at an open meeting on October 18, 2006, describing and presenting the final drafts of their self studies (Board, 18 Oct, 2006).

**Self-Evaluation IV.B.1.i.**

Board members have expressed the need for more information on accreditation in general. Scheduling interviews with the five Board members was not always easy due to scheduling conflicts.

**Planning Agenda IV.B.1.i.**

- Provide more ongoing information to the Board regarding accreditation in general.
- Organize a meeting with Board members and Accreditation Committee members at one time.

**IV.B.1.j.** The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

*In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.*

**Descriptive Summary IV.B.1.j.**

The Board is responsible for selecting the District Chancellor. A policy outlining the Chancellor's, vice chancellors', and presidents' selection processes is currently under development.

The process for hiring the District Chancellor, vice chancellors, and college presidents is essentially the same as other certificated employees of the District. That is, the position is nationally advertised, applicants are paper-screened by a search committee, top-ranked candidates are invited for an interview, and a finalist is offered the position. The major difference is that the Board of Trustees itself interviews final candidates and decides whom to hire.

The Board evaluates the Chancellor annually in closed session in accordance with its established procedures. The Chancellor creates a set of goals for the District and reviews them with the Board. He provides the Board with a written self-evaluation, and the Board provides feedback and suggestions to the Chancellor in this meeting.

The Chancellor has authority for and is accountable to the Board for the District's programs as required by *California Education Code* (California 2005, §71090). The responsibilities of the Chancellor include budget, personnel, long-term planning on expenditures, community relations, influencing progressive educational policies, professional development, and maintaining office hours (“Duties”). In addition, the Board delegates to the Chancellor the authority to supervise the general business and administration of the District (“Delegation”). All contracts must be approved or ratified by the Board (“Contracts”), and the Chancellor is required to make periodic reports to the Board on the financial status of the District (“Delegation”).
Board policy describes the Chancellor’s responsibility and authority to implement and administer board policies as follows:

Administrative procedures are to be issued by the Chancellor as statements of method to be used in implementing Board policy. Such administrative procedures are to be consistent with the intent of Board policy. Administrative procedures may be revised as deemed necessary by the Chancellor ("Policy").

Self-Evaluation IV.B.1.j.

The Board is currently revising its hiring policy for the Chancellor, vice chancellors, and college presidents, so that the procedures are more clearly outlined. In practice, hiring the college presidents follows the same format as hiring faculty. However this practice is not documented as a formal Board policy. Currently, the sole means of evaluation consists of a closed meeting between the Board members and the Chancellor.

Planning Agenda IV.B.1.j.

- Complete the review of the hiring policy for the Chancellor, vice chancellors, and college presidents.

Descriptive Summary IV.B.2.

The President of Orange Coast College provides effective leadership in planning, allocating state funds, and developing and maintaining a campus-wide consultation process involving faculty, classified staff, administrators, and students in decision-making processes. The best example of the President’s effectiveness in these areas is his leadership of the implementation of the Orange Coast College Master Plan 2005-2008. This document now serves as the main academic planning document for OCC. The plan was created after considerable campus-wide dialogue among faculty, staff, and administrators over a one-year period regarding future goals and priorities of the College. The plan includes the primary document, the Academic Master Plan, supported by the Technology Master Plan and Facilities Master Plan. It is an expansion of Odyssey 2002, which outlined College goals from 1999-2002. The College Planning and Budget Committee elected to continue adhering to the Odyssey 2002 goals while the new Orange Coast College Master Plan was developed.

The President focused campus attention on the Academic Master Plan goals by providing Academic Master Plan grants to encourage faculty to work on meeting the goals presented in the Master Plan. He ensures selection of Academic Master Plan “advocates” from Planning and Budget Committee members. These advocates are responsible for providing ongoing support for the achievement of specific Plan goals.

The President has worked with the Planning and Budget Committee and the Vice President of Administrative Services to improve the planning and budget process. The Planning and Budget Committee has also received training in the development of District and College budgets. The Planning and Budget Committee now makes a priority list in the spring in anticipation of the state budget revision in May and the state budget approval on June 30. The President, the Vice President of Administrative Services, and District staff meet to either fund or cut the priorities based on the Planning and Budget list. This is then sent to the District for approval on September 15.

The President initiated the Outreach and Recruitment Committee in accordance with the Academic Master Plan goals. He has strongly encouraged and supported the increased use of data, especially in
terms of research conducted by the Office of Institutional Research, to support planning processes.

One particularly effective strategy the President has introduced to address Academic Master Plan goals is the Team Conference Grants. All four wings successfully sponsored Team Grants in 2006 to encourage faculty and staff to attend key professional conferences as members of self-selected teams.

The President supports institutional effectiveness in a variety of other ways.

- He works closely with the Vice President of Instruction and the Academic Senate President to develop campus-wide integration of student learning outcomes.
- He encourages faculty and staff professional development with his ongoing support for the Staff Development Office during a period of zero state funding.
- He continues to support the development of student learning communities, and he has been an active deciding member of the faculty hiring process.
- He established a Partnership Task Force to improve collaboration with local schools and universities.
- He maintains an open-door policy and strives to address the needs and interests of each member of the campus community.
- He works closely with the Vice President of Student Services to promote the development of a Student Success Center, specifically with the submission of a Title III grant.
- He incorporated the Vice Presidents’ Council in the hiring process.

Communication regarding these planning efforts is made available through various means including the OCC Portal, newsletters, and published minutes.

**Self-Evaluation IV.B.2.**

The President’s Academic Master Plan grants to faculty, administrators, and classified staff have proven to be highly successful. In 2005 and 2006, over $200,000 in grants was distributed to faculty, administrators, and staff (Planning, 23 Feb. 2006). This demonstrates the President’s commitment to the quality of the institution and the effectiveness of long-range planning goals expressed in the Academic Master Plan.

The President has ensured that the Academic Master Plan goals have been integrated in the program review process. This has provided a link between program review and the Planning and Budget Committee. However, this integration of program review into the planning process is being further developed through the Instructional Planning Council and the Planning and Budget Committee.

The President’s emphasis on the use of data to support planning efforts has resulted in the expansion of the Office of Institutional Research and the development of new personnel hiring practices commensurate with OCC Master Plan goals. A new budget-funding model in the Instructional wing is also based on scheduling performance measures and student demand. The Outreach and Recruitment Committee is using data related to underserved populations to improve recruitment efforts.

The President has ensured that the Planning and Budget Committee members were provided with budget training, so that they could have a better understanding of how the budget works as a whole and would be able to make more informed decisions.

The President’s Team Conference Grants are highly successful in supporting Academic Master Plan goals, broadening shared governance, and improving morale.

The President’s incorporation of the Vice Presidents’ Council into the hiring process has proved to be highly beneficial.

**Planning Agenda IV.B.2.**

- Further integrate program review into the planning process.
**IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

**Descriptive Summary IV.B.2.a.**

While the President maintains primary authority over the College, he delegates responsibility to a variety of administrators. The administrative organization of Orange Coast College is divided into four major administrative areas. There are four wings: President’s, Instructional, Student Services, and Administrative wings. Each wing is under the direction of the President or a vice president, who supervises the various deans and directors. The President meets weekly with the vice presidents to discuss overall planning objectives and issues particular to each wing.

The President’s Office oversees four major areas of College operations: the College Foundation, Community Relations, Institutional Research, and Staff Development. Each of these departments is supervised by a director or coordinator.

The President chairs the weekly Vice Presidents’ Council, whose members include all of the vice presidents. These meetings enable the President and vice presidents to review important issues within the wings and at the College and District levels. He also chairs the monthly Administrative Cabinet, which includes all the vice presidents, deans, directors, and other managers. This monthly meeting enables the President to communicate college-wide goals to all the administrative leaders within the wings and to engage in dialogue with them regarding the evaluation and improvement of the administration of the College. Formerly, the President also chaired the President’s Cabinet, which has been discontinued; the President now meets individually on a regular basis with all the members of that body or within the context of other meetings.

The President plans, oversees, and evaluates the administrative structure by supervising the evaluation process of administrators. This evaluative system includes surveys, a review of professional goals, and consultation with the immediate supervisor. The President personally oversees the directors reporting to him and the vice presidents.

**Self-Evaluation IV.B.2.a.**

The President appropriately plans, oversees, and evaluates the administrative structure.

Currently, the evaluation process for managers is under review by the Coast District Managers Association (CDMA) in order to promote district-wide consistency.

Moreover, the President properly delegates authority to administrators and others consistent with their responsibilities. For example, when the Vice President of Instruction introduced a new model for allocating full-time and part-time instruction loads, the President was supportive of the change.

**Planning Agenda IV.B.2.a.**

- Implement the new management evaluation process once it is completed by CDMA.
The President hosted a highly successful campus-wide luncheon meeting at which staff members reviewed how the campus and they personally could benefit from adopting the Disney focus on excellence.

The President has also made a significant effort to maintain a spirit of campus cohesiveness by emphasizing the notion that faculty and staff should create teams wherever possible to address teaching and learning needs. One example of this was his work with the vice presidents to create a series of team grants to encourage faculty and staff to attend specific teaching, learning, and leadership conferences. He has also supported the evaluation of teaching and learning at the College on a more data-driven basis. He was instrumental in introducing student learning outcomes to the College and supporting the Instructional Planning Council (IPC) in its development of an Institutional Student Learning Outcomes Plan. He has also supported the process of program review to make changes that improve student learning.

The President promotes a collegial process that sets values, goals, and priorities by supporting shared governance on the campus. He encourages the participation of the Academic Senate President in campus-wide decisions and initiatives that affect faculty and ensures that an Academic Senate member is invited to participate on all campus-wide committees. He ensures that classified staff and students are similarly invited to be voting members on all campus-wide committees. The President maintains open and collegial relationships with the unions and associations representing all employee groups. The level of campus-wide commitment is reflected in the composition of the accreditation committees, composed of over 150 faculty, staff, and students. Moreover, the most significant College planning documents and initiatives, including the development and ongoing implementation of the Orange Coast College Master Plan 2005-2008, the Associate in Science degree, and the development of institutional student learning outcomes, have all involved open forums and shared decision making by all campus groups.

The President advocates that evaluation and planning rely on high-quality research analysis. He has supported the increased use of data in many decisions related to evaluation and planning. One example is the use of data to create a new allocation model to add class sections and determine hiring pri-
orities. To this end, he has supported the expansion of the Office of Institutional Research and has promoted the use of data presented in the *Orange Coast College Atlas*, including posting it on the College website.

The President ensures that educational planning is integrated with resource planning and distribution to achieve student learning outcomes by his adherence to the *Orange Coast College Master Plan*, which incorporates the *Academic Master Plan*, the *Facilities Master Plan* and the *Technology Master Plan*. Committees responsible for the implementation of these plans, the Facilities Committee and the Technology Committee, report and recommend to the Planning and Budget Committee, chaired by the President.

The President created the IPC in 2004, when he was Vice President of Instruction. This committee developed the *Institutional Student Learning Outcomes Plan* (OCC, 8 Dec. 2005), which was then recommended to the Planning and Budget Committee, chaired by the President. The Planning and Budget Committee approved the incorporation of the core outcome areas articulated in the *Institutional Student Learning Outcomes Plan* into the Institutional Commitment section of the College Mission Statement. In these various ways, the President works to integrate student learning outcomes in all aspects of educational planning at the College.

The President has established procedures to evaluate overall institutional planning and implementation efforts on a regular, systematic basis. Advocates on the Planning and Budget Committee evaluate the *Academic Master Plan* goals annually. At the end of each semester, a joint wing meeting is held to review goals and accomplishments. These are then reported to the Planning and Budget Committee at its semester end meetings. The *Institutional Student Learning Outcomes Plan* includes the commitment of each wing to annually review institutional student learning outcomes and report to the Planning and Budget Committee. The Planning and Budget Committee annually reviews the College Mission Statement. The *Shared Governance Document* is currently under review. The Planning and Budget Committee has established membership and terms for all college-wide committees and a process to oversee those procedures.

**Self-Evaluation IV.B.2.b.**

The President does an excellent job in promoting collegiality and involving the entire campus community in an ongoing process of dialogue, evaluation, and implementation of College values, goals, and priorities. He has supported the ongoing implementation of the *Academic Master Plan* and plans to review and update the plan regularly. He supports the campus’ growing reliance on systematic research and analysis for educational planning and budgeting. He supports the development and institutionalization of student learning outcomes, allocating resources to train faculty in the implementation of student learning outcomes at both the course and program levels.

The President is also innovative. He is proactive in his response to decreases in enrollment and the need to increase the enrollment of specific groups. He created and chairs a monthly campus-wide Outreach and Recruitment Committee composed of interested administrators, faculty, staff, and students. This committee has created the Partnerships Task Force, whose primary focus is to develop closer partnerships with local educational institutions, in particular, the Newport-Mesa Unified School District, to increase enrollment from students who reside within the Coast Community College District boundaries.

The team grants have been very successful, not only in their promotion of inter-departmental collegiality and collaboration, but also in assisting campus faculty, staff, and administrative leaders to familiarize themselves with important state, national, and community college initiatives, such as the development of student learning outcomes.

Limited resources and increasing costs have caused a constant review of academic planning and priorities. A major example of this reassessment of priorities has occurred with the disbursement of Measure C funds due to the rising cost of construction. Moreover, the size of the College and the complexity of planning present an ongoing challenge to keep faculty and staff aware of planning discussions and decisions.

**Planning Agenda IV.B.2.b.**

- Increase campus awareness of the College’s ongoing need to revise and reprioritize planning and goals in the face of fiscal realities.
**IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

**Descriptive Summary IV.B.2.c.**

An important means by which the President assures the implementation of statutes, regulations, and governing board policies is his attendance at biweekly meetings of the Chancellor’s Cabinet. The vice chancellors, Academic Senate presidents, and union representatives are also present at this meeting. The members of the Chancellor’s Cabinet participate in formulating policies at the district, board, and college levels. This provides the opportunity for communication between the District and the College. The President also attends the Board meetings, which keeps him informed on any modifications to the statutes, regulations, and governing board policies. He also meets weekly with the Chancellor and the other District college presidents to review issues affecting the campus and relevant regulations and governing board policies.

The President directs the implementation of statutes, regulations, and governing board policies through his weekly meetings with the vice presidents. Moreover, he oversees the implementation of negotiated contractual agreements. Current examples of ways in which the President has personally been involved in assuring that the campus complies with statutes regulations and governing board policies include the following: his involvement in the review of the Associated Student budget allocation processes, a request from the Athletic Department to review its off-season practices, and ensuring ADA compliance of all new and existing facilities.

Since the last accreditation, Orange Coast College rewrote its Mission Statement to better reflect the role and function of the College. In a memo to the Planning and Budget Committee in October 2005, the President assigned the committee members the task of reviewing the Mission Statement and statement of Institutional Commitment (Dees).

The Planning and Budget Committee revised and approved a new Mission Statement in February 2006 (Planning, 9 Feb. 2006). The Board approved the revised Mission Statement in April 2006 (Board, 5 April 2006).

**Self-Evaluation IV.B.2.c.**

The President assures the implementation of statutes, regulations, and governing board policies and that institutional practices are consistent with institutional mission and policies. In response to the question on the Self-Study Survey provided to OCC personnel, the majority of respondents agreed with the statement, “The College President ensures the implementation of statutes, regulations, and Board policies.”

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<td>68.1%</td>
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Table 7: College President Implements Policies
Source: Faculty, 12

**Planning Agenda IV.B.2.c.**

- None.

**IV. B.2.d. The president effectively controls budget and expenditures.**
Descriptive Summary IV.B.2.d.

The President is responsible for the financial operations at the College.

To ensure fiscal responsibility, the President works closely with all the vice presidents regarding their budgets. The Vice President of Administrative Services keeps the President informed of the income, expenditures, and regular audits affecting the College. The President reviews budget projections in terms of student enrollment, course offerings, and instructional support costs with the Vice President of Instruction. The Vice President of Student Services reports to the President the assessment of the ASOCC budget and other student service costs. The President has worked with the Vice President of Instruction and the Vice President of Administrative Services to increase the amount of funding available for classes and increased enrollment, thereby increasing income to the College.

The President, in conjunction with the Vice President of Administrative Services and the Facilities Committee, monitors rising construction costs in an effort to stay within the limitations of Measure C funding sources.

The Director of the OCC Foundation reports to the President regarding the development and expenditure of donated resources.

The President is chair of the Planning and Budget Committee, which is responsible for prioritizing projects for funding. This includes hiring, academic division allocations, construction, and professional development.

The President has instituted a number of initiatives to plan and control the budget more effectively. For example, he instituted a new hiring procedure to decrease the amount of funding allocated to personnel costs. He also worked with the Vice President of Administrative Services to ensure that the College ends the 2005-2006 year with a positive ending balance.

Few discretionary funds are currently available to the College. The President has set a goal to reduce the total budget dedicated to salary, currently 93%, to 85% over a period of five years. Another potential solution is for the President to encourage accessing more external funding from industry or from grants. Currently, faculty and administrators are responsible for applying and securing grants themselves, as there is no grant writer on staff. The Vice President of Student Services recently applied for a federal Title III grant with the assistance of outside consultants.

Self-Evaluation IV.B.2.d.

The President effectively controls budget and expenditures, despite limited resources and limited discretionary funds. There is an ongoing challenge to meet the goals of the Facilities Master Plan because of increased construction costs. Decreasing the portion of budget dedicated to salaries will realize a greater source of discretionary funds available to the campus. Declining enrollment means a loss of income for the College. The President faces the challenge of increasing enrollment by offering additional class sections with limited resources.

Planning Agenda IV.B.2.d.

- Increase enrollment.
- Work with the campus and District constituencies to find adequate funding to complete campus projects.

IV. B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary IV.B.2.e.

The President’s attendance at business meetings and civic functions in the community and his presentations to these committees and groups enables him to effectively communicate with the communities served by the College. The President attends events with local groups including Chambers of Commerce, Kiwanis, Orange County Board of Education, youth organizations, OCC community outreach events such as Science Night and Children’s Book Fair, Small Business Conference and Expo, and community functions such as the Newport Beach Film Festival.
The President attends all meetings of the Foundation Board, composed of community representatives from various cities served by the College.

The President regularly contributes to various College publications, such as Coastin’ and Coast to Coast, distributed to the communities served by the College and posted on the OCC website. These printed and electronic communications are also the primary means by which the President is able to communicate with the College community at large, given the faster-paced sixteen-week calendar and decreased opportunities for personal interaction.

**Self-Evaluation IV.B.2.e.**

The President does an excellent job of working and communicating with a variety of external community groups. However, the local community is undergoing changes demographically with the increase of its Latino population. One goal identified by the President is to increase interaction and communication with Latino and other under-represented groups in the local business and education community.

The President could improve communication within the College community by finding ways for staff to interact more, whether through group professional development activities or, as some groups on campus have proposed, instituting a “college hour” in the schedule of classes to permit more campus interaction between him and the various campus groups and among the campus groups themselves.

**Planning Agenda IV.B.2.e.**

- The President will increase his own and the College’s outreach with under-represented groups in the community.
- Investigate ways to provide more opportunities for staff to interact and communicate with each other and the President.

**IV.B.3.** In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

**Descriptive Summary IV.B.3.**

The District is committed to providing the support necessary to the colleges to ensure effective operation. Specifically, the District provides human resources support, legal support, fiscal and budgeting support, educational services support, payroll services, and training to the colleges. The District, through the Chancellor, his executive staff, and the departments located at the District office, acts as a liaison between the colleges and the governing Board.

The Chancellor sets priorities and controls budget expenditures by establishing goals and objectives for the District. Coast Community College District’s Board policy states that “the Chancellor shall serve as the Board’s chief policy-making assistant, chief executive officer, and as the District’s chief administrator.” The Chancellor is appointed to assist the Board of Trustees in policymaking for the District and shall have the authority for and be fully accountable to the Board of Trustees for the ordering, administering, and supervising of all District activities (“Duties”). The policies are governed by the California Education Code and the CCCD Board policies.
At the direction of the Board, the Chancellor is charged with establishing and maintaining an effective District organization and serving as the Board’s chief policy-making assistant, chief executive officer, and as the District’s chief administrator (“Duties”). The Board of Trustees evaluates the Chancellor every two years in regard to successful achievement of these and other relevant requirements of his position.

The Chancellor’s leadership is guided by the District tradition of participatory leadership. Within the context of participatory leadership, the District provides leadership in the areas of finance, enrollment, advertising, and outreach. The District works to provide input to the state legislature regarding equity, equalization funding, student fees, and health services support for students. The District promotes intradistrict dialogue between the three colleges. Recent examples of this dialogue include overlapping programs and common course numbering. The District also oversees the use of undeveloped land in ways that are appropriate for each of the campuses. For instance, OCC has been given permission by the District Board to utilize its unused land at the northwest corner of the campus as it deems appropriate. To this end, the College is investigating the possibility of building student housing on the land. Finally, the Chancellor supports a decentralized administrative structure relying upon the capabilities of the vice chancellors, their staff, and the administrative staff at each of the colleges for the effective operation of the colleges.

**Self-Evaluation IV.B.3.**

District leadership is guided by a tradition of participatory leadership and decentralized decision making linked with a master plan, *Vision 2010* (CCCD 1993). This master plan is in need of updating. Currently, there is insufficient coordination between personnel policies, such as policies regarding faculty teaching their entire load online. Individual colleges have closed down programs with no district-wide discussion. This type of autonomous decision making creates a problem with personnel who may transfer between campuses.

Participatory leadership works well by enabling each of the campuses to oversee their own programs, but it has led to a decentralized system that suffers from a lack of overall planning for the growth of the campuses. Orange Coast College has found itself competing with a sister college within the District that is establishing programs within the OCC geographic part of the District.

There needs to be greater consistency in directions to the colleges regarding policies. Inconsistency not only creates a sense of overall lack of District leadership, but also can potentially cause issues with employee unions, which expect standardized practices across the District.

The table below displays the responses to the Spring 2006 Self Study Survey statement, “The Chancellor provides effective leadership to define goals, develop plans and establish resources.”

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<th>Disagree</th>
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<th>Agree</th>
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</thead>
<tbody>
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<tr>
<td>Total</td>
<td>11.7%</td>
<td>44.1%</td>
<td>44.1%</td>
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Table 8: The Chancellor Provides Leadership
Source: *Faculty*, 12

**Planning Agenda IV.B.3.**

- Review and update the long-range planning document for the District.
- Address areas where decentralized administration has led to a lack of District leadership in the coordination of individual college needs and interests.
**IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the college and consistently adheres to this delineation in practice.**

**Descriptive Summary IV.B.3.a.**

There are clearly defined roles for both the District and the colleges. The District’s role includes providing support and services to the colleges and the colleges’ missions, as well as providing services and support to the governing Board, the public, and the community. The District mission is focused on supporting the colleges as they endeavor to realize the goals outlined in each college’s master plan.

Several sources, including the *California Education Code (California 2005)* and CCCD Board policies (*CCCD Manual*), delineate the operational responsibilities and functions of the District and those of the College. The District organizational chart, referred to as functional mapping, defines and outlines the responsibilities and functions of the District. These functions are distinct, separate, and yet parallel to the organizational functions of the College (“CCCD,” 8 June 2006). The *CCCD Board Policy Manual and CCCD Board Policy Procedures* delineate the organizational structures and define the operational responsibilities of the District offices and the three colleges.

The District governance structure enables each campus to work independently, but within the policies governed by the District. One example of the colleges working independently is their freedom to establish their own budgets. Operational responsibilities are clearly designated between the District and campus.

**Self-Evaluation IV.B.3.a.**

The District does clearly delineate and communicate the operational responsibilities and functions of the District from those of the College and consistently adheres to this delineation in practice.

Frequent and regular communication between the colleges and the District ensures that the colleges operate effectively as separate entities. Operational responsibilities of each college would be improved with the addition of an overall planning document, such as that discussed in IV.B.3.

**Planning Agenda IV.B.3.a.**

- None.

**IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.**

**Descriptive Summary IV.B.3.b.**

The District’s primary mission is to support the educational mission and functions of its three colleges. The Chancellor oversees the offices of the Vice Chancellor of Human Resources, the Vice Chancellor of Administrative Services, and the Associate Vice Chancellor of Educational and External Affairs, who monitor and coordinate support services for the entire District.

The Vice Chancellor of Human Resources assures support for personnel needs, including hiring processes, employee benefits, employee health and safety, and other matters at each of the colleges.

The Vice Chancellor of Administrative Services assures support for purchasing, fiscal affairs, environmental health and safety, budget, physical facilities (construction), risk services, transportation, financial aid, accounts payable, payroll, and internal auditing at each of the colleges.
The Associate Vice Chancellor for Educational and External Affairs coordinates support for curriculum, government and community relations, public information and advertising, grants, new programs, research, and local, state, and federal reporting as it relates to educational programs at each of the colleges.

**Self-Evaluation IV.B.3.b.**

The Self Study Survey indicates that the majority of the faculty, staff, and managers believe that the District meets the standard. In response to the statement, “The District provides effective services that support the mission and functions of the College,” 57.4% of all respondents agree. The table below presents the responses of each employee group:

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<tr>
<td>Total</td>
<td>10.9%</td>
<td>31.6%</td>
<td>57.4%</td>
</tr>
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Table 9: District Services Support College Mission
Source: *Faculty; 12*

As discussed in IV.B.3., although all of these functions are performing effectively to support the College, planning could be improved with a revised and updated District master plan that coordinates the interests and needs of each college.

**Planning Agenda IV.B.3.b.**

- Reestablish a District long-range planning document.

**Descriptive Summary IV.B.3.c.**

The District provides fair distribution of resources adequate to support the effective operations of the colleges by making use of a District funding allocation model. According to this funding model, funds are allocated to each college based on fixed costs and the number of employees at each site, in order to sustain its base for expenses. Each college is also allocated dedicated revenue which accounts for the money the college brings in itself, such as the running of a swap meet or donations. Consequently, all money raised by OCC stays at OCC. Finally, funds are also distributed proportionate to full-time equivalent students (FTES) enrolled at the College. OCC is allocated a larger portion of financial support by the District because it generates a higher number of FTES than the other two colleges.

**Self-Evaluation IV.B.3.c.**

Recently, the District reevaluated its funding model to rely more heavily on FTES. The District continues to evaluate this budget model and make adjustments to ensure that each college is adequately funded, commensurate with its needs and changing enrollment patterns. The need to reevaluate is illustrated by the percentage discrepancies in funds allocated to the District. The District uses funds generated from the colleges’ enrollments to cover its operating costs. Approximately 20% of the revenue generated by OCC is sent to the District compared to approximately 12% of Golden West College (GWC) and 6-7% of Coastline Community College (CCC) revenue. However, OCC has 1,150 employees, older buildings, more students, and more acres of grounds to maintain than the other two colleges in the Coast Community College District. Consequently, OCC has six times the fixed costs of GWC and CCC. Enroll-
ment patterns are dynamic and continue to change, necessitating constant revision of district-funded allocations to each college.

**Planning Agenda IV.B.3.c.**

- Adjust the funding allocation model to more fairly distribute resources among the three campuses and the District.

**IV.B.3.d. The district/system effectively controls its expenditures.**

**Descriptive Summary IV.B.3.d.**

The Board of Trustees oversees the District’s financial expenditures through the formulation of policies and procedures regulating the business activities and financial obligations of the District. Such policies include those governing District planning and budgeting, the use of real property, facilities and equipment, purchasing, gifts, auditing of records, insurance, travel, tax shelters, fiscal accountability, conflicts of interest, and related matters (“Business,” 1 Mar. 2006). The Board also appoints and specifies the duties of the Vice Chancellor for Administrative Services, as well as the appropriate administrators, supervisors, and others at each District college. These individuals are responsible for carrying out Board policies and ensuring the financial integrity of the campuses and the District, as outlined in the Board policy documents:

The Board delegates to the Chancellor or designee the authority to supervise the general business procedures of the District to assure the proper administration of property and contracts; the budget, auditing and accounting of funds; the acquisition of supplies, equipment and property; the protection of assets and persons. All transactions shall comply with applicable laws and regulations and with the California Community Colleges Budget and Accounting Manual. The Chancellor or designee shall establish procedures to assure that District’s fiscal management is in accordance with the principles contained in Title 5, Section 58111 ("Delegation," “Fiscal”).

Board oversight of the District’s financial health is further ensured through reports from the Chancellor, the college presidents, the Academic Senate presidents, and representatives of the Associated Students. These reports are placed on the Board meeting agendas and are received during regular Board meetings. The Board must approve all appropriations from the general funds budget. Tentative budgets are determined in June, and a final budget is approved in August each year.

Checks and balances have been implemented both as an internal and external auditing mechanism. According to Board policy, “Internal audit services are established by the Board of Trustees, and its responsibilities are defined by the Chancellor” (“CCCD,” 15 Jan. 1991). External auditors check the budget at the end of each year to ensure that there is no deficit spending. The external auditors perform an audit once a year at the campus level. Board policy states, “The Chancellor or designee shall assure that an annual outside audit is completed. The Chancellor or designee shall recommend a certified public accountancy firm to the Board with which to contract for the annual audit” (“Audits”). A recent example of the District’s ability to control its expenditures has occurred with the oversight of the funds received through Measure C bond funds. These funds consisted of $370 million allocated for construction and renovation on the three college campuses. Each campus was evaluated based on a set of criteria which included the ratio of old buildings to new and the number of new buildings proposed in the bond measure. Prioritization of projects includes budget considerations.

The Measure C Citizens Oversight Committee ensures ongoing accountability for the use of taxpayer money. This committee is made up of representatives from the student population and the general community. The committee meets quarterly to ensure that bond funds are spent according to the voter-approved bond measure. The Committee produces an annual report, presented to the Board of Trustees and circulated to the community by means of a newsletter (Citizens). Quarterly reports prepared by the District and colleges are presented to the Citizens Oversight Committee. Each college is responsi-
ble for monitoring the money allocated by the taxpayers. At Orange Coast College this responsibility is assumed by the Facilities Committee, which reports to the College Planning and Budget Committee and subsequently to the President of the College, the District Chancellor, and the Board of Trustees.

Since the last accreditation, the major change in the District budgetary planning model has been the disbanding of the District Planning and Budget Committee. The Chancellor has encouraged active planning and control of budgetary expenditures by the individual colleges. This local control occurs at Orange Coast College through the Planning and Budget Committee chaired by the President. The Chancellor supports and discusses budget expenditures with the college presidents and other District administrators as needed.

Self-Evaluation IV.B.3.d.

Increased reserves for the District and positive ending balances demonstrate that the District effectively controls its expenditures. The District is in good shape financially, addressing its financial obligations regarding retirement and health benefits, and responding to the requirements of the General Accounting Standards Board (GASB). The District’s efforts to sell KOCE indicate its proactive response to control its budgets. Oversight of Measure C bond revenue has ensured fiscal responsibility on the part of the District.

Planning Agenda IV.B.3.d.

- None.

IV.B.3.e. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as a basis for improvement.

Descriptive Summary IV.B.3.e.

The Chancellor delegates to each of the District college presidents the responsibility for the successful operation of the colleges while adhering to the policies of the Board of Trustees and governing laws. The Chancellor is supportive of the presidents and the decisions made by them. He encourages the shared governance process and acts as an advocate for each of the District colleges to the Board of Trustees and the other colleges.

In order to hold the college presidents accountable for fulfilling their responsibilities, each president is evaluated by the Chancellor and the Board of Trustees. The evaluation is based upon the goals presented by the presidents. The Chancellor informs the presidents of his own goals for the District and suggests that each president consider the District goals as he or she develops local campus goals. Thus, the Chancellor maintains a process of open dialogue with each college president, working through a process of consultation, guidance, and review. Goals are submitted annually, and the Chancellor and the presidents collectively review their goals before the Chancellor accepts them. Each college president is held accountable for meeting those goals. Goals may include oversight of employees and maintaining diversity of staff relative to student demographics. The presidents' contracts are renewable every two years.
The Chancellor has full responsibility and authority to the presidents of the colleges to implement and administer delegated District policies without his interference. However, presidential accountability for the operation of each college within the context of a multi-college district would be improved with the development of District long-range planning goals.

Planning Agenda. IV.B.3.e.

- Develop long-range District planning goals.

**IV.B.3.f.** The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary IV.B.3.f.

The Chancellor and District act as a liaison between the colleges and the Board of Trustees. The Chancellor meets with a number of committees and other groups to promote participatory governance and to regularly receive and disseminate information, interpret Board policy, and answer questions.

Committees from the colleges, which meet regularly with the Chancellor, include the Chancellors Cabinet, the Presidents Council, and meetings with personnel directors of the colleges. The Chancellor’s Cabinet is composed of the Vice Chancellors, the campus presidents, the Academic Senate presidents, the Secretary to the Board, and employee representative groups.

The Chancellor and the District exchange information in a timely manner with the colleges and the governing Board through District all-user email, the District public and internal websites, phone calls, and publications. In addition, monthly *D-Mail*, an online publication created by the District Public Relations and Marketing Department, includes information about district-wide and statewide news and events (*D-Mail*). The Chancellor’s Office produces a weekly newsletter for the Board titled *Neus Brief*. This publication is intended to keep Board members informed about current District issues and employees. In addition *Coast Board Connection* is published and distributed district-wide after each Board meeting. *Coast Board Connection* summarizes Board discussions and highlights reports from the college presidents and the Academic Senate representatives (CCCD, 19 July 2006).

Self-Evaluation IV.B.3.f.

The District acts as a liaison between the College and the Board. The District and the colleges communicate effectively and in a timely manner.

Communication to the colleges has improved, most notably with the introduction of electronic delivery. With the implementation of a new district-wide Enterprise Resource Planning (ERP) system, intra-district electronic communication will be further upgraded.

Planning Agenda IV.B.3.f.

- Ensure that the new ERP system supports and improves communication between the District and the colleges.
- Ensure that all employees are trained in the new ERP system so that the College can benefit from this improved electronic means of communication.
**IV.B.3.g.** The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as a basis for improvement.

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**Descriptive Summary IV.B.3.g.**

The District regularly evaluates its role in providing services and support to the colleges in meeting educational goals. Two recent initiatives include the implementation of the new enterprise resource system, Voyager, and the updating of the District master plan, Vision 2010. Planning for the implementation of the Voyager project has required the District to work with college representatives to evaluate decision-making structures and processes, and how to best integrate those processes into the new system. In some instances, structures and processes will need to be updated to accommodate or take best advantage of new technologies. In addition, the District will update Vision 2010, which will incorporating the educational goals of each college and outlining how the District can best support the colleges as they strive to meet their goals over the next ten to twenty years.

In 2002, the District subscribed to a Community College League of California (CCLC) supported policy service to review changes in law as they affect changes in District policy. The relationship with the service has enhanced the District’s ability to regularly evaluate Board policy and contractual agreements. The District created a Board Policy Review Steering Committee to examine existing policies and determine which policies required further evaluation by the CCLC policy service. These policies are drawn from the following categories: Board of Trustees policies, educational services policies, administrative services policies, and human resources policies. The Board Policy Review Task Force actively reviews Board policy changes. Recommendations for revisions are forwarded to the Chancellors’ Cabinet and subsequently to the Board of Trustees for review and adoption.

**Self-Evaluation IV.B.3.g.**

It has been some time since the District has reevaluated its decision-making structures and processes. The current plans to update the District master plan are appropriate and will greatly assist the colleges in meeting educational goals. The District must widely communicate the results of these evaluations and use them as a basis for improvement, especially within the context of a District master plan.

**Planning Agenda IV.B.3.g.**

- Ensure that the District planning document is updated and widely communicated.
List of Supporting Evidence

AFT Coast Federation of Educators Agreement between Coast Federation of Educators, American Federation of Teachers Local 1911 and Coast Community College District: 2 October 2002–30 June 2008.

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**Interviewee List**

Erin Curtis  
*Vice Chancellor, Education Services and External Affairs, CCCD*

Robert Dees  
*President, OCC*

Melinda Nish  
*Vice President of Instruction, OCC*

P. Kevin Parker  
*Professor of English, OCC*

Glen Profeta  
*Director, Web Services, OCC*

Joseph Quarles  
*Vice Chancellor, Human Resources, CCCD*

Kenneth D. Yglesias  
*Chancellor, CCCD*
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Interviewee List

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