



**SELF EVALUATION REPORT OF EDUCATIONAL QUALITY
AND INSTITUTIONAL EFFECTIVENESS**

IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

Submitted by:

Orange Coast College

2701 Fairview Road

Costa Mesa, California 92626

Submitted to:

Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

December 2012

CERTIFICATION of the INSTITUTIONAL SELF EVALUATION REPORT

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

From: Dr. Dennis R. Harkins, President
Orange Coast College
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This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status. I certify there was broad participation by the campus community and that the Board of Trustees has read the report and was involved in the self evaluation process. I believe the Self Evaluation Report accurately reflects the nature and substance of the institution.

Signed:

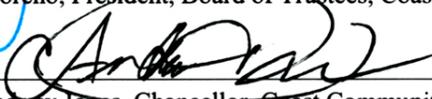
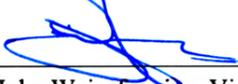
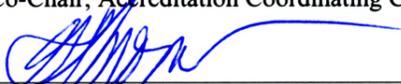
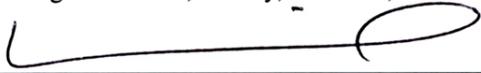
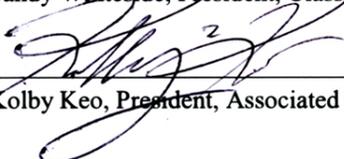
	11/20, 2012
Dr. Dennis R. Harkins, President	Date
	11/21/12
Jim Moreno, President, Board of Trustees, Coast Community College District	Date
	11-20-12
Dr. Andrew Jones, Chancellor, Coast Community College District	Date
	12/4/12
Dr. John Weispfenning, Vice President of Instruction Co-Chair, Accreditation Coordinating Committee, Accreditation Liaison Officer	Date
	12/3/12
Georgie Monahan, Faculty, Co-Chair, Accreditation Coordinating Committee	Date
	11/20/12
Dr. Vesna Marcina, Faculty, President, Academic Senate	Date
	12/4/12
Sandy Whiteside, President, Classified Forum 2012-2013	Date
	12/3/12
Kolby Keo, President, Associated Students of Orange Coast College	Date

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MISSION STATEMENT

Orange Coast College serves the educational needs of its diverse local and global community. The College empowers students to achieve their educational goals by providing high quality and innovative programs and services leading to academic degrees, college transfer, certificates in career and technical education, basic skills, and workforce development to enable lifelong learning. The College promotes student learning and development by fostering a respectful, supportive, and participatory campus climate of student engagement and academic inquiry.

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 the following four core outcome areas:

Communication

- Reading
- Writing
- Listening
- Speaking
- Non-verbal communicating

Thinking Skills

- Critical thinking
- Creative thinking
- Problem solving
- Quantitative reasoning
- Information competency
- Technological competency

Global Awareness

- Science and society
- The arts and society
- Social diversity
- Civics

Personal Development and Responsibility

- Self-management
- Social well-being
- Physical and emotional health
- Workplace and professional skills
- Ethics
- Aesthetic appreciation



ORANGE COAST COLLEGE

HISTORY

Orange Coast College is the third community college established in Orange County, California, 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 in 1947 when 243 acres of land were deeded to the Orange Coast Junior College District by the federal government at a cost of one dollar. 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 Sept. 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.

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.

Situated on the northern perimeter of the city of Costa Mesa, between Fairview Road and Harbor Boulevard, the Orange Coast College campus today comprises 166 acres and includes 83 buildings; 1,406 total rooms; and 13,745 total assignable stations. The campus contains classrooms, nine large lecture halls, laboratories, studios, computer facilities, and a variety of other facilities including an auditorium, fitness center, athletic fields, music rooms, and specialized centers and labs. The campus has a total of 699,406 assignable square feet.

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 the fall of 1976. The District was officially renamed the Coast Community College District on Dec. 1, 1970.

As a result of a District-wide Measure C bond in 2002, which provided \$199 million to Orange Coast College, major campus projects have been completed, including construction of new buildings, renovation of existing facilities, and improvements in infrastructure and parking lot upgrades.

New buildings include the Library/Learning Resource Center; the Allied Health, Biology and Consumer Sciences Complex; the Fitness Center; and the Arts Pavilion Café. Other projects included renovation of Watson Hall, the Lewis Center for Applied Sciences, the Faculty House, the Robert B. Moore Theater, the Student Center, and refurbishment of classrooms throughout campus, and upgrading of athletic facilities, including soccer fields, the baseball field, the softball field, and a major upgrade to the Sailing Center. Measure C also provided funds for needed improvements to campus infrastructure, including utilities, information technology, campus lighting, and digital signage.

In November 2012, voters approved Measure M, a \$698 million general obligation bond, which will fund the next generation of major construction and renovation projects for the District and College.

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 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 as student learning needs change.

Major institutional planning statements and processes such as the *Educational Master Plan*, Student Learning Outcomes Plan, Program Review, Curriculum Committee Oversight, the *OCC Atlas*, and the Mission Statement demonstrate the College's commitment to student learning.

The primary goal of the *Educational 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 developed a *Student Learning Outcomes Plan* that demonstrates the campus commitment to institutional, program, and course-level outcomes, and to training to support the development, implementation, and ongoing assessment of those

outcomes. The comprehensive program review process is evidence of the institution's commitment to continuous review and improvement of its learning programs according to an established six-year cycle. Program review is integrated into major recommendations by 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 now 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 Effectiveness supports the college commitment to student learning by providing measurable evidence of this commitment compiled annually in the *OCC 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.

Institutional Planning Process

There are continuous evaluation, planning, and improvement processes at Orange Coast College to help serve students more effectively. Improvement is achieved through the systematic cycle of evaluation, goal setting, resource distribution, implementation, and re-evaluation. 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 Effectiveness, which provides an annual compilation of institutional effectiveness measures in the *OCC Atlas*. These measures include environment and access, student enrollment trends, student outcomes, employee data, and data by academic year. The information provided in the *OCC 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. 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 and the *Vision 2020 Plan*. College goals are expressed in the Orange Coast College Mission Statement and the statement of Institutional Commitment and are further developed in the *Orange Coast*

College Master Plan, which includes the *Educational Master Plan*, *Facilities Master Plan*, and *Technology Master Plan*.

The planning committees are the major avenues through which goals are developed and communicated to the College. The central campus-wide body for goal setting and planning is the College Council. This committee sets its goals based on recommendations from eight planning committees: Enrollment Management Committee, Facilities Committee, Technology Committee, Instructional Planning Council, Student Services Planning Council, Administrative Services Planning Council, the Academic Senate, and the newly formed Institutional Effectiveness Committee. These planning committees draw on information provided by the campus community.

The College Council is responsible for assuring that its recommendations to the President are consistent with the planning committee recommendations and 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 College Council is guided by the College Council Executive Cabinet, whose membership includes the President, the three Vice Presidents, the Director of the OCC Foundation, the Director of Communications and Marketing, the Academic Senate President, the Classified Forum President, and the Associated Students President.

The Institutional Advancement and Effectiveness Planning Council is responsible for creating the foundation for participation of all constituent groups in the planning process after program review. Membership includes the Director of Institutional Effectiveness, the Director of the Foundation, the Director of Communications and Marketing, and members from the Classified Forum and Academic Senate. The Council is chaired by the College President.

The Instructional Planning Council is responsible for continually reviewing the *Educational Master Plan* and setting goals consistent with this plan. An important function of the IPC is to incorporate recommendations from key committees that include the Deans' Council, which represents division-specific goals, Program Review data, and the Career Education Steering and Planning Committee. The membership of the Instructional Planning Council is composed of faculty, the academic deans, and students. 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 Services; Extended Opportunity Programs and Services (EOPS); and the Harry and Grace Steele Children's Center. 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 within the following service areas: Fiscal, Personnel, Facilities, Administrative, Computing, Maintenance, 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 main goal of the Enrollment Management Committee is to consult with the Instruction and Student Services wings for the creation and review of the Enrollment Management Plan. To do this, the committee relies heavily on data obtained from the Office of Enrollment Services and the Office of Institutional Effectiveness. The membership of this committee is campus-wide, including students, faculty, classified staff, and administrators. The committee is co-chaired by the Academic Senate, the Vice President of Student Services, and the Vice President of Instruction.

The Facilities Committee is guided by the *Vision 2020 Plan* in setting goals. This committee is responsible for continually reviewing the *Facilities Master Plan* and setting 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 *Vision 2020 Plan*. This committee is responsible for continually reviewing the *Technology 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 campus-wide, composed of students, faculty, classified staff, and administrators. The committee is currently chaired by an elected faculty member and the Director of Information Technology.

The Institutional Effectiveness Committee, the successor to the Student Learning Outcomes Assessment Committee and the Program Review Committee, is responsible for ensuring continuous improvement at the College, overseeing and evaluating the following processes: College planning, program review, student learning outcomes and assessment, and campus committees' self evaluations. The Institutional Effectiveness Committee is also tasked with identifying trends based on internal/external scans and planning assumptions. The committee members include the Program Review Coordinator, the Assessment and Improvement Coordinator, an instructional Dean, and members of the Academic Senate, Classified Forum, and Associated Students of Orange Coast College. It is chaired by the Director of Institutional Effectiveness.

Although not a participatory governance committee, the Academic Senate plays a key role in the planning efforts of the College. The goals of the Academic Senate are set by the State Academic Senate and by the faculty of Orange Coast College. 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 of faculty elected by their peers. It is chaired by a president nominated and elected by the Academic Senate members.

Similarly, the Classified Forum provides a structure in which classified staff members provide information and expertise to the College's planning processes. The Forum, which has voted to become a Classified Senate, is led by an elected President.

ORGANIZATION OF THE INSTITUTION

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

The Institutional Advancement and Effectiveness Wing, under the direction of the President, includes the Office of Institutional Effectiveness, Communications and Marketing, and the Orange Coast College Foundation. The Office of Institutional Effectiveness supports student learning by providing an empirical basis for the ongoing evaluation and improvement of student learning programs. The Communications and Marketing department provides potential and current students with information regarding learning opportunities at the College. The Orange Coast College Foundation supports student learning by financially underwriting many of the College's academic and extracurricular activities.

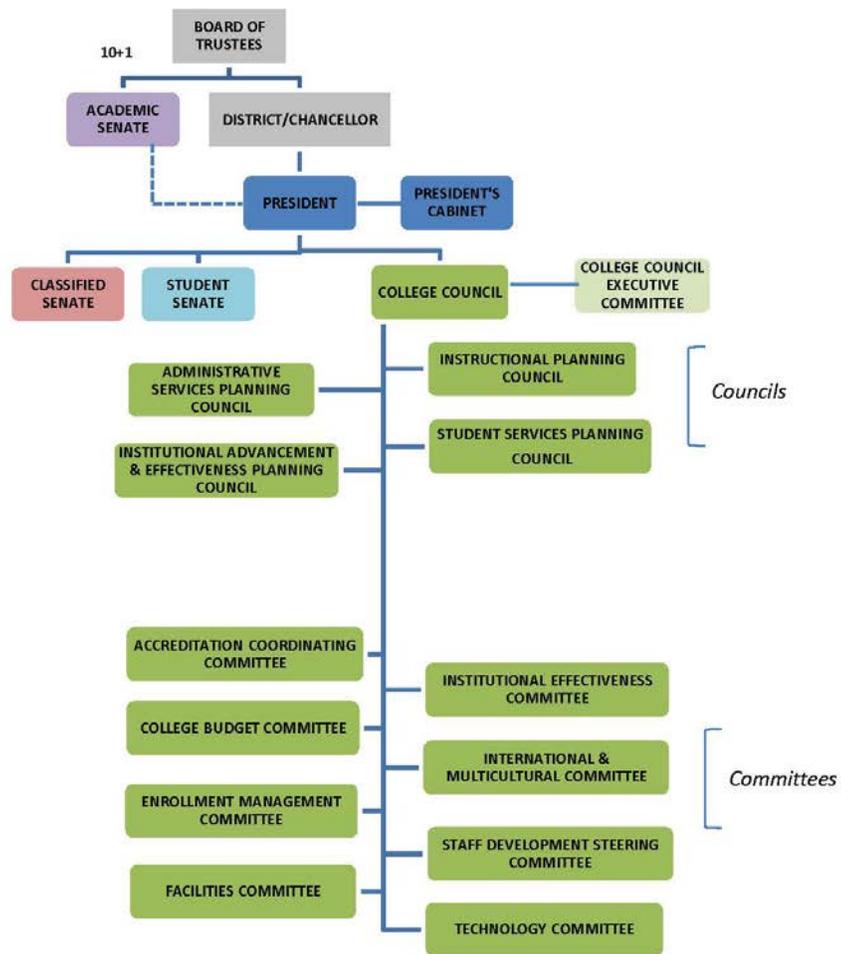
The Instructional Wing, under the direction of the Vice President of Instruction, includes eight academic divisions containing the academic departments and has the responsibility for planning, evaluating, and improving the instructional programs at the College.

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 Harry and Grace Steele Children's Center, International Center, and the Orange Coast College Bookstore. 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, Staff Development, 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 a participatory governance committee structure. These committees may be specific to a wing or may span two or more wings. The process of participatory governance, as articulated in the recently updated *Decision Making: A Guide to Planning and Governance*, ensures appropriate representation of all College constituents on campus committees.

The following diagram represents the College's planning committee structure, which is not the same as the College's administrative structure. The planning councils are directly aligned with the administrative structure whereas the other planning committees represent focused campus-wide planning areas.



Although not represented on this chart, Teams & Task Forces may be assigned by councils and committees on an ad hoc basis.

The major committees of the College are listed below:

Academic Senate

Role: Communication and decision making

Members: Faculty

Chair: Academic Senate President

Accreditation Coordinating Committee

Role: Communication and decision making

Members: Students, faculty, classified staff, and administrators

Co-Chairs: Vice President of Instruction and Program Review Coordinator

Administrative Planning Council

Role: Communication and decision making

Members: All Administrative Services wing administrators

Chair: Vice President of Administrative Services

Associated Students of Orange Coast College (ASOCC) Executive Board

Role: Communication and decision making

Members: Students

Chair: Elected student ASOCC President

Classified Forum

Role: Primarily communication

Members: Classified staff

Chair: Classified staff member

College Budget Committee

Role: Communication and decision making

Members: Students, faculty, classified staff, and administrators

Co-Chairs: Academic Senate President and Vice President of Administrative Services

College Council

Role: Communication and decision making

Members: Students, faculty, classified staff, and administrators

Chair: President

Enrollment Management Committee

Role: Communication and decision making

Members: Students, faculty, classified staff, and administrators

Chair: Academic Senate President, Vice President of Instruction, and Vice President of Student Services

Facilities Planning Committee

Role: Communication and decision making

Members: Students, faculty, classified staff, and managers

Co-Chairs: Vice President of Administrative Services and Academic Senate President

Human Resources/Staff Development Steering Committee

Role: Communication and decision making

Members: Students, faculty, classified staff, and administrators

Chair: Director of Personnel Services/Staff Development

Institutional Advancement & Effectiveness Planning Council

Role: Communication and decision making

Members: Students, faculty, classified staff, and administrators

Chair: College President

Institutional Effectiveness Committee

Role: Communication and decision making

Members: Students, faculty, classified staff, and administrators

Chair: Director of Institutional Effectiveness

Instructional Planning Council

Role: Communication and decision making

Members: Students, faculty, and administrators

Co-Chairs: Vice President of Instruction and a faculty member

Student Services Planning Council

Role: Communication and decision making

Members: All Student Services wing managers

Chair: Vice President of Student Services

Technology Committee

Role: Communication and decision making

Members: Students, faculty, classified staff, and managers

Chair: Director of Administrative Computing Services

Vice President's Council

Role: Primarily communication

Members: Vice presidents

Chair: College President

Institutional Dialogue

Orange Coast College prides itself on a strong tradition of inclusive, informed, and intentional dialogue about institutional quality to guide institutional change. The academic year begins with 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 occur throughout the year for unrestricted campus dialogue regarding major College initiatives, such as accreditation. The OCC Portal, the campus intranet web pages, supports 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.

In addition to occurring formally within the committee structure of the campus, dialogue also occurs 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 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 College campus. Students, faculty, staff, and managers were directly involved in creating the self-study report. Committees maintained online communication with email and shared OCC Portal sites. Individual committees held regular meetings and accreditation co-chairs updated the entire campus in campus-wide forums, reported monthly to the College planning committees, and communicated by newsletters and campus announcements to faculty and staff.

Institutional Integrity

Orange Coast College demonstrates its commitment to honesty and truthfulness through the manner in which it represents itself to stakeholders, internal and external. The main publications in which Orange Coast College communicates to stakeholders are the *Orange Coast College Catalog*, the *Class Schedule*, the College website, and a variety of community brochures, external and internal reports, and memos distributed to the College and larger community. OCC's online presence is maintained and updated by the appropriate department, division, or constituency.

The Academic Standards Committee, a 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 with the faculty member and, if not resolved, through the academic dean and 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 College's Vice President of Instruction. This process is outlined in the *OCC Catalog*.

The College has an Academic Honesty Policy, stated in the *OCC Catalog* and the *Class Schedule*. This Student Code of Conduct is published on the OCC website and in the *OCC 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 Effectiveness maintains ongoing research on diversity and demographics of students, faculty, and staff through the *OCC 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. The Coast Community College District 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 under-represented minorities. A large number of clubs address religious, ethnic, and cultural diversity. The International Center assists in the recruitment and support of students from other countries. 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, including the Commission, by conducting all program and policy appraisals through committee review with memberships composed of broad-based campus constituencies. This ensures that all viewpoints, including dissenting viewpoints, are recognized and addressed.

The culture at Orange Coast College 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.

DEMOGRAPHIC INFORMATION FALL 2002-FALL 2011

- **Data**
- **Charts**
- **Trends**
- **Projections**



STUDENT ENROLLMENT TRENDS

OCC Headcount

The number of students enrolled at Orange Coast College per academic year has decreased recently as the budget has decreased and class sections have been cut. After a 10% increase in 2007-2008 from the previous academic year, three consecutive years of declines have been observed. Annual headcount decreased by 5% from 2010-2011 to 2011-2012.

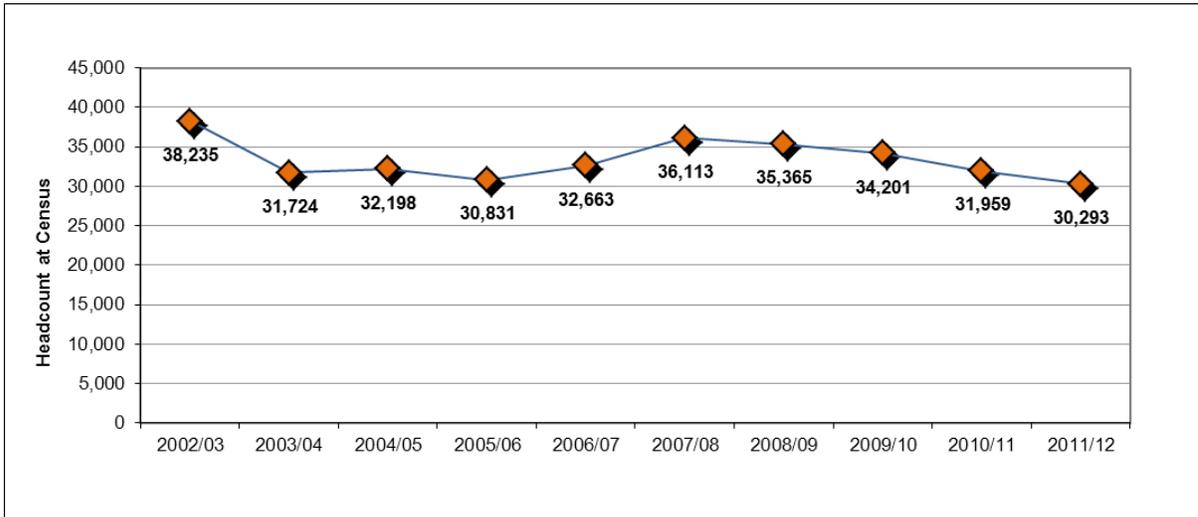


Figure 1: OCC Headcount by Academic Year; Source: OCC Atlas 2011-2012, p. 80

OCC Enrollment by District Boundaries

The percent of the students living within CCCD's service area has declined since 2002. Based on percentages, the number of students living within district cities decreased from 58% in fall 2002 to 51% in fall 2011.

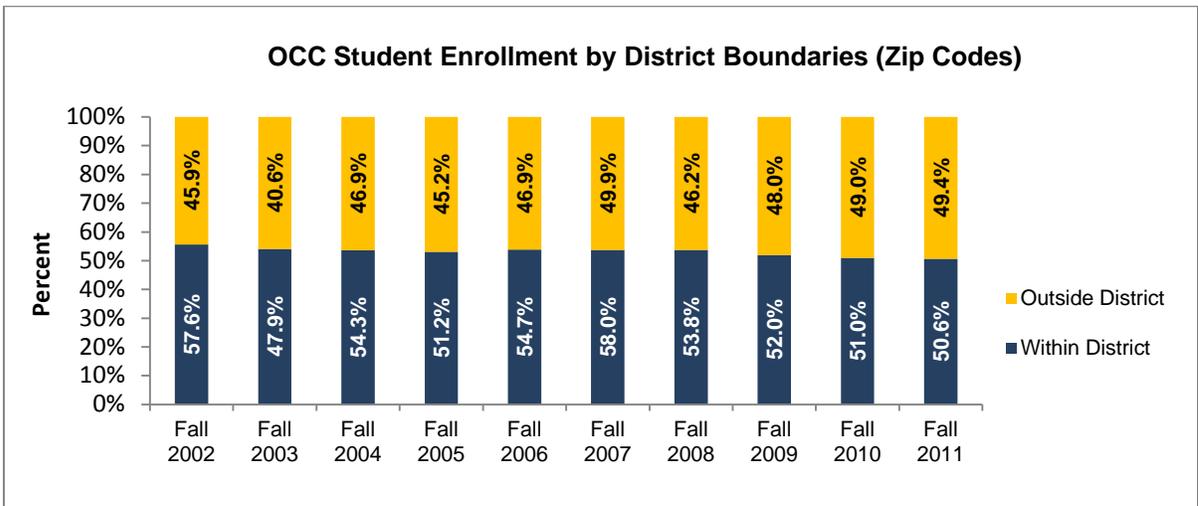


Figure 2: OCC Enrollment by District Boundaries; Source: OCC Atlas 2011-2012, p. 13

Within-District Enrollment

The percent of the College's students living within CCCD's service area has declined since 2002. Based on percentages, the number of students living within district cities decreased from 56% in fall 2002 to 51% in fall 2011.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Costa Mesa	17.0%	16.9%	15.9%	15.5%	16.0%	15.7%	15.6%	15.1%	14.0%	13.7%	13.9%
Fountain Valley	5.7%	5.8%	5.6%	5.7%	5.4%	5.8%	5.6%	5.7%	5.5%	5.3%	5.2%
Garden Grove	6.1%	6.4%	6.6%	6.9%	6.9%	6.7%	6.8%	6.8%	7.1%	7.5%	7.9%
Huntington Beach	15.4%	15.2%	14.7%	14.1%	13.5%	14.2%	14.3%	14.3%	13.8%	13.4%	13.0%
Newport Beach	6.1%	6.0%	5.6%	5.8%	5.6%	5.7%	5.6%	5.5%	5.6%	5.1%	4.6%
Seal Beach	0.4%	0.4%	0.4%	0.4%	0.3%	0.3%	0.4%	0.3%	0.3%	0.3%	0.3%
Westminster	4.6%	4.5%	4.7%	4.8%	4.8%	5.1%	5.0%	5.5%	5.3%	5.2%	5.4%
Other CCCD	0.4%	0.4%	0.5%	0.4%	0.4%	0.4%	0.4%	0.4%	0.5%	0.4%	0.4%
Total CCCD	55.8%	55.5%	54.1%	53.6%	53.1%	53.8%	53.7%	53.8%	52.0%	50.9%	50.6%

Table 2: Within-district Enrollment Breakdown; Source: OCC Atlas 2011-2012, p. 14

Out-of-District Enrollment (Orange County Residents)

The percentage of students residing in Orange County but who are out of district remained consistent from fall 2002 to fall 2011 at 38%. The percent of out of district students outside of Orange County increased from 7% to 11% during the same period.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Anaheim	2.9%	3.0%	3.3%	3.2%	3.3%	2.9%	3.1%	3.2%	3.5%	3.8%	3.9%
Irvine	7.3%	7.4%	7.7%	7.9%	8.1%	8.1%	8.1%	7.2%	7.0%	6.5%	6.3%
Orange	2.6%	2.6%	2.6%	2.6%	2.2%	2.1%	2.0%	2.0%	2.2%	2.3%	2.2%
Santa Ana	11.9%	11.9%	12.0%	12.4%	11.9%	11.8%	11.1%	10.7%	11.2%	10.8%	12.6%
Tustin	2.6%	2.5%	2.6%	2.6%	2.5%	2.1%	2.3%	2.3%	2.2%	3.6%	2.3%
Other Orange County	9.6%	10.1%	10.2%	10.2%	10.2%	10.3%	10.6%	10.7%	11.3%	10.7%	10.9%
Total-Outside District (OC)	36.8%	37.6%	38.4%	38.9%	38.2%	37.4%	37.1%	36.0%	37.5%	37.7%	38.2%
Total-Not in OC	7.3%	6.7%	7.4%	7.4%	8.6%	8.7%	9.1%	10.2%	10.5%	11.3%	11.2%

Table 1: Out-of-district Enrollment Breakdown; Source: OCC Atlas 2011-2012, p. 14

OCC Full-Time/Part-Time Student Enrollment

The percent of OCC students enrolled full-time at census has increased from 36% in fall 2002 to 40% in fall 2011. Conversely, the percentage of OCC's part-time students has slowly been decreasing, from 63% in fall 2002 to 60% in fall 2011.

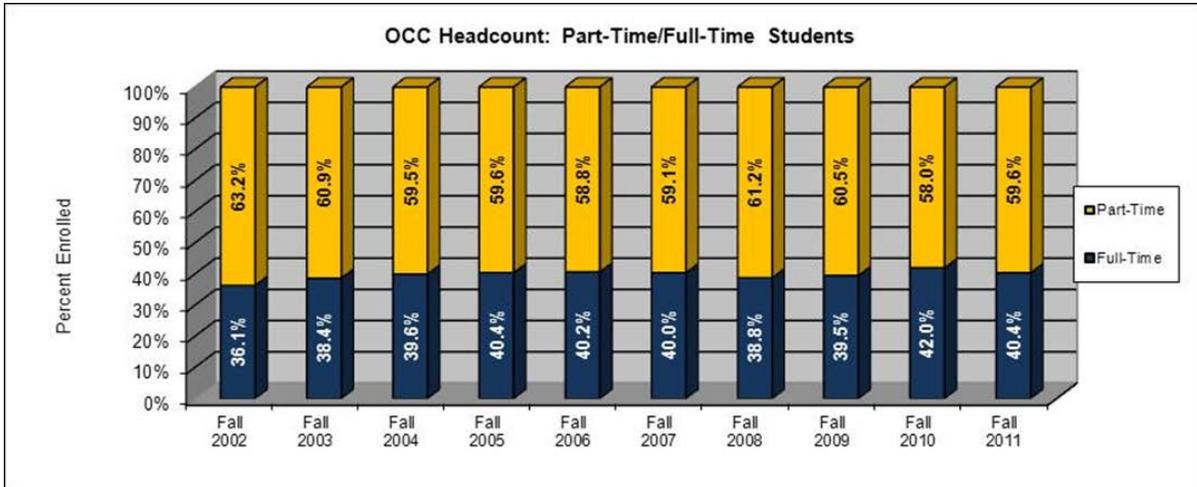


Figure 3: OCC Full-Time/Part-Time Student Enrollment; Source: OCC Atlas 2011-2012, p. 34

Student Diversity

The percentage of females enrolled at OCC has declined 2.9% since 2002. Students have also become younger, with a 10.4% increase in the under-21 age category, while the number of enrolled students age 21 and older has declined. In 2009, California started to use the federal definitions for ethnicity; this could explain the 11.3% increase in Hispanic/Latino students at the College.

	Fall 2002	Fall 2011	Percent Change
GENDER			
Male	48.6%	51.5%	2.9%
Female	51.4%	48.5%	-2.9%
AGE			
Under 21	41.8%	52.2%	10.4%
21-24	23.8%	21.5%	-2.3%
25-30	13.3%	12.4%	-0.9%
31-40	10.6%	6.8%	-3.8%
41-50	6.5%	4.1%	-2.4%
51-54	1.6%	1.3%	-0.3%
Over 55	2.5%	1.7%	-0.8%
Total Headcount	25,248	23,144	-2,104

ETHNIC GROUP*

Black or African-American	1.6%	1.6%	0.0%
Asian/Pacific Islander	24.8%	23.5%	-1.3%
Hispanic/Latino	16.8%	28.1%	11.3%
Native American	0.6%	0.4%	-0.2%
White/Non-Hispanic	50.7%	37.8%	-12.9%
Two or More Races	n/a	3.4%	0.0%
Unknown/Other	5.4%	5.2%	-0.2%
Total Headcount	25,248	23,144	-2,104

Table 3: Ethnicity, Age, and Gender; Source: OCC Atlas 2011-2012, pp. 25-28

Staff Diversity

Since fall 2002, each employee group has experienced a decrease in the number of employees. This decline, which has occurred since fall 2008, can be explained by the recent budget cuts. In most cases, replacements were not hired for employees who retired or left the College. While more men than women are administrators, the reverse holds true for classified staff. The male and female distribution of classified staff has remained fairly stable over the past ten years. A slightly higher percentage of men comprise the full-time faculty. Approximately, 51% of full-time faculty are male, and this has remained consistent over the past ten years. Among part-time faculty, there has been a shift in the male/female ratio over time. In fall 2003, females comprised 45% of the part-time faculty; females accounted for 52% of part-time faculty in fall 2011. In the past ten years, the College has become more ethnically diverse. Asian/Pacific Islanders and Hispanic/Latinos show the greatest growth in employees.

	Fall 2002	Fall 2011		Fall 2002	Fall 2011
ADMINISTRATORS			FULL-TIME FACULTY		
Gender			Gender		
Male	68%	68%	Male	53%	51%
Female	32%	32%	Female	47%	49%
Age			Age		
20-29	0%	0%	20-29	1%	0%
30-39	0%	0%	30-39	13%	12%
40-49	32%	26%	40-49	21%	27%
50-59	48%	53%	50-59	44%	36%
60-69	19%	21%	60-69	16%	22%
Over 70	0%	0%	Over 70	4%	3%
Unknown			Unknown	1%	0%

	Fall 2002	Fall 2011		Fall 2002	Fall 2011
Ethnic Group			Ethnic Group		
African-American	3%	0%	African-American	1%	4%
Asian/Pacific Islander	6%	16%	Asian/Pacific Islander	4%	8%
Hispanic/Latino	10%	5%	Hispanic/Latino	7%	11%
Native American	0%	0%	Native American	0%	0%
Caucasian	81%	79%	Caucasian	87%	74%
Unknown	0%	0%	Unknown	0%	3%
Two or More Races*	0%	0%	Two or More Races*	0%	0%
Total Administrators	31	19	Total Full-Time Faculty	339	252
CLASSIFIED STAFF			PART-TIME FACULTY		
Gender			Gender		
Male	41%	44%	Male	55%	48%
Female	59%	56%	Female	45%	52%
Age			Age		
20-29	7%	3%	20-29	7%	8%
30-39	25%	20%	30-39	20%	28%
40-49	28%	34%	40-49	30%	19%
50-59	27%	30%	50-59	27%	20%
60-69	10%	11%	60-69	12%	20%
Over 70	1%	1%	Over 70	4%	5%
Unknown	2%	0%	Unknown	0%	0%
Ethnic Group			Ethnic Group		
African-American	3%	2%	African-American	1%	1%
Asian/Pacific Islander	11%	17%	Asian/Pacific Islander	7%	12%
Hispanic/Latino	20%	26%	Hispanic/Latino	7%	8%
Native American	0%	0%	Native American	1%	0%
Caucasian	81%	50%	Caucasian	83%	75%
Unknown	0%	4%	Unknown	1%	4%
Two or More Races*	0%	0%	Two or More Races*	0%	0%
Total Classified Staff	348	315	Total Part-Time Faculty	462	450

Table 4: Diversity of Orange Coast College Employ Source: *OCC Atlas 2011-2012*, 64-67

Student Outcomes

The Accountability Reporting for the Community Colleges Report (ARCC)

In terms of student success, OCC has demonstrated above-average levels of performance on all accountability indicators. Performance on most indicators has increased or slightly fluctuated downward during this period. Additionally, the College has performed above its peer group on all indicators. Over the past seven years, the College has increased its Student Progress and Achievement Rate from 59.6% to 66.1%, a figure near the top of its peer group. The College has remained consistently high on the percentage of students who earned at least 30 units (82.1% in 2012). Course success rates for vocational and basic skills courses have remained stable over the past eight years. In 2012, 76.7% of vocational course enrollments were successful, the same as in 2005. Basic skills courses success rates have decreased from 65.3% in 2005 to 52.2% in 2012. The ESL Improvement rate is misleading as it only reflects the college's non-transferable ESL courses, a total of two courses during the reporting periods below. Prior to 2009 reporting year, the courses were not offered, reflecting no reported rate. ESL courses changed from transferable to basic skills status in 2012 and are no longer transferable.

Reporting Year	2005	2006	2007	2008	2009	2010	2011	2012
Student Progress and Achievement Rate	59.60%	60.90%	61.20%	64.10%	64.10%	64.10%	66.00%	66.10%
Percent of Students Who Earned at Least 30 Units	76.70%	78.90%	77.90%	78.80%	79.90%	81.10%	81.50%	82.10%
Persistence Rate*	77.40%	80.20%	79.10%	79.10%	81.60%	72.90%	79.20%	79.50%
Annual Successful Course Completion Rate for Credit Vocational Courses	76.70%	77.60%	78.70%	77.80%	79.20%	79.00%	80.20%	76.70%
Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.30%	62.40%	65.20%	65.70%	64.10%	67.20%	57.60%	52.20%
Improvement Rate for Credit Basic Skills Courses	53.40%	51.70%	47.10%	46.70%	63.80%	64.70%	61.20%	57.00%
Improvement Rate for ESL Courses					77.80%	78.40%	54.20%	65.80%

Table 4: OCC Student Progress and Achievement

Source: OCC Atlas 2011-2012, 53

OCC Success and Retention Rates

The OCC success and retention rates increased in the last 10 years. The success rate has increased from 71.0% in fall 2002 to a high of 74.3% in fall 2011. The retention rate now stands at 88.6% in fall 2011. The majority of these increases are due to the declining number of withdrawals.

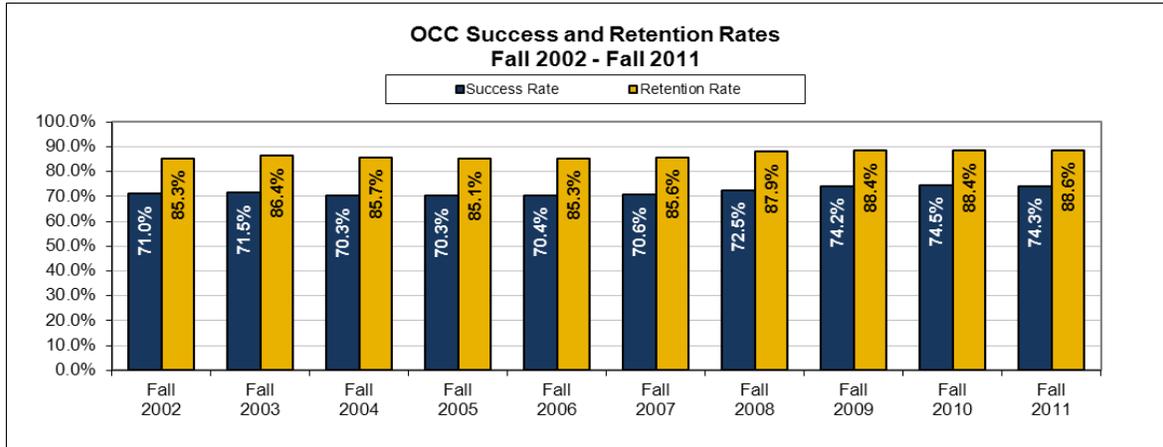


Figure 4: Student Success and Retention Rates; Source: OCC Atlas 2011-2012, p. 44

A.A./A.S. Degrees and Certificates Awarded

The total number of AA/AS Degrees awarded has increased to 1,588 for the 2011-2012 academic year. AA awards have declined to 1,081 in 2011-2012, but can be attributed to the college awarding increasing numbers of AS Degrees. AS degrees were instituted in the 2006-2007 academic year. Certificates of Achievement declined from 376 in 2002-2003 to the low of 302 in 2007-2008, but have steadily increased each year thereafter and currently stands at 574 certificates awarded in 2011-2012.

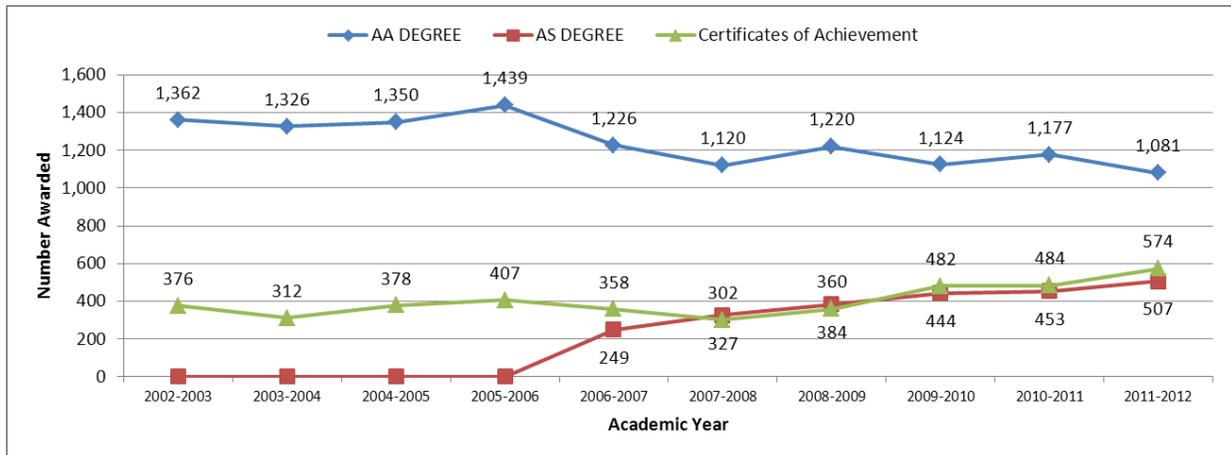


Figure 5: OCC Degrees and Certificates Awarded; Source: OCC Atlas 2011-2012, p. 58

OCC Transfers to CSU and UC Systems

Transfers to both the CSU and UC systems have increased from 2002-2003 (UC: 450, CSU: 1,255) through 2010-2011 (UC: 579, CSU: 1,695). In 2010-2011, OCC ranked 1st in CSU transfers statewide, 6th in UC transfers statewide, and 1st in overall transfers to UC/CSU. The 2009-2010 transfer figures dropped significantly, but this was a statewide trend and reflected the UC and CSU systems accepting less students.

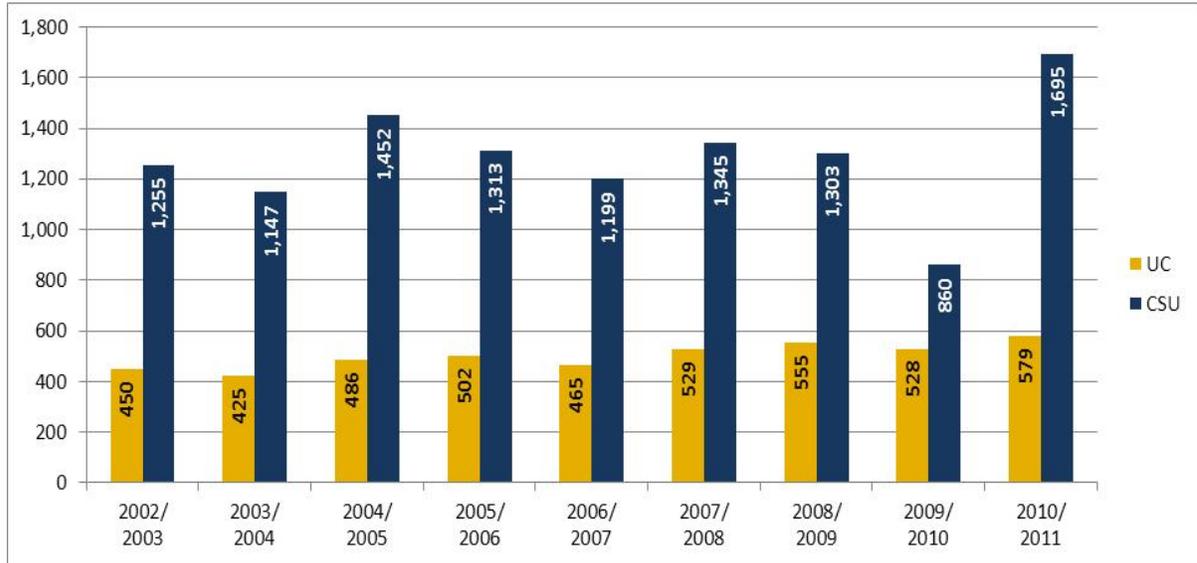


Figure 6: OCC Transfers to CSU and UC; Source: OCC Atlas 2011-2012, p. 59 (The latest OCC transfer data available is the 2010-2011 year)

Performance of OCC Students at CSU

The California State University (CSU) system regularly provides information on continuation rates and average GPAs of community college students attending a CSU school. OCC transfers had slightly higher continuation rates (percent 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. OCC transfers have had similar CSU GPAs when compared to other community college transfers.

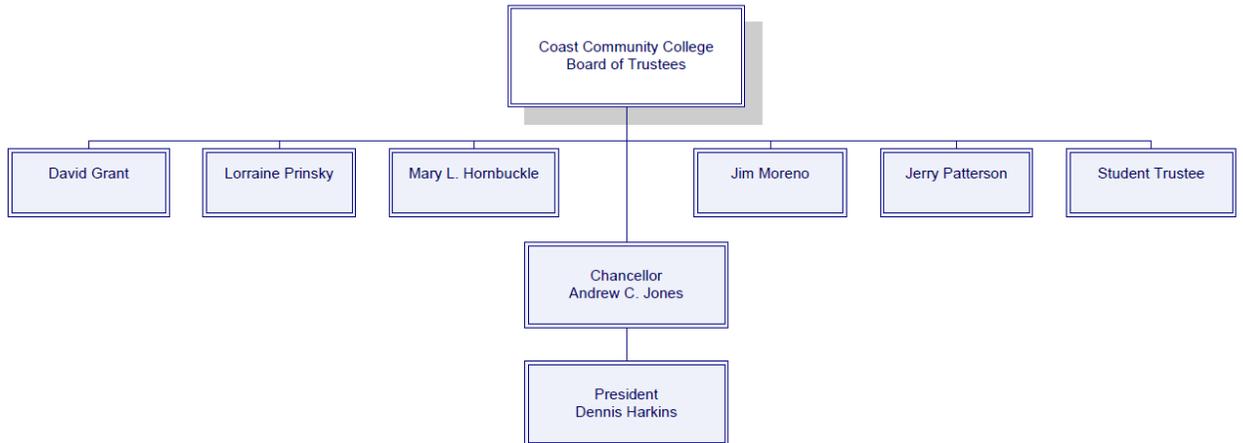
	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
Continuation Rate											
OCC	89%	87%	88%	87%	89%	89%	85%	87%	88%	87%	N/A
All Comm. College	85%	85%	85%	85%	85%	85%	83%	84%	85%	88%	N/A
Average GPA											
OCC	2.85	2.89	2.91	2.86	2.91	2.90	2.91	2.92	2.97	3.03	3.09
All Comm. College	2.88	2.92	2.93	2.93	2.94	2.92	2.92	2.93	2.98	3.05	3.04

Table 4: Performance of OCC Students at CSU; Source: OCC Atlas 2011-2012, p. 60

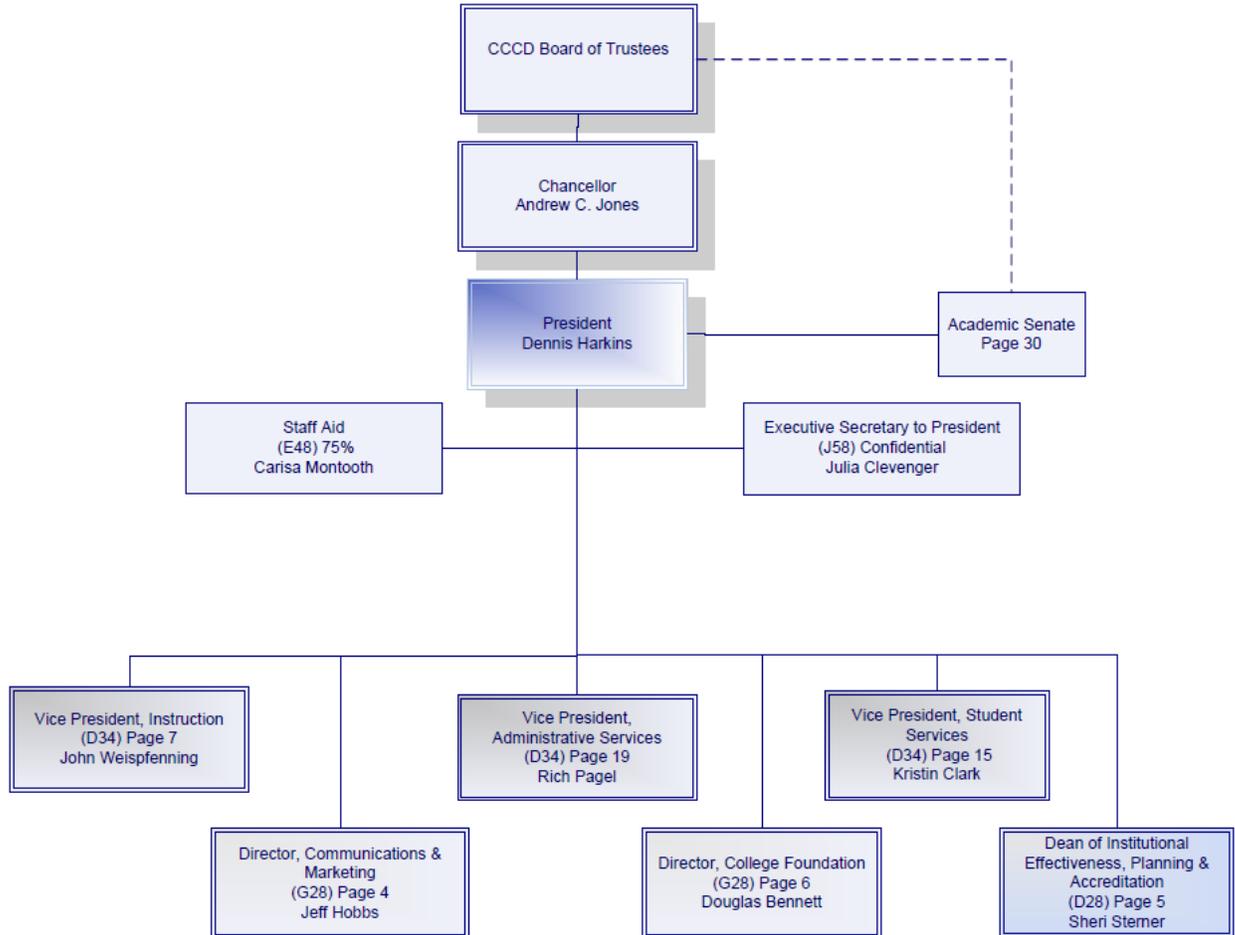
**ORGANIZATIONAL
CHARTS
OF THE INSTITUTION**



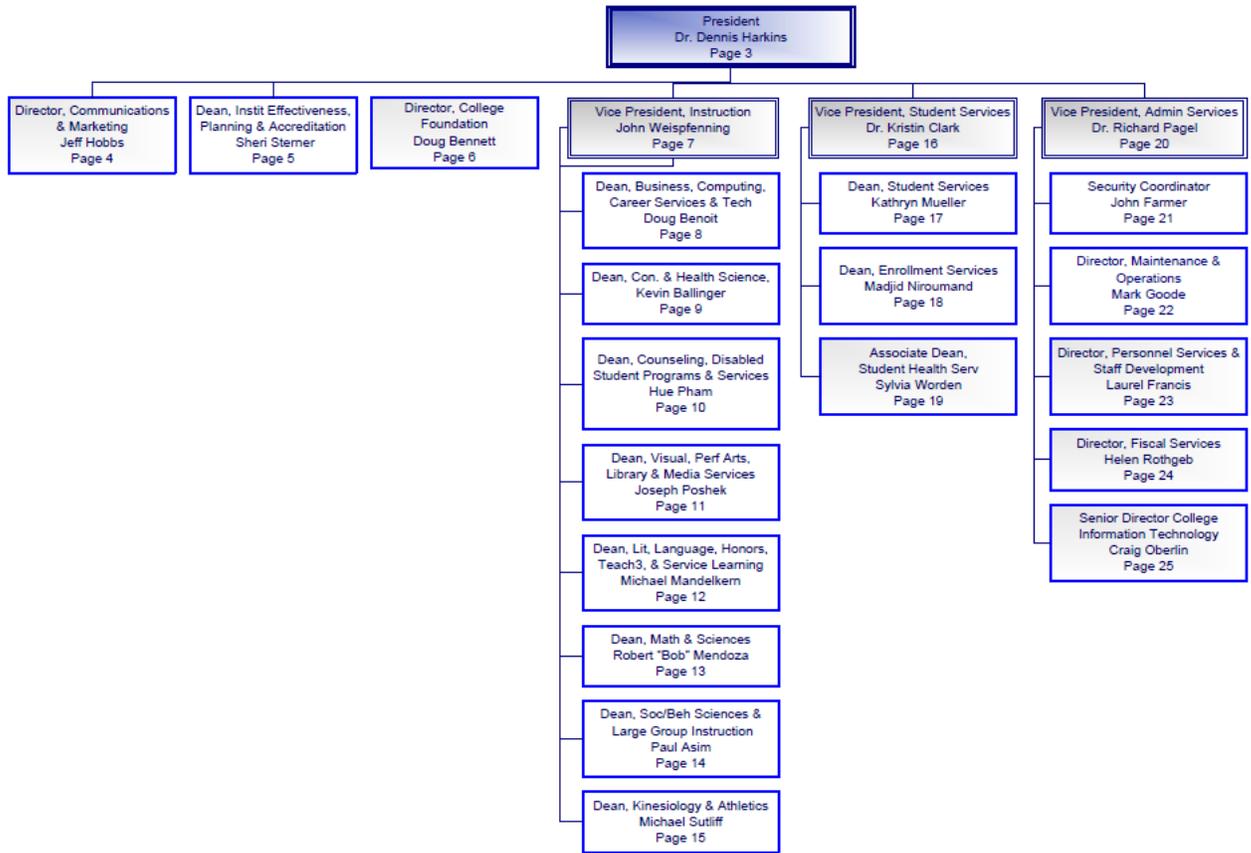
COAST COMMUNITY COLLEGE BOARD OF TRUSTEES



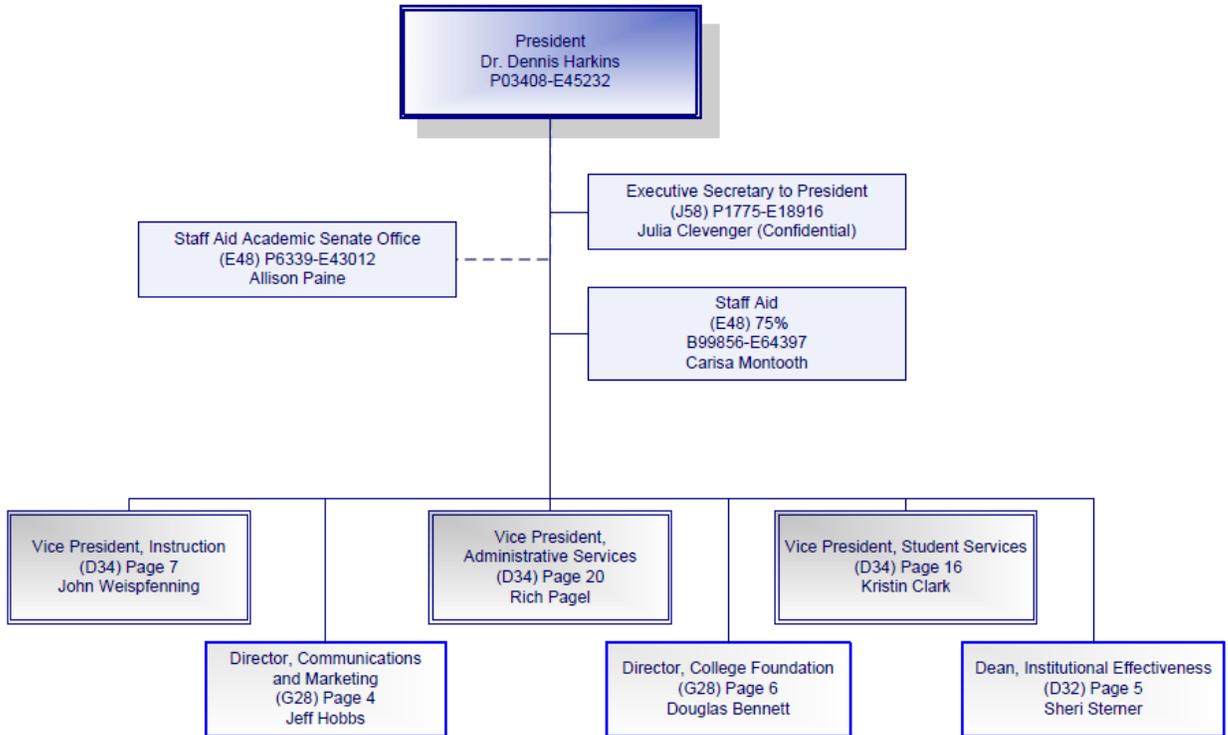
ORGANIZATIONAL REPORTING



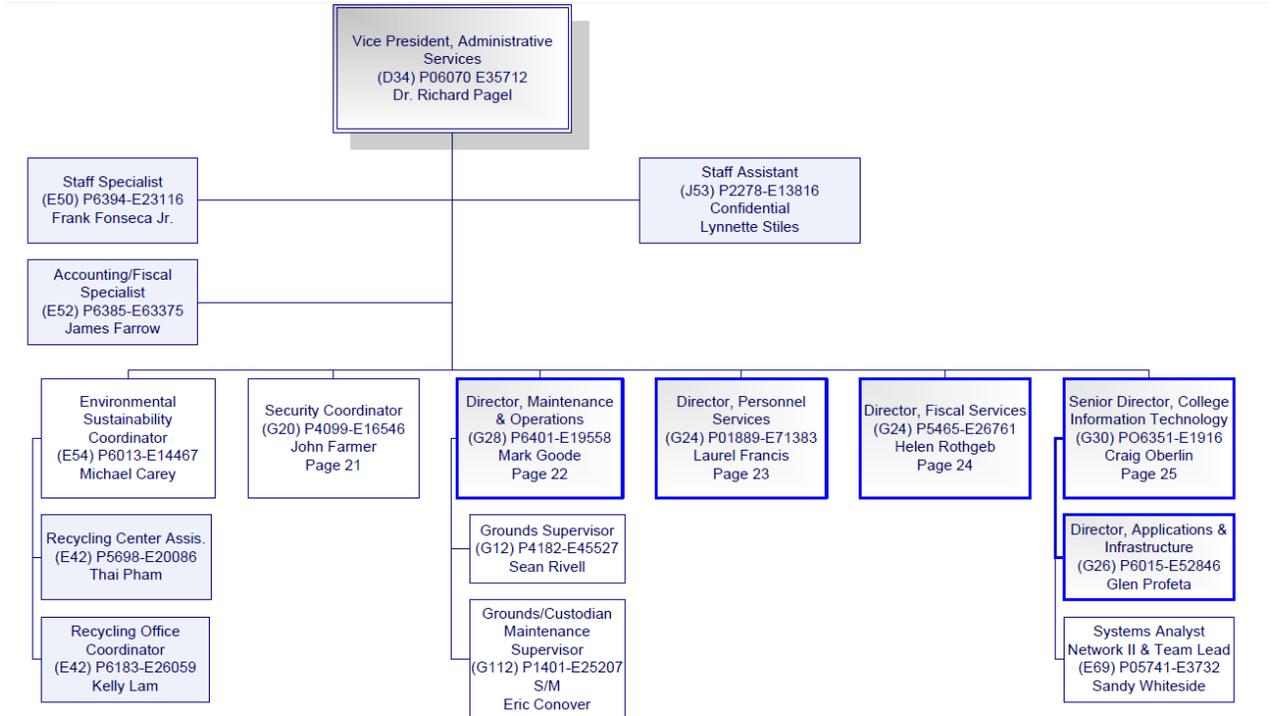
ORANGE COAST COLLEGE DEPARTMENT STRUCTURE



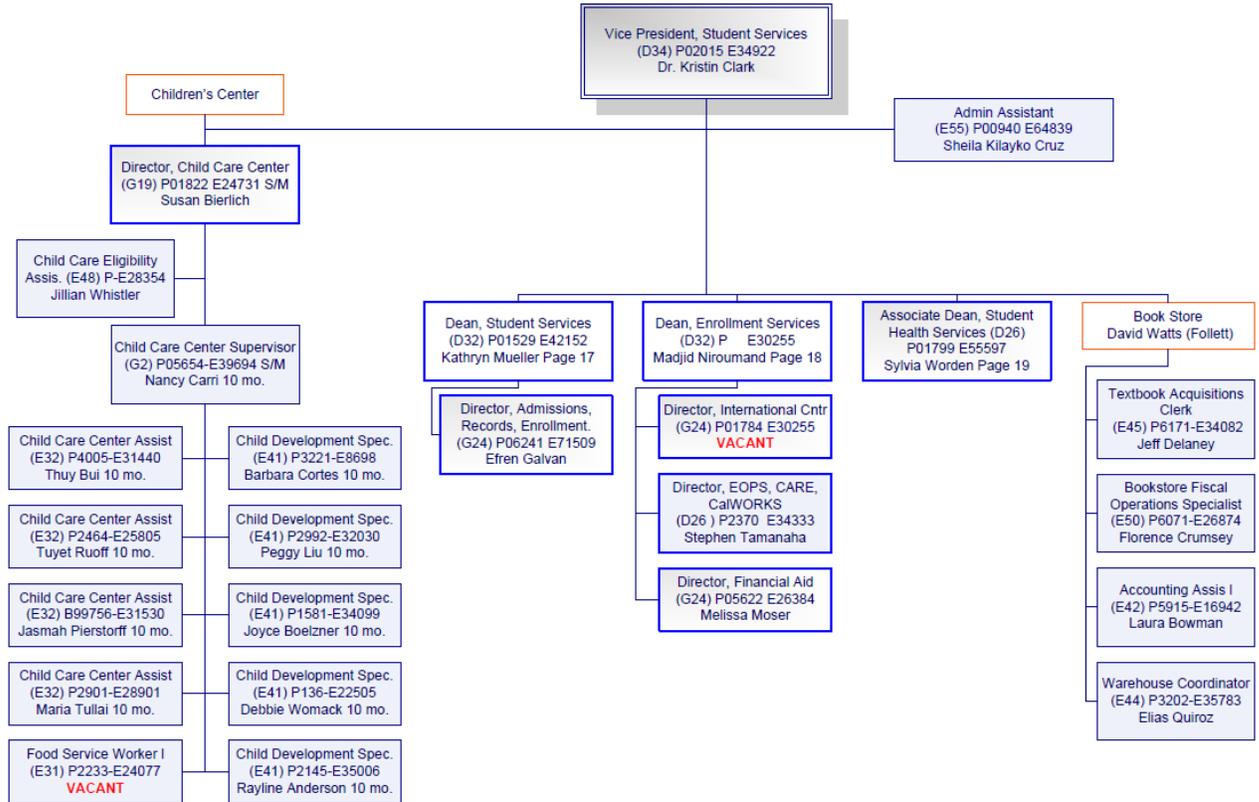
OFFICE OF THE PRESIDENT



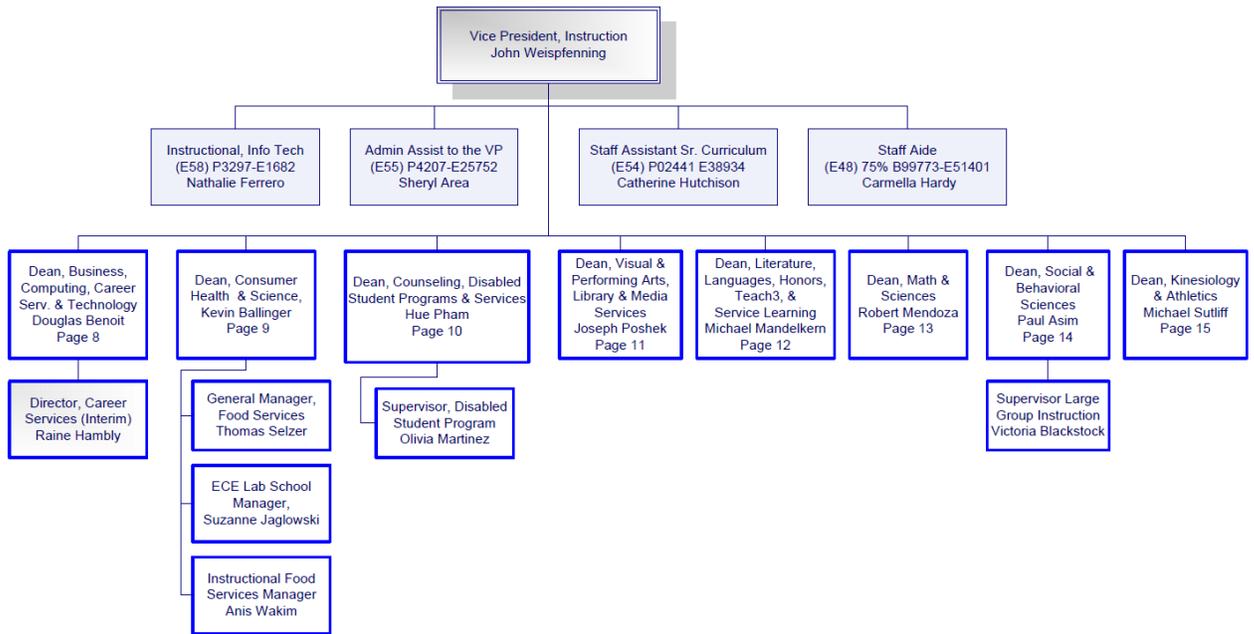
OFFICE OF THE VICE PRESIDENT OF ADMINISTRATIVE SERVICES



OFFICE OF THE VICE PRESIDENT OF STUDENT SERVICES



OFFICE OF THE VICE PRESIDENT OF INSTRUCTION



ORGANIZATION OF THE SELF EVALUATION



In July 2010, President Dennis Harkins, in consultation with the members of the Accreditation Coordinating Committee, made a campus-wide announcement about the 2012 Self Evaluation Report. That same month, the President, the Academic Senate President and the Accreditation Coordinating Committee co-chairs attended the ACCJC/WASC accreditation training session to review the organization of the Self Evaluation Report. This group decided that 11 committees would be formed, each with two co-chairs, a member of the faculty, and an administrator. Each group was to be assigned to a section of one of the four Standards. At the beginning of the fall semester 2010, the Accreditation Coordinating Committee proposed the hiring of two writers for the Self Evaluation. A job description was created for the co-writers, and a call went out to the campus community. In March 2011, the co-writers were hired. This same month, the Standard co-chairs were selected.

In April 2011, the Director of Research Planning and Institutional Effectiveness, the Academic Senate President, the Program Review Coordinator, the Student Learning Outcomes Assessment Coordinator, the Dean of Literature and Languages, and a faculty member attended an ACCJC Self Evaluation Training Workshop. After the workshop, the Accreditation Coordinating Committee scheduled an Accreditation Retreat where the participants reviewed what had been learned at the workshop. From this meeting, the Accreditation Coordinating Committee created templates to streamline and assist the process for developing the Self-Evaluation report.

In May 2011, the co-chairs attended two self-evaluation training workshops where the co-chairs were instructed on how to gather evidence and write their analysis. At the same time, the co-chairs were instructed to read the planning agendas that pertained to their standards and review the 2010 Focused Midterm report to determine the extent to which the planning agendas had changed. Benchmarks and deadlines were also set for the co-chairs to report to the Accreditation Coordinating Committee. At these workshops, the Accreditation Co-Chairs

also discussed the guidelines and expectations and assigned a committee on campus to assist the co-chairs in their standards.

On Fall Focus Day, held in September 2011, members of the Accreditation Coordinating Committee introduced the self-evaluation process and goals to the campus community during the division meetings. The office of Institutional Research and Institutional Effectiveness distributed a student survey, as well as an employee survey, and assisted individual standard committees with requests for statistical data.

In October 2011, the Interim Vice President of Instruction met with the Director of Communications and Marketing to create an accreditation awareness plan for the accreditation process. The draft plan was reviewed and presented to the Accreditation Coordinating Committee.

In November 2011, the standard co-chairs began to populate the portal templates, and the committees met regularly to review the process. The writers also met with the standard co-chairs to establish document collection and citation format.

At the start of the spring semester 2012, the first draft was submitted to the Interim Vice President of Instruction and the Standard Co-chairs to be vetted with appropriate campus committees. The co-writers incorporated the campus feedback into a second draft. This draft was released to the Interim Vice President of Instruction and the Standard Co-Chairs in March 2012. Toward the end of March, the co-writers incorporated campus feedback into a third draft distributed in April. A fourth draft was completed and made available to the campus by the end of May. A Campus Forum to update the campus community on the Self-Evaluation Report was held in May, and an open house to discuss each standard followed later that month.

On fall 2012 Focus Day, the Vice President of Instruction and members of the Accreditation Coordinating Committee attended division meetings to update the faculty on the status of the report and to request campus feedback. In addition, the draft was discussed at meetings of the College Council, the Academic Senate, and division meetings throughout September and October 2012. A Campus Dialogue Session on accreditation was held Oct. 11, 2012. The Review Draft was presented to the Board of Trustees and was reviewed publicly during the Board of Trustees meeting on Oct. 17, 2012. The Board of Trustees submitted feedback, which was incorporated into the Self Evaluation. The Coast Community College District Board of Trustees completed its review of the Self Evaluation on Nov. 20, 2012, and voted unanimously to authorize the President of the Board of Trustees to certify there was broad participation by the campus community, and that the Board of Trustees had read the report and was involved in the self-evaluation process, and that the Self Evaluation report accurately reflects the nature and substance of the College.

TIMELINE OF SELF EVALUATION REPORT

JULY 2010

Campus-wide announcement of the Self Evaluation
District-wide ACCJC/WASC Accreditation Workshop
Full training – staff development

MARCH 2011

Identification of Standard chairs
Identification of faculty co-writers

APRIL 2011

ACCJC Self Evaluation Training Workshop
Create templates to assist in the gathering process

MAY 2011

Standards co-chairs self-evaluation training
Standard co-chairs submit 2006 planning agenda progress

JUNE 2011

2006 planning agenda and recommendations drafts
Standard portal template populated for Standard co-chairs

AUGUST 2011

All Self Evaluation teams begin research and writing

FALL 2011

Fall Focus Day, ACC introduces Self Evaluation Report to campus community
Student Survey (CCSEQ) distributed
Employee Survey distributed
Standard co-chairs begin to populate portal templates
Committees confer regularly to review process
Establish document collection and citation format

DECEMBER 2011

First draft of Self Evaluation submitted to faculty co-writers

JANUARY 2012

First draft submitted to Vice President of Instruction
First draft submitted to Standard co-chairs to be vetted with appropriate campus committees

SPRING 2012

Drafts revised.

Campus Forums – Self Evaluation report update

SUMMER 2012

Co-writers work with identified campus experts

Evidence preparation

FALL 2012

Release Master Draft for campus review

Campus Forums with Self Evaluation Report update

Evidence finalized

Board of Trustees review and certification

Submission of the Self Evaluation to ACCJC

FEBRUARY 2013

Final campus preparation for site visit

MARCH 2013

Host ACCJC site team

ACCREDITATION STEERING COMMITTEE

CHAIR

Dr. John Weispfenning Vice President, Instruction

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS CO-CHAIRS

I.A. Dr. Hue Pham, Dean, Counseling
Dr. Vesna Marcina, Faculty, Political Science

I.B. Sheri Sterner, Administrative Director, Institutional Research,
Planning & Effectiveness
Candy Pettus, Faculty, Anthropology

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES CO-CHAIRS

II.A. Dr. Doug Benoit, Dean Technology
Vinta Oviatt, Assessment and Improvement Coordinator

II.B. Dr. Kristin Clark, Vice President, Student Services
Dr. Kate Mueller, Dean, Student Services
Vida Shajie, Counselor, EOPS

II.C. Dr. Paul Asim, Dean, Social & Behavioral Sciences
Lori Cassidy, Librarian

STANDARD III: RESOURCES CO-CHAIRS

III.A. Joe Poshek, Dean, Visual & Performing Arts & the Library
Laury Francis, Director, Personnel Services - Administrative Services

III.B. Kevin Ballinger, Dean, Consumer and Health Sciences
Robin O'Connor, Faculty, Adapted Activities

III.C. Craig Oberlin, Senior Director, Information Technology
Georgie Monahan, Faculty, Communication Studies

III.D. Dr. Rich Pagel, Vice President, Administrative Services
Jeanne Neil, Faculty, Accounting

STANDARD IV: LEADERSHIP AND GOVERNANCE CO-CHAIRS

IV.A. Dr. Michael Mandelkern, Dean, Literature & Languages
Tom Dowling, Faculty, Art

IV.B. Dr. Robert Mendoza, Dean, Math & Sciences
Dr. Vesna Marcina, Faculty, Political Science

ACCREDITATION COORDINATING COMMITTEE

Dr. John Weispfenning	Co-Chair	Vice President, Instruction
Georgie Monahan	Co-Chair	Program Review Coordinator
Dr. Richard Pagel	Member	Vice President, Administrative Services
Rita Schulte	Member	Classified, Administrative Services
Dr. Kristen Clark	Member	Vice President, Student Services
Sheri Sterner	Member	Institutional Effectiveness
Glen Profeta	Member	Information Technology
Cathe Hutchison	Member	Classified, Office of Instruction
Dr. Vesna Marcina	Member	President, Academic Senate
Carla Martinez	Member	Interim Dean of Student Services

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, Accrediting Commission for Community and Junior Colleges, as well as other specialized accrediting agencies.

2. MISSION

Orange Coast College's current Mission Statement was adopted by the Coast Community College Board of Trustees on April 4, 2012. 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 *2012-2013 OCC Catalog*. The Mission Statement is complemented by the statement of Institutional Commitment and a declaration of four core areas that outline institutional student learning outcomes.

3. GOVERNING BOARD

The Board of Trustees for Coast Community College District (Orange Coast College, Golden West College, and Coastline Community College) 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 Board's membership is sufficient in size and composition to fulfill all Board responsibilities. The governing board consists of five elected members and one non-voting student member. The voting members are elected by the community and must reside within the District boundaries. The governing board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program.

4. CHIEF EXECUTIVE OFFICER

The College President was selected according to District procedures and confirmed by the District Board in fall 2009. The President's primary responsibility is to Orange Coast College, the fulfillment of the College's stated mission, and 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 upholding institutional integrity.

5. ADMINISTRATIVE CAPACITY

Orange Coast College, in cooperation with the Coast Community College District office and appropriate faculty and staff, establishes clearly delineated and published standards for the fulfillment of administrative duties and responsibilities. Prominent

in all screening and selection processes is certification 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 organization 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 enroll at Orange Coast College each semester. 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. A class schedule is published each semester. A course catalog is published annually.

7. DEGREE PROGRAMS

The OCC *Catalog* lists all requirements for the Associate in Arts (AA) or Associate in Science (AS) 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 attending Orange Coast College are seeking a degree or certificate or preparation for transfer to a four-year institution.

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 Associate in Science degrees to those who complete 60 units with a grade of "C" or better in prescribed courses. 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 designated learning activities.

9. ACADEMIC CREDIT

The College awards academic credit 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 Admission Officers.

10. STUDENT LEARNING ACHIEVEMENT

Institutional student learning outcomes and objectives for degree and certificate programs are published in the OCC *Catalog*. All course outlines approved by the Curriculum Committee are required to have clearly stated objectives and learning outcomes.

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 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 skills and introduction to major areas of knowledge. Credit is consistent with levels of quality and rigor appropriate to higher education.

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 define the College's commitment to encourage and protect academic freedom. This commitment to academic freedom is also stated in the *Faculty and Staff Handbook*.

13. FACULTY

As of fall 2012, 253 full-time faculty teach 64.8% of the 1,655 total courses offered. All full-time faculty names and their degrees are published in the *OCC Catalog*. Replacements of faculty and new faculty positions are based on institutional data, including program review. All faculty meet the teaching and hiring requirements of California's Education Code Title 5, and are 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. 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.

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 on the College website.

16. INFORMATION AND LEARNING RESOURCES

The Learning Resource Center is an 88,000-square-foot, 2-story full-service library that houses OCC's library administration, faculty offices, student study rooms, technology research center, and the entire media library. The John R. Clark Computing Center includes the largest campus open computing lab and nine computer classrooms. Other smaller computer labs are located throughout 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 Student Success Center, the OCC Math Center, and Career Services. Internet access is available to faculty, staff, and students. There is sufficient access to information and learning resources and services to support the College mission and its educational programs.

17. FINANCIAL RESOURCES

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 audit 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 Board of Trustees. In all fiscal matters, the College adheres to Board-approved policies and procedures.

19. INSTITUTIONAL PLANNING AND EVALUATION

Orange Coast College has in place an 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 comprehensive program review is in place; with validation processes formally established for both instruction and student services. The Office of Institutional Effectiveness 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 College 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.

CERTIFICATION OF CONTINUED COMPLIANCE WITH COMMISSION POLICIES

POLICY ON DISTANCE EDUCATION AND ON CORRESPONDENCE EDUCATION

Distance Education (DE) is instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. Distance Education supports the College's mission. Orange Coast College provides educational access to its diverse student body through a broad variety of instructional methods as students seek certificates, degrees, transfer, improvement of basic skills, and lifelong learning. The online education program allows the College to extend educational opportunities to students who might otherwise be unable to attend college: those whose full-time work schedule makes it difficult to attend the on-campus class offerings; those caring for children and are unable to afford childcare; and those who are unable to leave their homes due to disabilities. It is the mission of the Distance Education Program at Orange Coast College to increase educational opportunities and enhance learning through the development of quality education courses that are comparable to traditional on-campus classes.

The College has been offering online education classes since 1999. Initially, offerings were a small component of instructional modes of delivery. However, as student demand increased, the College reached the position of offering several programs that can be completed with 50% or more online courses. Since the inception of online courses, offerings have expanded. During the fall 2012 semester, OCC offered 59 online sections of 49 different courses. In a number of programs, students may complete their certificates or degrees with 50% or more of the courses being offered online. These include four general education options, six certificates of achievement, and nine majors. In May 2011, the College submitted to the ACCJC a Substantive Change Proposal for Online Education. On July 11, 2011, the ACCJC approved the proposal. The College regularly monitors its online programs to ensure programs approaching the 50% mark are evaluated for substantive change.

Any portion of a course conducted through Distance Education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study session, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections of California's Education Code (55204 Chancellor's Office, California Community Colleges). Student support services are available to Distance Education students, including library, counseling, bookstore, orientation and tutoring, and enrollment services.

The College has adopted the Blackboard Learning Management System for online instruction. A centralized system provides continuity for building and maintaining a strong Distance Education program. Support is offered through the roles of a Blackboard Administrator, Instructional Designer, Instructional Assistant, Information System Trainer,

and Faculty Online Coordinator. Student technology support is available during normal business hours.

As the number of online education courses offered grew, the need for faculty leadership was recognized and filled. The Faculty Online Coordinator is selected through an application and interview process and reports on distance learning to the Academic Senate on a regular basis. The Faculty Online Coordinator is a voting member of the Instructional Planning Council (IPC) and the Technology Committee. The Faculty Online Coordinator attends Curriculum Committee meetings as requested and regularly attends the Online Advisory Board meetings. The Faculty Online Coordinator input into the Instructional Wing planning process includes recommendations on staff development, facilities, and technology.

In 2006, the Online Advisory Board (OAB) was established to set standards for online education. In 2009, the OAB established OCC's Distance Education Guidelines to codify best practices for online education and ensure that online education meets state standards. Additionally, the OAB adopted the Blackboard Exemplary Course Rubric as a standard for the design and teaching of courses. All online courses must be reviewed by the OAB and the Curriculum Committee.

The Distance Education Guidelines outline the College's policy on authentication. When applying to the College, every student receives a unique username and password through the student information system. These credentials provide a secure login and passcode for authentication to Blackboard via MyOCC, the faculty/student portal. MyOCC is used for all student communication, including registration. In the event the student portal is unavailable, alternative access to Blackboard is permitted using the same credentials.

The Distance Education Guidelines at OCC include specific information about Testing and Authentication. OCC is committed to assuring that the student who registers in a Distance Education course or program is the same student who participates in and completes the program and receives the academic credit by doing the following:

1. Students are required to use their username and password to log into their courses through the College's designated Learning Management System. Faculty may redirect their students to another site where grading occurs, as long as all student information, including grades, is secure (FERPA Guideline).
2. Faculty are requested to communicate to the students that they follow the OCC honesty policy.
3. At the discretion of the instructor, faculty may utilize the OCC Computing Center for testing, proctoring centers, and/or other methods for testing (OCC Computing Center Testing Policies are an addendum to the DE Guidelines).

4. If proctored exams are not offered, then it is recommended that several of the following be used:
 - A variety of written assignments
 - Multiple assessment techniques including frequent quizzes and exams
 - Participation in threaded discussion boards
 - Online meetings or chat rooms
 - Plagiarism detection software such as Safe Assign for written assignments
 - Collaborative projects
 - Capstone project with work from the whole semester

The College conducts program review of online instruction on a three-year cycle. Program review was completed by the Faculty Online Coordinator in coordination with the Online Advisory Board (OAB) and Information Technology in the 2011-2012 academic year. Distance Education trends across programs are reviewed and analyzed by the OAB and the Instructional Planning Council annually. Additionally, each program with online courses evaluates the disaggregated enrollment, success and retention data within that department's program review as a modality to ensure quality within the program.

Since 1999, 133 instructors have been trained to teach online. Faculty hired to teach online demonstrate qualifications for online instruction through training. To assist and prepare instructors teaching online, the College offers various workshops through the Faculty Online Coordinator. Training is provided at the Technology Training Center.

POLICY ON INSTITUTIONAL COMPLIANCE WITH TITLE IV

Recognizing the financial burdens of college and the various economic realities of its diverse student population, the Financial Aid Office provides comprehensive information and access to an array of federal (Title IV) and state student financial aid programs. The office provides Financial Aid Orientation, application workshops, and disbursement workshops. Additionally, individual appointments are available to all students for financial aid assistance and education. Financial literacy counseling sessions are available to all students. Self-help videos, entrance and exit loan counseling, and other orientation information are also available to students via online Financial Aid TV. All Title IV Student Eligibility Requirements and Refund Policies are stated in the Orange Coast College *Financial Aid Policy Manual* and on the OCC website and portal.

POLICY ON INSTITUTIONAL ADVERTISING, STUDENT RECRUITMENT, AND REPRESENTATION OF ACCREDITED STATUS

Policy on Institutional Advertising

The official name, address, telephone numbers, and website of Orange Coast College are in the *2012-2013 OCC Catalog*, page iii, and listed on the home page of the Orange Coast College website. The Vision Statement, Mission Statement, and Instructional Commitment of the Institution are in the *2012-2013 OCC Catalog* on page 4, and on the President's Page on the College website. The Academic Calendar with all pertinent deadlines is in the *2012-2013 OCC Catalog* on page 3, and on the OCC website. The College Accredited Status is on page 4 in the *2012-2013 OCC Catalog*.

The College Entrance Requirements are in the *2012-2013 OCC Catalog*, page 17; all fees and expenses are explained on page 17; financial aid requirements and policies are on page 11; and the institution's Refund Policy is on page 20. The above information is also available on the Orange Coast College website.

The Academic, Career, and Certificate Programs at Orange Coast College are described in the *2012-2013 OCC Catalog*, page 52, and under Academics on the Orange Coast College website. All Associate of Arts degrees are listed on page 35, and Associate of Science degrees on page 41. Graduation requirements are listed in the *2012-2013 OCC Catalog*, page 34, and on the Orange Coast College website. Transfer Requirements are also outlined on the Orange Coast College website and in the *2012-2013 OCC Catalog*, page 43.

In the *2012-2013 OCC Catalog*, the list of College administrators can be found on page 215, academic faculty on page 209, and the Board of Trustees of the Coast Community College District on page 2. A full directory of administrators, managers, faculty members, and classified staff can be found in the directory on the College website. Information on the Board of Trustees is available on the Coast Community College District website.

In the *2012-2013 OCC Catalog*, information about the College Student Code of Conduct is provided on page 15, academic freedom and academic honesty on page 13, grade grievances on page 14, and counseling services that include campus resources, instruction, matriculation, outreach, re-entry, transfers, and the petitioning process on page 10. This information is also available on the Orange Coast College website. Also in the *2012-2013 OCC Catalog*, information is available for international students on page 21, disabled students on page 10-11, and veterans on page 22. This information is also available on the Orange Coast College website. The College Non-Discrimination Policy and Diversity statement is on page 14.

Information about library services, bookstore hours, the campus newspaper, food services, the job center, the Associated Students of Orange Coast College (ASOCC), and student clubs can be found on the Orange Coast College website, and in materials printed and distributed across campus.

Policy on Institutional Student Recruitment

To aid in student recruitment, the Enrollment Management Committee (EMC) coordinates data review, outreach and recruitment, and retention in order to identify and meet enrollment goals, improve quality and service levels, increase diversity, ensure access and affordability, increase retention and graduation rates, and to improve student learning outcomes. The EMC is co-chaired by the Academic Senate President, the Vice President of Instruction, and the Vice President of Student Services.

Policy on Institutional Representation of Accredited Status

The College created the Accreditation Coordinating Committee (ACC) to provide a forum for coordinating the College's efforts in achieving and maintaining compliance with Accrediting Commission for Community and Junior Colleges (ACCJC) standards. The ACC serves to communicate accreditation standards and processes to the campus community, and to coordinate campus-wide participation. The ACC creates and disseminates an annual planning calendar for the completion of program review, assessment, and other related

accreditation goals. The ACC oversees the production of the reports to the ACCJC and ensures authenticity of these documents. The ACC monitors and reports progress on the implementation of accreditation recommendations and standards. The ACC is co-chaired by the Vice President of Instruction and the Program Review Coordinator and reports to the College Council. Information about the College's accreditation status can be found on page 4 of the *2012-2013 OCC Catalog* and on the College website.

POLICY ON INSTITUTIONAL DEGREES AND CREDITS

By authorization of the Board of Governors of the California Community Colleges, Orange Coast College confers the Associate of Arts degree on students who complete 60 units with a grade of "C" or better in prescribed courses. Orange Coast College also grants the degree of Associate in Science only for the majors listed in Associates in Science Degree requirements section in the *OCC Catalog*. Orange Coast College awards the Certificate of Achievement to students who successfully complete the required courses of a certificate program with a minimum of 18 units. Orange Coast College also grants the Certificates of Specialization (less than 18 units) to students who complete a specially designed or intensive learning activity.

The integrity of instructional programs and courses is maintained by faculty participation in the Curriculum Committee; in the program review process, which requires programs to exhibit support of the College mission; and in the development and assessment of student learning outcomes (SLOs). The Curriculum Committee Chair, the Program Review Coordinator, and the Assessment and Improvement Coordinator are all endorsed by the Academic Senate and work closely with the Senate to maintain the integrity of instructional programs and courses. In addition, these coordinators are members of the Instructional Planning Council (IPC), which makes major recommendations to the College Council. The Program Review Coordinator and the Assessment Improvement Coordinator both work under the direction of the Office of Institutional Effectiveness, part of the President's Wing, and serve on the College Council, which makes recommendations 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 (GE) requirements for both the Associate in Arts and the Associate in Science degrees. The Curriculum Committee must also approve new online courses after they have been approved by department divisions and the Online Advisory Board. In addition, the Curriculum Committee reviews noncredit courses for compliance with state guidelines.

The program review process requires the evaluation of all College programs on a three-year cycle. Recommendations for program improvement are sent to the division dean and the Program Review Coordinator. The College has established an infrastructure to systematically review and evaluate the appropriateness and quality of its offerings. Program review is fully integrated into the College's planning and budget process. In 2007, the College modified its six-year program review cycle, shifting to a three-year cycle. These, along with annual allocation requests (ARRs), clearly define and streamline the process. This process culminates in the development of the *Educational Master Plan* (EMP).

POLICY ON INSTITUTIONAL INTEGRITY AND ETHICS

The Code of Professional Ethics (Board Policy 3050) for all employees of the Coast Community College District was adopted in August 2012. This public statement by the Board of Trustees sets clear ethical expectations to guide and inspire professional excellence. The College understands that violations of the Code of Professional Ethics harm the College and its standing in the community; therefore, procedures are developed and adopted to ensure ethical violations can reasonably be reported, investigated, and addressed.

To assure clarity and accuracy, pertinent information is posted in the OCC *Catalog* and College website. Board Policies and Administrative Procedures are found on the District website, which can be easily accessed through the College website. In addition, the process for resolving violations, the appeal process, and information regarding student rights are stated in the *OCC Catalog*, the Faculty Employee Handbook, and Classified Staff Handbook.

POLICY ON CONTRACTUAL RELATIONSHIPS WITH NON-REGIONALLY ACCREDITED ORGANIZATIONS

Although Orange Coast College contracts with more than 200 different organizations to deliver quality internship and clinical experiences to students, the College provides the curriculum and instructors. Therefore, Orange Coast College does not have any contractual relationships with non-regionally accredited organizations.

RESPONSES TO THE RECOMMENDATIONS OF THE 2007 VISITING TEAM

College Recommendations

RECOMMENDATION 1

The team recommends that the college accelerate its efforts to identify measurable student learning outcomes for every course, instructional program, and student support program and incorporate student learning outcome assessments into course and program improvements. (Standards I.B, I.B.1, II.A.1.a, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f, II.A.2.i, II.A.3, II.B.4, II.C.2)

The College responded to this Recommendation in its Follow-Up Report in 2008. The Commission issued a Warning to the College in 2008, and the College again responded to this Recommendation in its Follow-Up Report in 2009. The Commission removed the College from Warning in 2009. The College updated its response in its 2010 Focused Midterm Report to the Commission, which the Commission accepted June 30, 2010.

As of December 2009, 100% of all Course Outlines of Record and course syllabi included student learning outcomes. As of October 2012, 100% of all course and program student learning outcomes (CSLOs and PSLOs) completed at least one cycle of assessment. Departments have begun the second cycle of assessment and are evaluating the effectiveness of changes made during the first cycle. The results of student learning outcomes have been incorporated into program review since 2010-2011. All units of the College participate in the comprehensive program review process every three years to identify progress in improving programs.

RECOMMENDATION 2

The team recommends that the college strengthen the content of its program reviews to include a comprehensive and meaningful analysis of data with particular emphasis on student enrollment, program completion, retention, success, and achievement of student learning outcomes and make improvements to its programs based on the results of the enhanced program review process. (Standards I.B.3, I.B.6, I.B.7, II.A.1.a, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f, II.B.1, II.B.3.c, II.B.4, II.C.2)

The College responded to this Recommendation in its Follow-Up Report in 2008. The Commission issued a Warning to the College in 2008, and the College again responded to this Recommendation in its Follow-Up Report in 2009. The Commission removed the College from Warning in 2009. The College updated its response in its 2010 Focused Midterm Report to the Commission, which the Commission accepted June 30, 2010.

Since the last visit, the content and analysis of program review has been strengthened. Analysis guideline questions were developed to assist program faculty in analyzing data trends leading to program improvement. The student learning outcomes section of program review was revised to focus on results of assessment rather than completing assessment.

The peer review process was implemented as a support to provide departments with objective feedback about their analysis of data and plans for program improvement.

One of the College's most important outcomes during 2006-2009 was the alignment of a campus-wide program review process. This alignment enabled the College to compare the results of the four wings' program review goals, outcomes and assessment, and from that point, identify and develop campus-wide planning goals. Program review is the primary mechanism for gathering evidence about the effectiveness of programs and services. All departments, instructional and support, undergo a comprehensive program review once every three years. In 2006-2007, the College revised the comprehensive program review process from a six-year to a three-year cycle to better meet the College's need to integrate program review into the strategic planning process. At this time, program review was expanded beyond the instructional and student services to include all support departments on campus. Since that time, the College has completed one full cycle and is now in the third year of the second cycle. Student learning outcome assessments have been fully implemented and formal ongoing evaluations of the program review processes have taken place.

Additionally, the results of SLO assessment are integrated into the College's program review process, allowing improvements to be suggested for the program, including needed resources. As a result, the College has attained sustainable continuous quality improvement for program review. All four wings conduct comprehensive program reviews. Program review goals are integrated directly into wing planning, which ultimately lead to resource allocation. Wing plans are reviewed annually and status updates for each program review goal are provided. Program reviews drive planning and decision-making on the campus. The College's systematic participative processes are outlined in *Decision Making: A Guide to Planning and Governance*, revised by the College in fall 2012.

RECOMMENDATION 3

The team recommends that the college broaden the focus of its academic, student services, and administrative planning and budgeting processes for human, physical, technological, and financial resources beyond an annual basis to encompass a longer-term framework. Plans, accompanied by budget allocations, must be developed for the replacement of equipment and technology, repair and maintenance of buildings and facilities, and the hiring of instructional and non-instructional personnel. The transparency of the college's planning and budgeting processes must be enhanced, with institutional stakeholders made more aware of the procedures and criteria employed. The process should draw upon the findings and recommendations contained in program reviews and be filtered through the college's planning committee structure. (Standards I.A.4, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, II.C.1, II.C.1.a, II.C.1.c, III.A.6, III.D.1.c, III.D.3, IV.A.1)

The College responded to this Recommendation in its Follow-Up Report in 2008. The Commission issued a Warning to the College in 2008, and the College again responded to this Recommendation in its Follow-Up Report in 2009. The Commission removed the College from Warning in 2009. The College updated its response in its 2010 Focused Midterm Report to the Commission, which the Commission accepted June 30, 2010.

The College has worked diligently to refine its planning process across the College. Wing plans based on program review, learning outcomes, and data collection have been created

for Instruction, Student Services, Administrative Services, and the Institutional Advancement and Effectiveness wings. Three-year strategic plans have been written to address the Commission's Recommendation that the College engage in longer-term planning. All wing plan objectives are aligned with the *Educational Master Plan*. The College has integrated its planning by aligning the comprehensive program review process across all four wings, each wing using parallel forms and prompts to generate its program reviews. All program reviews undergo a peer review process to ensure comprehensive analysis of data and encourage discussion about planning across all departments and wings. This process has improved the College's efficiency by allowing wings and departments to identify similar needs and to combine their plans for better allocation of funds and other resources. The College has created a fully integrated planning process, one that is transparent, fluid, and efficient, ensuring that all allocations are based on program review, assessment of learning outcomes, and the examination of appropriate supporting data.

During the fall 2009 semester, the Interim President sought and obtained support to pilot a College Council whose primary purpose was to oversee strategic master planning, issue management, and communication and collegiality. This decision was supported by a campus-wide survey (Personal Assessment of College Environment) indicating the ineffectiveness of the current planning and budget committee structure. College Council was approved, and the Planning and Budget Committee was reorganized as the College Budget Committee, clarifying the planning and budgeting processes, ensuring that planning leads to budget decisions, and furthering the transparency of the budgeting process. The College Council and Campus Budget Committee structure is functioning well, as demonstrated by the results of the committee self-evaluation process.

The Orange Coast College Annual Strategic Planning Process and the Annual Resource Requests flow charts provide clarity for the process of planning and budget allocations. In this process, the Wing Plans are aligned with the *Educational Master Plan*, integrated across the four administrative wings by the College Council Executive Cabinet (CCEC), and reviewed by the College Council. Departments prepare resource requests, which are prioritized at the wing level, integrated by the President's cabinet, and approved by the College Council.

Transparency has been greatly enhanced at the College. Overall, the College relies on a number of modes for providing information about the bases for planning and decision-making. These include open meetings and published minutes of all the major planning and decision-making bodies, regular meetings of the wing planning councils, and the posting of all major planning and policy documents on the OCC Portal, the College intranet. The *Decision Making* document synthesizes and outlines the planning process, as well as each committee and constituent role.

Transparency is built into the entire planning process, as well. All wings utilize peer review in their program review process. Peer review allows individual wing members from different departments to understand the trends and needs of the departments within their wings. Program review is no longer an insular activity in which only individual department members are aware of the plan identified in program review. Following this peer review process, wing plans are assembled by compiling the plans within program review. Once the wing plans and resulting resource requests are drafted, they are prioritized through a multi-level process. In each stage of this process, more members of individual wings are

made aware of the plan identified by their wing and by other departments. This culminates in a set of integrated priorities for resource allocation reviewed by the College Council.

The process lends itself to stakeholder involvement in every stage of the process. Additionally, the Academic Senate promotes transparency of process and decision making. In November 2009, the Academic Senate endorsed the formation of a new subcommittee, the Transparency Committee. This body reviews planning and decision making processes and makes recommendations to the Senate.

The College has made clear progress in developing and executing an integrated planning and allocation process and assuring it is transparent to all stakeholders.

RECOMMENDATION 4

The team recommends that the college assess the effectiveness of the new committee planning structure, communicate its findings in writing to the college community, and implement identified improvements on a continuous basis. (Standards I.B.3, I.B.4, I.B.6, I.B.7, IV.A.2, IV.A.3, IV.A.5)

The College responded to this Recommendation in its 2010 Focused Midterm Report, which the Commission accepted June 30, 2010.

To verify the effectiveness of previous budget and planning efforts, the former Planning and Budget Committee in 2009 selected the Personal Assessment of College Environment (PACE) survey to be developed and administered by the National Institute for Leadership and Institutional Effectiveness (NILIE) at North Carolina State University. It was chosen because it would provide campus leadership with valuable nationally benchmarked information. The purpose of the PACE survey was to obtain College climate data to assist Orange Coast College in promoting more open and constructive communication among faculty, staff, and administrators. A task team of research experts who had not been involved in previous planning or budgeting efforts were asked to develop supplemental effectiveness questions. Of particular interest were the questions about the Mission Statement and how the campus perceived the effectiveness of prior planning and budgeting efforts. After its initial administration in 2009 and follow up in 2010, this survey is scheduled to be administered on a regular, two-year cycle. The survey was conducted from October to November 2012.

Based on preliminary data from the report, a need was determined for greater clarity of the planning and budget process. It was also suggested that the Mission Statement be reviewed. The College moved forward with these findings, and a task force reviewed the Mission Statement. As a result of these changes, the Mission Statement was revised by College Council to provide a better focus for planning. The new Mission Statement was adopted in April 2012.

As previously stated, the College Council was implemented as a governance body, and the Planning and Budget Committee was reorganized as the College Budget Committee. This separates the planning and budgeting processes, ensuring that planning is leading budget decisions and furthering the transparency of the budgeting process. Self-evaluations were completed for all major committees from 2010-2011 through 2011-2012. The self-evaluations were designed to assist in evaluating the effectiveness of the committees

within the College's planning committee structure. In addition, the results of the evaluations were used to revise the College's key governance handbook, *Decision Making: A Guide to Planning and Governance*, in fall 2012. All of these changes have been communicated in a transparent and collaborative manner across the campus community.

RECOMMENDATION 5

The team recommends that the district and college enhance faculty professional development activities and revise faculty and management performance evaluation procedures to focus on identifying, measuring, and achieving student learning outcomes. (Standards II.A.1, II.A.6, III.A.1.b, III.A.1.c, III.A.5, III.A.5.a, III.A.5.b)

The College responded to this Recommendation in its 2010 Focused Midterm Report, which the Commission accepted June 30, 2010.

Orange Coast College has worked in a participatory manner to address the Commission's recommendation to enhance professional development activities and evaluation procedures to focus on student learning outcomes. Significant improvements have been made in the organization of professional development support. Additionally, the College has engaged in meaningful and progressive dialogue concerning the use of evaluations, assessment, and the appropriate manner in which to include outcomes and assessment in the evaluation process.

Considerable dialogue has occurred at Orange Coast College concerning the appropriateness of student learning outcomes and assessment as part of faculty and management performance evaluations. With respect to management evaluations, all managers submit annual goals and undergo a comprehensive evaluation every two years. This bi-annual evaluation includes self-evaluation, a performance survey, and the manager's immediate supervisor's evaluation. During the annual goal-setting phase, the manager is asked to identify goals based on program review results. These goals include supporting and/or directly identifying and measuring student learning outcomes in the manager's area of responsibility. Both the manager's self-evaluation and the supervisor's evaluation of the manager assess the success of achieving these goals. The process of assuring that outcome and assessment goals are included in all instructional management evaluations is now well established, having been a regular practice since the 2006-2007 evaluation cycle. Managers in student services and administrative services have included outcomes and assessment goals related to student learning outcomes in their evaluation process for the past two cycles and are sustainable with continuous quality improvement.

An Institutional Assessment Plan (IAP) was drafted by the Program Review Coordinator, further refined by an Instructional Planning Council (IPC) Task Force, and later approved by all planning councils, the Academic Senate, and College Council in fall 2009. The IAP defined assessment, presented an assessment vocabulary, and delineated the assessment responsibilities of employee units, specific departments, individuals, and committees.

Revisions to the faculty evaluation forms and procedures have been, and continue to be, formally discussed on the contract negotiations. Any changes negotiated between the

District and Union will be for all three colleges, which as a matter of course require greater discussion and time than if the district had only one college.

The current evaluation process is within the scope of collective bargaining, and the District continues to negotiate on the inclusion of specific language into the agreements. In the interim, full- and part-time faculty members are meaningfully engaged in the development and assessment of student learning outcomes.

District Recommendations

RECOMMENDATION 6

The team recommends that the board develop a clearly defined procedure for addressing board member behavior that violates its Code of Ethics. Additionally, it is recommended that the district develop a written code of professional ethics for all its personnel. (Standards III.A.1.d, IV.B.1, IV.B.1.g, IV.B.1.h)

The College responded to this Recommendation in its 2010 Focused Midterm Report, which the Commission accepted June 30, 2010.

The Coast Community College District Code of Ethics for Members of the Board of Trustees policy was revised July 25, 2012, and addresses this planning agenda item. Included in this policy are “Steps in Addressing Ethical Violations,” which clearly delineate how ethical violations are to be reviewed and resolved. Additionally, a section titled “Trustee Standards of Practice” is included, which is policy-specific to accreditation standards IV.B.1.a, IV.B.1.e, and IV.B.1.h. These standards establish the operating norms and best practices of the board members and provide a benchmark for accountability. The District has developed a Code of Professional Ethics for all employees, adopted by the Board of Trustees in August 2012.

RECOMMENDATION 7

The team recommends that the board adopt a formal written process for the selection of chancellor, vice chancellors, and college presidents. In addition, the board should develop a policy that clearly delegates authority from the chancellor to the college presidents for the effective operation of the colleges. (Standards IV.B.1.j, IV.B.3, IV.B.3.a)

The College responded to this Recommendation in its 2010 Focused Midterm Report, which the Commission accepted June 30, 2010.

The review and revision of the formal written hiring policy for managers within the Coast Community College District has been completed. The revised hiring policies were adopted on Jan. 18, 2012. Additionally, the governing board delegates District operational responsibility to the Chancellor (Board Policy 2201). The Chancellor may delegate authority and responsibility for specific functions to each college president (Board Policy 2410). In turn, the presidents provide leadership and advocacy for their colleges at both the local and District level and are responsible and accountable for their institutions’ programs, services, and operations. The President is responsible to both the Chancellor and to the governing board to ensure the appropriate implementation of District policies.

RECOMMENDATION 8

The team recommends that the trustees and chancellor establish and communicate a clear vision for the importance of student learning outcomes and program review as assessment processes for institutional improvement. (Standard IV.B.1.b)

The College responded to this Recommendation in its 2010 Focused Midterm Report, which the Commission accepted June 30, 2010.

The Coast Community College District Board of Trustees and the Chancellor fully support the development and assessment of student learning outcomes for all programs and services at the District's three colleges as a way to ensure institutional improvement. At its meeting on Oct. 21, 2009, the Board of Trustees held a study session to review the progress each of the colleges had made in the development of student learning outcomes and where each college was in the assessment process. At its Nov. 4, 2009, meeting, the Board of Trustees passed a resolution presented by the Chancellor supporting the efforts of the District's three colleges in complying with and exceeding the standards set forth by the Accrediting Commission for Community and Junior Colleges as they relate to student learning outcomes and the program review process. As the commission's 2012 deadline for proficiency in student learning outcomes approached, the Board of Trustees regularly discussed the progress of the colleges. In addition, the Board of Trustees shows its commitment to program review for Career Technical Education by requiring biennial reviews to ensure program viability and effectiveness on the basis of labor market demand and the success of the students based on program completion rates and employment.

RECOMMENDATION 9

The team recommends that the board implement a process for the evaluation of its policies and procedures according to an identified timeline and revise the policies as necessary. (Standard IV.B.1.e)

The College responded to this Recommendation in its 2010 Focused Midterm Report, which the Commission accepted June 30, 2010.

The Coast Community College District Board of Trustees is committed to the continuous review and evaluation of its policies and procedures. The Board entered into a contract in fall 2012 with the Community College League of California (CCLC) for its model policy services. The Vice Chancellor of Educational Services and Technology directed a comparative study of existing CCCD Board Policies and CCLC model policies to identify policies in need of revision. After analysis of the current structure and numbering of existing board policies and administrative procedures, the Vice Chancellor of Educational Services and Technology provided an extensive analysis with recommendations for changes in the current structure, numbering and, in some cases, content of board policies, in order to fully implement the CCLC structure and numbering format, as well as to ensure consistency with CCLC in terms of content of board policies and administrative procedures. As the policies to be revised were identified, language was developed and reviewed by legal counsel prior to consideration by the Board. The Board voted at its Aug. 1, 2012, meeting to implement the proposed recommendations, and work is under way to implement them.

RECOMMENDATION 10

The team recommends that the board establish a process and specific timeline for updating the district's Vision 2010 plan. (Standard IV.B.3)

The College responded to this Recommendation in its 2010 Focused Midterm Report, which the Commission accepted June 30, 2010.

The Board Accreditation Committee participated in the review of this recommendation along with District and College leadership. During 2008-2009, a consultant was hired to do preliminary environmental scanning in preparation for the master planning process. Interviews were conducted with community members, College leaders, students, and board members to assess overall needs. During the fall of 2009, the District's *Vision 2010* plan was reviewed to assess the District's accomplishments against the established goals in the plan, as well as any gaps. The Board held a special study session to review the District master planning process and timetable recommendations. The District established a ten-year vision for 2020 and completed a five-year master strategic plan with a three-year review cycle. The resulting plan, *Vision 2020*, was approved by the Board of Trustees in 2011.

RECOMMENDATION 11

The team recommends that the college and district adhere to the Commission policy for the evaluation of institutions in multi-college districts by immediately delineating specific district functions as distinct from those of the colleges' functions, and communicate these delineated functions to all college and district constituencies, so there is a clear understanding of their respective organizational roles, authority and responsibilities for the effective operations of the colleges, and in meeting the Accreditation Standards. (Standards IV.B, IV.B.3, IV.B.3.a, IV.B.3.g and Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems, January 2004)

The College responded to this Recommendation in its Follow-Up Report in 2008. The Commission issued a Warning to the College in 2008, and the College again responded to this Recommendation in its Follow-Up Report in 2009. The Commission removed the College from Warning in 2009. The College updated its response in its 2010 Focused Midterm Report to the Commission, and the team found that the District had addressed the Commission policy for the evaluation of institutions in a multi-college district by clearly defining the respective organizational roles, authorities, and responsibilities for the District and its colleges. The Commission accepted the College's response on June 30, 2010.

To further clarify the delineation of functions, the Coast Community College District is developing a Functional Map of District and College responsibilities related to the Commission's standards. The map displays both the affected and responsible parties for the major activities of the District and College, as they align with the Accreditation Standards. It is intended to clarify the delineation of functions and control within the District. Preparation of this document is being coordinated by the District Vice Chancellor for Educational Services and Technology.

STANDARDS

- Standard I: Institutional Mission and Effectiveness**
- Standard II: Student Learning Program and Services**
- Standard III: Resources**
- Standard IV: Leadership and Governance**



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.

Descriptive Summary I.A

The Mission Statement defines Orange Coast College's commitment to the academic goals of its diverse local and global student population, establishing student learning and success as the basis for institutional planning. Specifically, the Mission Statement offers students six key educational objectives: academic degrees, transfer preparation, certificates in career and technical education, college preparation, basic skills remediation, and workforce and economic development. OCC's mission affirms the mission of California community colleges, as defined in the California Education Code. In addition, the College has developed a Vision Statement, an Institutional Commitment Statement, and a Statement of Values to accompany the Mission Statement in directing planning and decision-making. OCC's Mission Statement appears on the College website [\(I.A.1\)](#),¹ in the *College Catalog* [\(I.A.2\)](#),² the *Educational Master Plan* [\(I.A.3\)](#),³ and other publications; it is also prominently displayed in selected buildings on campus.

Orange Coast College Mission Statement

Orange Coast College serves the educational needs of its diverse local and global community.

The college empowers students to achieve their educational goals by providing high quality and innovative programs and services leading to academic degrees, college transfer, certificates in career and technical education, basic skills, and workforce development to enable lifelong learning.

The college promotes student learning and development by fostering a respectful, supportive and participatory campus climate of student engagement and academic inquiry.

Vision Statement

To be the standard of excellence in transforming lives through education.

OCC COLLEGE VALUES (CLASS)

Community: We value a culture that serves, engages and connects all campus and community members.

Learning: We value measured learning outcomes that guide continuous improvement. The Institutional Student Learning Outcomes (ISLOs) are Communication, Thinking Skills, Global Awareness, and Personal Development and Responsibility.

Access: We value effective and equitable access to support services, learning resources, and instructional programs in a welcoming and supportive atmosphere.

Stewardship: We value programs, resources and infrastructure that ensure compliance, accountability, and long-term economic viability.

Sustainability: We value practices that maintain and improve the environment and contribute to the quality of life for future generations.

Self-Evaluation I.A

The College meets the Standard. The Mission Statement was most recently revised at the recommendation of the College Council [\(I.A.4\)](#)⁴ and approved by the Coast Community College District Board of Trustees on April 4, 2012 [\(I.A.5\)](#).⁵ The Mission Statement clearly defines the educational purposes of the College, identifies its intended student population, and emphasizes decision-making based on student need with the ultimate goal of achieving student success.

Actionable Improvement Plan I.A:

- None

I.A.1

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

Descriptive Summary I.A.1

The College offers students high-quality and innovative programs and services delivered in a supportive and participatory campus climate that operates on the basis of a culture of engagement and inquiry. To that end, the Mission Statement explicitly identifies the College's core educational purposes: degrees, transfer, career and technical education, basic skills, and workforce/economic development.

According to the *OCC Atlas* [\(I.A.6\)](#),⁶ approximately 60% of students seek to transfer with or without attaining an AA/AS degree along the way. Recognizing that instructional programs require an infrastructure of support, the College has designed its Student Services to respond to student needs. These are more fully described and evaluated in Standard II.B but include Counseling, the Transfer Center, Extended Opportunity Programs and Services (EOPS), the Puente Program, and the Student Health Center. In fall 2008, the College was awarded a Title III grant [\(I.A.7\)](#),⁷ which has been used to create a Student Success Center with the goal of

improving students' classroom performance and increasing success/retention, by offering highly coordinated support services, including supplemental instruction, a Writing Center, tutoring, and study groups. Quantitative analyses [\(I.A.8\)](#)⁸ of the students who use the services at the Student Success Center illustrate its effectiveness (see II.C for more information).

To ensure that programs and services are aligned with the student population, an internal and external scan is included in the *Educational Master Plan* [\(I.A.9\)](#).⁹ Additionally, planning assumptions, which are derived from analyses of a broad spectrum of internal and external data, are regularly reviewed and inform the College's planning processes and goal development. Students are periodically surveyed [\(I.A.10\)](#)¹⁰ when they participate in support programs offered by the College to ensure that student support services meet the needs of students.

Self-Evaluation I.A.1

The College meets the Standard. The College has committed itself to an evidence-based decision-making process that puts student needs and student success at the center of the Mission Statement. The Office of Institutional Effectiveness produces high-quality analysis of student data, as is evidenced in the *Educational Master Plan* and *OCC Atlas*. Student surveys conducted by the Office of Institutional Effectiveness demonstrate that the College meets student needs through its programs and services. Student surveys conducted by the Student Success Center, the Re-Entry Center, and other support services at the College illustrate its commitment to alignment [\(I.A.11\)](#).¹¹

Actionable Improvement Plan I.A.1

- None

I.A.2

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

Descriptive Summary I.A.2

The CCCD Board of Trustees reviewed and approved the current Mission Statement on April 4, 2012 [\(I.A.12\)](#).¹² The Mission Statement is published on the College website [\(I.A.13\)](#),¹³ as well as in the *College Catalog* [\(I.A.14\)](#)¹⁴ and the *Class Schedule* [\(I.A.15\)](#).¹⁵ Additionally, it is prominently displayed in a number of essential areas on campus, including the Faculty House and Administration buildings.

Self-Evaluation I.A.2

The College meets the Standard. The Mission Statement has been approved by the governing board and is published on the College website, in the *Catalog*, and in the *Schedule of Classes*.

Actionable Improvement Plan I.A.2

- None

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

The College Council regularly reviews the Mission Statement as part of its planning process, which occurs on a three-year cycle coinciding with a structured review of the *Educational Master Plan (EMP)* [\(I.A.16\)](#)¹⁶ and the College goals. The document, *Decision Making: A Guide to Planning and Governance* [\(I.A.17\)](#)¹⁷ sets out the governance and decision-making processes at the College, ensuring that the College evaluates the Mission Statement on a regular basis and revises it as necessary. Additionally, the regular review cycle within the *EMP* ensures the College will review and make adjustments as necessary to meet its intended student population needs and guide its planning processes.

Self-Evaluation I.A.3

The College meets the Standard. During the most recent planning cycle, members of the Strategic Planning Task Force and the College Council met in 2011-2012 and discussed appropriate revisions at a meeting to which all College constituents were invited to participate. Based on the discussion, a task force was formed to produce a mission statement. The task force presented its mission statement to College Council for further discussion at the Nov. 1, 2011, meeting [\(I.A.18\)](#).¹⁸ The Mission Statement was revised to emphasize the institution's priorities in planning and decision making, and was finalized by College Council at the Feb. 21, 2012, meeting [\(I.A.19\)](#).¹⁹

Actionable Improvement Plan I.A.3

- None

I.A.4

The institution's mission is central to institutional planning and decision making.

Descriptive Summary I.A.4

The Mission Statement constitutes the backdrop against which institutional planning and decision making occur, as evidenced in the Program Review process [\(I.A.20\)](#)²⁰ and the *Educational Master Plan* [\(I.A.21\)](#),²¹ both of which are discussed at length in Standard I.B. The Mission Statement is central to decision making on allocation of resources, as evidenced by the resource request process [\(I.A.22\)](#),²² as well as the College's shift to a student-centered process for scheduling classes [\(I.A.23\)](#),²³ with an emphasis on protecting courses that meet student needs. The Mission Statement commits the institution to its students and seeks to achieve that commitment when making institutional plans and allocating resources.

Self-Evaluation I.A.4

The College meets the Standard. The new Mission Statement puts student needs and student success at the center of institutional planning and decision making. The central goal of participatory governance committees and key decision makers is to address the needs of the student population when making recommendations and decisions.

One example of the shift to a student-centered model is the Instructional Planning Council discussion in 2011 on the core curriculum [\(I.A.24\)](#).²⁴ While dealing with a state funding shortfall, the College identified the need to protect classes that meet the central mission of California community colleges: basic skills, career and technical education, and transfer

preparation. This discussion moved the College toward scheduling on the basis of student needs. A more recent example of student needs driving the planning and decision-making process is the creation of the *2012 Summer Schedule* (I.A.25).²⁵ In planning the *2012 Summer Schedule*, the Vice President of Instruction requested that the counseling faculty develop a list of classes that students need to complete their degrees and/or transfer. The counseling faculty created the list, and the instructional deans developed their summer schedules with the counselors' recommendations. By consulting with the counseling faculty, the Office of Instruction ensured that student needs were considered carefully.

In addition, the Office of Instruction and the instructional deans collaborated to design a short-term enrollment strategy to support the Coast Community College District enrollment stabilization program for 2012-2013. At OCC, this includes a reduction of 1,000 full-time equivalent students (FTES), approximately 8% of enrollment from the fall 2011 semester (I.A.26)²⁶ to the fall 2012 semester (I.A.27),²⁷ decreasing the instructional budget by \$1.3 million. Scheduling considerations were designed to maximize the number of courses leading to completion of transfer goals, degrees, certificates, and job preparedness. Course reductions were distributed carefully to preserve smaller, successful programs. The final element of the strategy was to plan to increase enrollments after the one-year stabilization.

As explained in Standard I.A.3, the Mission Statement (I.A.28)²⁸ has been recently revised, which was deemed necessary by the members of key participatory governance committees. Employee survey results (I.A.29)²⁹ showed that 58.1% of all employees (61.6% of faculty, 57.1% of administrators, and 53.6% of classified) agreed that the previous Mission Statement was central to decision making, while only 50% of administrators agreed with the statement. Since administrators are the College's decision makers, the College hopes to see this number increase with the adoption of a new, refocused Mission Statement that more specifically emphasizes institutional priorities in planning and decision making.

Actionable Improvement Plan I.A.4

- Survey employees on the Mission Statement to ensure its role as a guide to decision making in the next planning cycle.

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

Most of the College's formal dialogue about improving student learning and institutional processes occurs within the context of its program review, assessment, and planning processes. Dialogue about improving student learning at the course and program level primarily occurs at the department level. Guided by the analysis of quantitative data, dialogue about each program's performance is embedded in the program review process, along with a collective analysis of student learning outcomes (SLO) assessment [\(I.B.30\)](#).³⁰ The peer review process within program review provides an objective perspective about each program's performance, which aids departments in this self-reflective process.

Dialogue occurs within instructional departments on a regular basis. Division deans and department chairs, formerly titled instructional unit assistants (IUAs), discuss improvement of institutional processes informally; otherwise, deans and department chairs engage in formal dialogue at department/division meetings. Three common topics for discussion in divisions are student learning, program review, and faculty development. Examples include:

- Curriculum development for department Associate in Arts and Associate in Science transfer degrees (AA/AS-T)
- Core curriculum criteria
- Student success discussions, including Peer-Assisted Study Sessions groups (PASS), supplemental instruction, and directed learning activities
- Departmental needs identified through program review
- Student learning outcomes assessment results

Department-level dialogue informs program review and planning. In addition, dialogue about SLO assessment results occurs regularly within the three-year cycle, which is formally documented on an ongoing basis and in program review [\(I.B.31\)](#).³¹

The College's planning councils and committees expand dialogue beyond the department and division levels into the participatory governance structure. For instance, in the development of its three-year operational plans, the wing planning councils discuss strategies to improve student learning and accomplish the College's goals [\(I.B.32\)](#).³² Planning councils also engage in dialogue about the continuous improvement of institutional processes. Other

examples of dialogue-based decision making include the faculty hiring process, annual resource reviews, and committee self-evaluations:

- The Instructional Planning Council’s faculty hiring process is guided by a quantitative rubric, which provides the foundation for dialogue and analysis [\(I.B.33\)](#).³³
- The Annual Resource Review process grows out of program review dialogue, leading to department/division-level dialogue resulting in prioritization. Division-level prioritization in the instructional wing and department-level prioritization in other wings result in wing dialogue and integrated wing prioritization [\(I.B.34\)](#).³⁴
- All planning councils and planning committees have conducted self-evaluations through the College’s formal Committee Self-Evaluation Process [\(I.B.35\)](#).³⁵ The results of these self-evaluations were presented to College Council on Oct. 3, 2012. The process provides guidelines that facilitate self-reflective improvement supported by internal and external survey results leading to effective action plans [\(I.B.36\)](#).³⁶

Additional dialogue related to important planning and institutional processes occurs in town halls and forums, as needed, to allow for campus-wide participation beyond formally established processes. Examples include:

- A series of town halls discussed a college-wide reorganization in fall 2008 [\(I.B.37\)](#).³⁷
- A series of forums held in fall 2010 and spring 2011 prompted dialogue and discussion about the College’s long-term vision and goals [\(I.B.38\)](#).³⁸
- The Academic Senate devoted two meetings during fall 2010 to specific goal discussions for the *Master Plan*.
- Forums on the College budget were held in 2011-2012 and were video-recorded for later viewing [\(I.B.39\)](#).³⁹
- Campus Dialogues, which discuss a variety of topics of interest to the College, began in fall 2012 [\(I.B.40\)](#).⁴⁰

Orange Coast College is committed to developing a “culture of evidence” where dialogue is self-reflective, transparent, and bolstered by ongoing assessment and the use of pertinent data. This is illustrated in the College’s philosophy detailed in *Decision Making: A Guide to Planning and Governance* [\(I.B.41\)](#),⁴¹ which outlines the key principles the College strives for in the decision-making process: a culture of collegial consultation, inclusiveness, evidence, innovation, student learning and assessment, and transparent communication. Additionally, the College’s *Educational Master Plan* includes the following goal: “Promote a culture of evidence and continuous improvement for the public good” [\(I.B.42\)](#).⁴² Further, in 2010-2011, the College successfully competed for and was selected by the RP Group to participate in the BRIC TAP Initiative (Bridging Research Information & Culture Technical Assistance Program) [\(I.B.43\)](#).⁴³ One of the primary goals was to increase the culture of evidence through training and guidance, strengthening constituents’ ability to facilitate dialogue, develop actionable data, interpret data through discussion, and integrate data into institutional processes.

Self-Evaluation I.B.1

The College meets the Standard. Improvements have been made in this Standard, as evidenced by dialogue generated through program review and at multiple levels of the planning process in departments, divisions, the Academic Senate, and planning councils. The peer-review process in program review and the committee self-evaluation process is successfully supporting self-reflective dialogue about improvements within programs and planning committees. The participatory governance structure of planning committees provides for effective and ongoing, broad-based collegial dialogue.

Dialogue about student learning and program improvement occurs at the department level during the program review process (I.B.44).⁴⁴ At the division level, dialogue about planning linked to resource allocation is common across all divisions. Planning councils frequently discuss resource allocation through the prioritization process (I.B.45).⁴⁵ Results of program review and student learning outcomes are less commonly discussed at the division, planning council, and institutional level when not part of the resource allocation process.

Actionable Improvement Plan I.B.1

- Investigate and adopt structured opportunities to enhance and document dialogue regarding the results of program review and student learning outcomes assessment at the division, planning council, and institutional levels.

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.

Descriptive Summary I.B.2

The College's Mission Statement, Vision Statement, Values, as well as District goals, provide a foundation for the College's goals articulated in the Orange Coast College *Educational Master Plan 2011-2015* (EMP), which were developed through a broad-based collaborative process (I.B.46).⁴⁶ As noted in Standard I.A, the College's Mission Statement was revised in 2012 to more clearly delineate the College's stated purposes and more effectively guide institutional planning. The Strategic Planning Task Force, a work group of the College Council, the College's main planning council, guided the development of the College goals and objectives, providing focused oversight to the planning process. The Strategic Planning Task Force facilitated campus-wide and College Council discussions on the College's goals, objectives, and Mission Statement (I.B.47).⁴⁷ In fall 2012, the work group was renamed the College Council Executive Committee to institutionalize its functions and role.

Progress toward the College's goals and established objectives are reviewed annually by the College Council as part of the annual planning calendar (I.B.48).⁴⁸ Objectives supporting the College goals are developed and monitored for progress and achievement in the three-year planning council plans (I.B.49).⁴⁹ Each strategy supporting an objective is developed with an assessment measure to indicate the completion of the strategy. College goals and objectives undergo a comprehensive review every three years. The current master plan is a five-year

plan with a three-year structured review and renewal to accommodate longer-term continuous planning and continual improvement. Specific examples of planning and evaluation are available in the *Orange Coast College Educational Master Plan and Decision Making: A Guide to Planning and Governance at Orange Coast College 2012-2015* (I.B.50).⁵⁰ The comprehensive review coincides with the Coast Community College District's *Vision 2020* structured review cycle and also allows the College to monitor its progress against District goals. During the development of the current master plan, the focus was on identifying College goals that lead to measurable objectives. The Strategic Planning Task Force sought to guide the campus in setting measurable objectives in the 2012-2015 three-year plan, integrating College goals into operational plans (I.B.51),⁵¹ and marking a shift in the College's planning by creating measurable objectives to support College goals. The three-year plans and identified resource needs are developed, discussed, and prioritized at each wing planning council, prioritized by the executive team, and then brought to College Council for oversight of the process. College Council provides feedback to the College President, who makes the final implementation decisions (I.B.52).⁵²

Self-Evaluation I.B.2

The College meets the Standard. During the most recent master-planning process, the College Mission Statement was analyzed in campus forums and planning council meetings. This led to a change in the Mission Statement that more closely reflects the College's stated purpose and will guide the planning process. Per its 2012-2015 three-year plans, the College is in the process of developing measurable objectives crafted to show the extent to which College goals are being achieved. The review and renewal processes ensure broad-based participation and understanding of the College's goals and objectives through the involvement of planning councils, which are participatory governance structures. Additionally, the strategic planning process ensures that progress towards the College goals will be monitored annually.

Actionable Improvement Plan I.B.2

- None

I.B.3

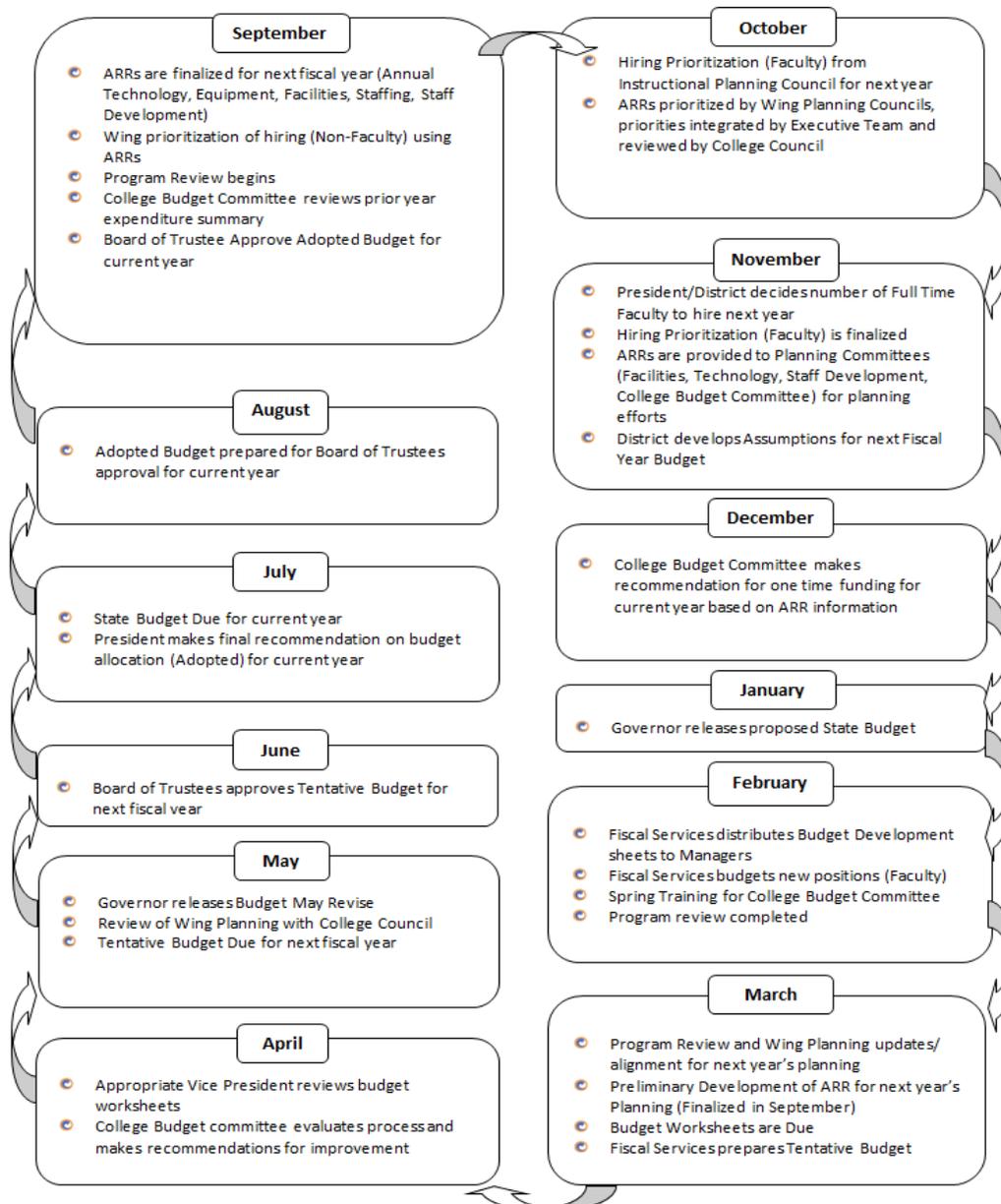
The institution assesses progress towards achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses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

Descriptive Summary I.B.3

The College has developed an integrated planning and allocation process, which is illustrated in the Annual Strategic Planning Chart (I.B.53).⁵³ The five-year *EMP* and College goals (I.B.54)⁵⁴ set the direction for the three-year planning council plans. Three-year plans, based primarily on program review, establish objectives and strategies aligned with College goals. Program review for all instructional programs, student services, and support programs is conducted on a three-year cycle, and the findings are integrated into the three-year plans. Annually, programs analyze plans developed through program review and identify necessary resources. Resource needs are requested through the Annual Resource Review (ARR) process (I.B.55).⁵⁵ ARR areas include staffing, technology, facilities, staff development, and other needs. Priorities are initially set by the wing planning councils and integrated by the

President’s Cabinet, which considers feedback from the resource committees. The integrated priorities are vetted and discussed by College Council. A refinement of this prioritization process began in 2011-2012 and was fully implemented in 2012-2013.

In 2011, the College developed the Annual Budget Review and Development Process Timeline (I.B.56)⁵⁶ to help illustrate the linkages between program review, three-year plans, the ARR, budget development, and resource allocation to College constituents.



During the alignment of these processes, the finalization of ARRs was moved from spring to fall to allow ARRs to inform budget development for the subsequent fiscal year (I.B.57).⁵⁷ Starting with the 2012-2015 three-year plans, all plans and ARRs are required to demonstrate explicit linkage between resource allocation requests and College goals. This process was developed to provide more information to planning councils as they set priorities, while also

monitoring how well resource allocation supports strategies aligned with the College's goals and objectives.

Institutional data, including quantitative and qualitative data, is integrated at all levels of the planning process. Examples include:

- Internal and external data based on student population and community trends guide the development of the College's planning assumptions and *EMP* goals [\(I.B.58\)](#).⁵⁸
- The *Orange Coast College Atlas* [\(I.B.59\)](#)⁵⁹ provides a broad-based summary of community, demographic, enrollment, and student performance trends over a 10-year period.
- The College's program review ensures that a consistent set of data is provided and analyzed for all instructional programs [\(I.B.60\)](#).⁶⁰
- The faculty hiring process utilizes a standard set of quantitative data that is enhanced by qualitative data and analysis to guide the prioritization of faculty hiring [\(I.B.61\)](#).⁶¹
- The part-time/overload allocation model is based on quantitative productivity and workload measures to guide its allocation [\(I.B.62\)](#).⁶²
- Survey tools are used extensively in instructional and support areas to determine opinions, satisfaction, utilization, and learning.
- Student learning outcomes are assessed using a variety of assessment techniques, including pre- and post-tests and embedded questions, as well as performance-based activities and writing samples analyzed by rubrics.

Self-Evaluation I.B.3

The College meets the Standard. The cyclical and integrated nature of the College's planning process has been formalized, as outlined in *Decision Making: A Guide to Planning and Governance at OCC 2012-2015* [\(I.B.63\)](#),⁶³ which includes processes and timelines for program review; student learning outcomes assessment; annual strategic planning; *EMP* development and review; annual budget development; and faculty, classified, and management hiring. An evaluation conducted in fall 2010 [\(I.B.64\)](#)⁶⁴ resulted in more effective, solidified planning mechanisms, and consequently aligned the prioritization process with budget development and allocation.

Structurally, the systematic examination of College goals and objectives are built into the College's annual planning and master plan review cycles and calendars. These cycles were developed to ensure broad-based dialogue and analysis regarding progress toward College goals, objectives, and strategies. As a result, regular review of goals and objectives was built into the annual planning cycle and calendar; however, these structures could be more effectively implemented institutionally.

Actionable Improvement Plan I.B.3

- Enhance the systematic monitoring of the College's goals and objectives by increasing communication to the campus regarding goal attainment and resource allocation decisions.

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 I.B.4

The planning processes of the College are broad-based and include multiple channels for members of the campus to participate. The primary mechanism is through the department-level program review. Resulting goals are incorporated into planning council plans through constituent-based governance committees. Opportunities for input by appropriate constituencies are afforded at all levels of the process. The annual strategic planning process illustrates the planning flow and the committees responsible for integration and prioritization of department-level planning [\(I.B.65\)](#).⁶⁵

Broad-based dialogue is inherent in the planning processes [\(I.B.66\)](#).⁶⁶ Dialogue begins at the program review level among department members. This dialogue focuses on the analysis of data and the conclusions derived from this analysis. After the first draft is completed by each department, it undergoes a peer-review process conducted by colleagues in other departments. Peer review, completed in all campus areas, assists departments by providing feedback about their data analyses and conclusions, the clarity of reporting, and the justification of goals/plans for the program over the next three years. Peer-review feedback is provided to the department for discussion and inclusion into program review as needed. After the integration of peer-review feedback, the program review is approved by department faculty/staff and the dean/manager.

Each wing planning council develops its plan based on dialogue, and resource needs from that plan are prioritized at that level. The wing planning councils are the Instructional Planning Council (IPC), Student Services Planning Council (SSPC), Administrative Services Planning Council (ASPC), and the Institutional Advancement and Effectiveness Planning Council (IAEPC). Each council is constituent-based within its wing, but also includes student and faculty members on each committee. After the planning councils have finalized their priorities, the executive team and appropriate resource committees review requests and develop an integrated campus-wide prioritization, which is reviewed by College Council. Additional dialogue about the plans and priorities occurs at these levels. College Council, wing planning councils, and resource committees are constituent-based. The resource committees that review planning requests include the Facilities Committee, Technology Committee, and Staff Development Committee [\(I.B.67\)](#).⁶⁷ The final oversight of all planning processes rests with the College Council, whose membership encompasses constituents across campus and is the final review point before the College President makes final decisions.

ORANGE COAST COLLEGE ANNUAL STRATEGIC PLANNING PROCESS

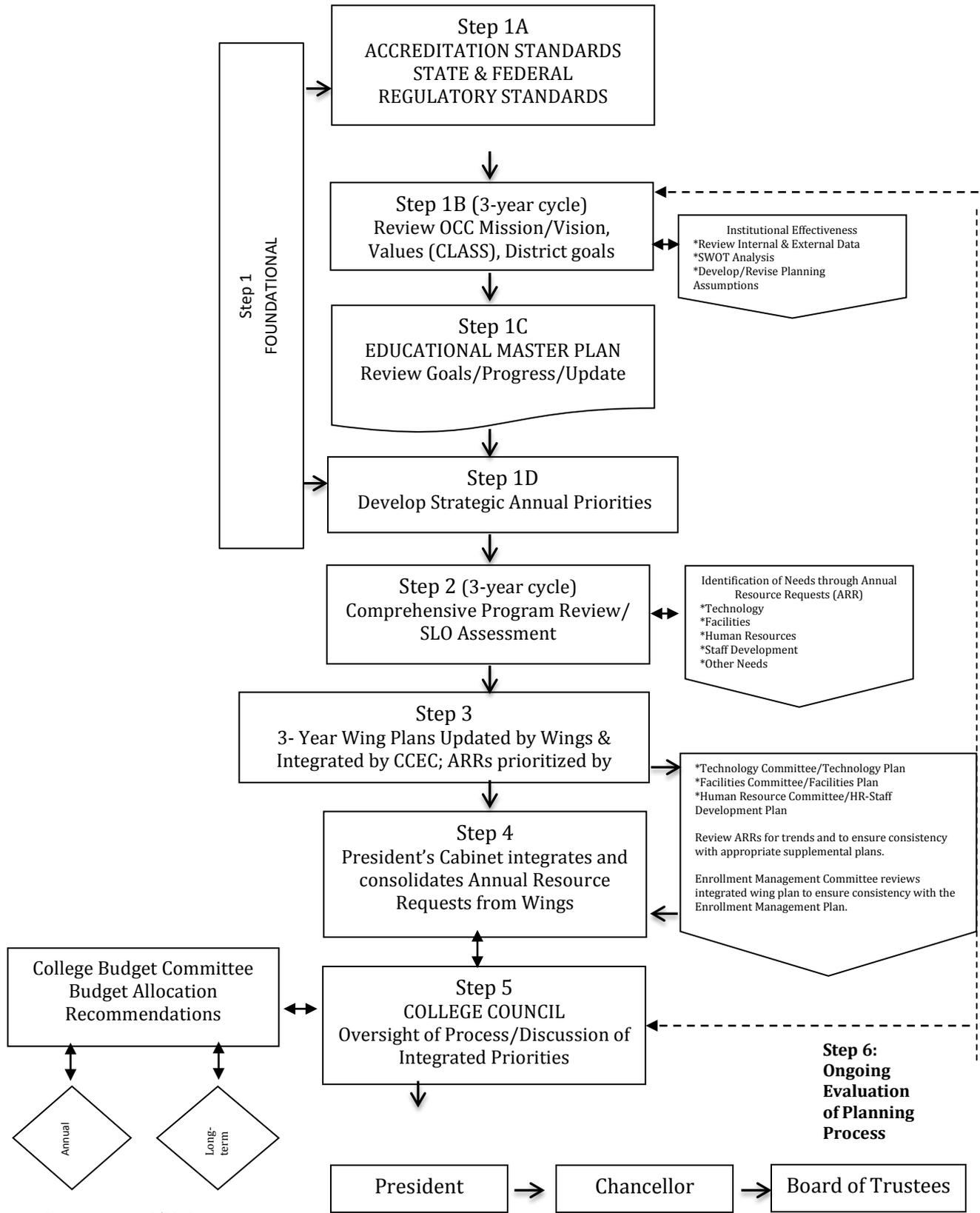


Chart Updated - 9/2012

Self-Evaluation I.B.4

The College meets the Standard. The program review process allows for all members of the campus community to offer input and provides the necessary evidence for resource allocation. With the involvement of planning councils prioritizing resource requests, program review allows for a broad-based perspective to align requests with each wing's goals and objectives.

With the ultimate goal of ensuring that planning efforts are aligned across all areas of the campus, each administrative wing (Institutional Effectiveness and Advancement, Administrative Services, Student Services, and Instruction) has developed parallel objectives and strategies, with College Council providing oversight of the process since 2008-2009. This integrated planning involves the following expected outcomes [\(I.B.68\)](#):⁶⁸

- Eliminate duplication of or conflict among strategies across the wings
- Determine that objectives/strategies are sufficient for meeting College goals
- Assure measurability of objectives to develop key performance indicators (KPIs)
- Assure alignment of College objectives and strategies to District goals
- Develop recommendations for aligning three-year plans
- Review alignment of supplemental plans with three-year plans
- Develop annual planning focus to guide prioritization of resources

Campus survey results [\(I.B.69\)](#)⁶⁹ indicate improvement over the past five years in integrating program review into planning, as well as planning leading to resource allocation.

Actionable Improvement Plan I.B.4

- None

I.B.5

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituents.

Descriptive Summary I.B.5

Program review is the foundation for all communication on assessment results. Through the planning process, starting at the department level, the assessment results evaluated in program review are communicated to all appropriate constituents. A standard data set is provided for all instructional programs, including scheduling and enrollment trends, success and retention rates, completion rates, and student demographics. Data to comply with Vocational Technical Education Act requirements is also provided for vocational programs, including job placement rates. There are standard data requirements outlined in the support services program review guidelines, including utilization, satisfaction, and other measures unique to the area under review. The review moves from the department level, to the wing level, and then to the campus planning bodies according to the flow chart in *Decision Making: A Guide to Planning and Governance* [\(I.B.70\)](#).⁷⁰ Further communication is provided through the availability of all program reviews on the OCC Portal [\(I.B.71\)](#).⁷¹

The results of student learning outcomes assessment are discussed first at the department level and integrated into the program review process. The focus in program review is how the

results of assessment lead to improvements in student learning and plans for departmental change. As of October 2012, 100% of all course SLOs and 100% of program SLOs have completed their first round of assessment [\(I.B.72\)](#).⁷² As departments move through the program review process, the results of these assessments are formally integrated into program planning and communicated to the appropriate constituents.

The *OCC Atlas* [\(I.B.73\)](#)⁷³ is also a fundamental document that communicates broader assessment results to campus constituents. It is updated annually and made publicly available on the campus website. The *Atlas* provides a broad-based summary of community, demographic, enrollment, and student performance trends over a 10-year period. Additionally, the Accountability Reporting for the Community Colleges (ARCC), a report produced by the state chancellor's office, provides the campus community with information about campus performance in a number of performance outcome areas, such as student progress and achievement rates, persistence rates, vocational and basic skill course success rates, and basic skills progression. The report is discussed in College Council and posted on the campus Portal accessible to all campus constituents. Additionally, the College maintains compliance with the US Department of Education gainful employment regulations, posting on-time completion rates for vocational certificates and other required information on OCC's public website. In addition to on-time completion rates and program costs, licensure information is also posted on the website. Much of the College's student demographic, achievement, success, and community data is integrated and analyzed in the Colleges planning assumptions, which are revised every three years to inform College planning and decision making.

Finally, the majority of departments within the Administrative Services, Institutional Advancement and Effectiveness, and Student Services wings regularly survey employees and students about their programs and processes. Improvements based on these processes are documented in and communicated through program review [\(I.B.74\)](#).⁷⁴

Self-Evaluation I.B.5

The College meets the Standard. The College communicates its documented assessment results primarily through the OCC Portal. All program review [\(I.B.75\)](#),⁷⁵ SLO assessment results [\(I.B.76\)](#),⁷⁶ and a variety of institutional and state-level reports are all available on the Portal, which is accessible to the campus community.

Actionable Improvement Plan I.B.5

- None

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.

Descriptive Summary I.B.6

Continuous evaluation of the integrated planning cycle is built into the annual strategic planning process [\(I.B.77\)](#).⁷⁷ Prior to fall 2011, evaluations were primarily quantitative through campus surveys. The first campus climate survey (PACE) conducted in fall 2008 indicated the need for the College to split its planning and budget committee and processes

[\(I.B.78\).](#)⁷⁸ A follow-up survey in 2009 indicated that the College was still supportive of this change (2009 PACE survey) [\(I.B.79\).](#)⁷⁹ which was made effective in the 2009-2010 academic year. The PACE survey was conducted through October and November 2012, consistent with the two-year cycle established for evaluation. In addition, planning councils regularly review their own internal planning processes and those of the campus by debriefing and providing suggestions for improvement. This occurs informally as an agenda item and subsequent discussion at a council meeting or formally through the College's Committee Self-Evaluation process. For instance, the Instructional Planning Council regularly reviews and makes improvements to the faculty hiring process and the ARR process [\(I.B.80\).](#)⁸⁰

In an effort to assess the effectiveness of planning councils and their role in the planning process, a qualitative and quantitative committee self-evaluation was conducted with the planning councils in spring 2011 [\(I.B.81\).](#)⁸¹ The committee self-evaluations resulted in action plans with similar themes across each of the planning councils: to better define the purview and purpose of committees, to increase constituent understanding of the planning councils, to improve external communication, and to alter membership in two of the five councils [\(I.B.82\).](#)⁸² Identifying the need for increased communication (intra- or inter-) with constituent groups immediately resulted in changes in how College Council communicates its actions and was a focus in the communication audit conducted by an outside consultant [\(I.B.83\).](#)⁸³

A survey of program review participants is conducted every other year, with feedback reviewed by the Program Review Coordinator and the Institutional Effectiveness Committee (formerly the Program Review Committee), resulting in refinements to the process [\(I.B.84\).](#)⁸⁴ In spring 2012, the Academic Senate engaged in multiple discussions about the program review and peer-review process. An ad hoc committee of the Academic Senate met in spring 2012 and early fall 2012, in parallel with the Program Review Committee's spring evaluation of program review to discuss the effectiveness of the current instructional program review and peer review processes [\(I.B.85\).](#)⁸⁵ This led to slight modifications in the process that were adopted by the Academic Senate. Additionally, overarching questions about the program review, planning, student learning outcomes, and institutional research functions have been included in campus-wide employee surveys [\(I.B.86\).](#)⁸⁶ These results have provided feedback on the individual processes, but not a comprehensive evaluation of all components in the planning and resource allocation cycle collectively.

In fall 2011, a qualitative review of the College's planning processes was conducted by a subgroup of the Strategic Planning Task Force [\(I.B.87\).](#)⁸⁷ This resulted in minor adjustments to the planning process to reflect changes in prioritization discussed at College Council in fall 2011 [\(I.B.88\).](#)⁸⁸ as well as the alignment of ARRs with the annual budget process. These revisions were included in the campus decision-making document, *Decision Making: A Guide to Planning and Governance* [\(I.B.89\).](#)⁸⁹ Additionally, faculty and staff perceptions about the planning process, as well as the integration of program review into the process, were included in campus-wide surveys over the past two years. A quantitative, campus-wide analysis of the planning process is planned for 2012-2013 to evaluate the effectiveness of the changes made in fall 2011 and the overall effectiveness of the planning process [\(I.B.90\).](#)⁹⁰ A comprehensive evaluation of the student learning outcomes process will occur in 2012-2013, as the first cycle of SLO assessment ended in 2011-2012; over the past two years, campus-

wide surveys have addressed faculty, staff, and manager perceptions of the SLO process, including the development, assessment, and evaluation of SLOs [\(I.B.91\)](#).⁹¹

Self-Evaluation I.B.6

The College meets the Standard. Comprehensive evaluations are occurring of the program review, planning, and resource allocation processes [\(I.B.92\)](#).⁹² Quantitative campus-wide surveys, as well as qualitative process reviews conducted by the Strategic Planning Task Force and Program Review Committee (now superseded by the Institutional Effectiveness Committee), have led to improvements in the planning and program review processes. A major improvement in both areas involved integrating the program review process into institutional evaluation and planning. The statistics below show the increase in favorable ratings from 2005 to 2011 in this area and reflects the improvements made to these processes [\(I.B.93\)](#).⁹³

- In fall 2005, 57% agreed that the “program review process is integrated into institutional evaluation and planning” while 32% were neutral and 11% disagreed.
- In fall 2011, 63% agreed while 25% were neutral and 12% disagreed.
- In fall 2005, 50% agreed that the “the College uses systematic planning and evaluation to improve programs and services” while 34% were neutral and 16% disagreed.
- In fall 2011, 56% agreed while 29% were neutral and 15% disagreed.

Another example of improvements to the process is the spring 2012 College Council recommendation to lower the priority of resource requests that are not substantiated with evidence via the completion of program review [\(I.B.94\)](#).⁹⁴

Self-evaluations for planning committees are vital to the College’s overall evaluation of planning, indicating an increased need for coordination of planning committees’ duties, agendas, membership, and communication. Over a two-year period, the Strategic Planning Task Force discussed and developed solutions for these issues [\(I.B.95\)](#),⁹⁵ contributing to the revision of the College’s decision-making document, *Making Decisions: A Guide to Planning and Governance*, and approved by College Council in fall 2012.

As the College has assessed its SLOs, annual campus surveys have addressed perceptions on major areas of the SLO process, but a comprehensive evaluation of the entire SLO process is needed. The fall 2011 accreditation survey results showed there is a high level of confidence among faculty and administrators in the development and assessment of SLOs. Lower levels of confidence are observed among faculty in using the analysis of SLO data in closing the loop to make program improvements. The increased need for faculty support in analyzing SLO data and closing the loop has resulted in a change in the focus of the SLO Coordinator position for 2012-2013 with a higher emphasis on providing faculty support and shifting the accountability of completing SLO development and assessment to administration [\(I.B.96\)](#).⁹⁶

The College has been engaging in evaluations and asking constituents for considerable feedback. The College needs to better coordinate its evaluation efforts to minimize the impact on constituents, councils, and committees. Coordination of timelines, instruments for evaluation, and method of evaluation will allow the College to more effectively evaluate its

processes, engage in more widespread discussion about those results, implement timely improvements within the cycle, and disseminate results more easily.

Actionable Improvement Plan I.B.6

- Develop comprehensive calendar to ensure systematic and formal evaluation of the program review, student learning outcomes, planning, and resource-allocation processes, and promote a wider discussion of the results.

I.B.7

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

Descriptive Summary I.B.7

Program review is the primary mechanism for gathering evidence about the effectiveness of programs and services. All departments, instructional and support, undergo a comprehensive program review once every three years. In 2006-2007, the College revised the comprehensive program review process from a six-year to a three-year cycle to better meet the College's need to integrate program review into the strategic planning process. At this time, program review was expanded beyond instructional and student services to include all support departments on campus. Since that time, the College has completed one full cycle and is now in the second year of the second cycle ([I.B.97](#)).⁹⁷

The comprehensive program review process involves the evaluation of both qualitative and quantitative data for each program ([I.B.98](#)).⁹⁸ The instructional program review includes enrollment data, curriculum review, success and retention rates, demographics, degrees and certificates, and labor market analysis. Analysis guides are provided to assist instructional departments in the analysis of enrollment, success/retention rates, FTES, and other key data areas. The support programs' program review guidelines ensure that support programs are providing parallel data in each of the program review areas. Beginning in the most recent cycle of program review, the focus of student learning outcomes changed from documenting SLO assessment results to evaluating the cumulative result of student learning outcomes and its impact on the program, including what needed changes have been identified. To ensure programs have completed their cycle of SLO assessment, the program review and SLO assessment cycles were aligned in 2010 ([I.B.99](#)).⁹⁹

Instructional program data has been disaggregated at the program and course level by student demographics, instructional modes, modality, and schedule. Programs may request their data to be disaggregated by other data elements, as needed by the particulars of the curricular area. Beginning in 2012-2013, program review data is deployed through on-demand data cubes, accessible on campus and remotely. Programs are provided static reprints developed from the cubes at the levels of disaggregation stated previously, but are also able to disaggregate by other factors, such as full-time equivalent students (FTES), weekly student contact hours (WSCH), full-time equivalent faculty (FTEF), and a variety of other measures. Training for the data cubes is provided in the program review orientations. Data for student services programs, such as Extended Opportunity Programs and Services (EOPS), is provided at the program and disaggregated demographic levels in static reports provided by

the Office of Institutional Effectiveness. These will be available in the data cubes beginning in the 2013-2014 program review year.

Every year, programs complete Annual Resource Requests (ARRs) [\(I.B.100\)](#),¹⁰⁰ which are based on needs identified during the program review process and are subsequently aligned with the three-year plans. Part of determining each program's needs is an assessment of progress toward program review goals and the resources needed to achieve them. Needs arising outside of the program review process must be justified on the ARR. There has been considerable discussion within the Academic Senate, wing planning councils, College Council, and the Institutional Effectiveness Committee (formerly the Program Review Committee) about ensuring that requests through program review are grounded in evidence and therefore validated before they are forwarded in the planning process (via the ARR) [\(I.B.101\)](#).¹⁰¹

Self-Evaluation I.B.7

The College meets the Standard. Program review is now reviewed both systematically and on an ad hoc basis to determine its effectiveness. Changes to the process have been made periodically based on campus input. As program review has increasingly been utilized for resource allocation, refinements to the process have focused on the outcome and use of program review strategies. The peer-review process provides a mechanism to strengthen program review and validate the conclusions of program review before finalization. Campus discussions have focused on the adequacy of peer review as this mechanism. The ad hoc Academic Senate committee and the Institutional Effectiveness Committee will continue to work together to make revisions to the process, as needed.

Actionable Improvement Plan I.B.7

- None

STANDARD II: STUDENT LEARNING PROGRAM 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 that guides Orange Coast College's instructional programs was revised in 2012 and appears in a variety of College publications, including the *OCC Catalog* ([II.A.102](#)),¹⁰² and on the College website:

Orange Coast College serves the educational needs of its diverse local and global community.

The College empowers students to achieve their educational goals by providing high quality and innovative programs and services leading to academic degrees, college transfer, certificates in career and technical education, basic skills, and workforce development to enable lifelong learning.

The college promotes student learning and development by fostering a respectful, supportive and participatory campus climate of student engagement and academic inquiry.

The College offers high-quality instructional programs in traditional and emerging areas, culminating in Associate in Arts degrees (AA), Associate in Science degrees (AS), transfer programs, certificate and workforce training programs, Basic Skills, and opportunities for lifelong learning.

The integrity of instructional programs and courses is maintained by faculty participation in the Curriculum Committee; in the program review process, which requires programs to exhibit support of the College mission; and in the development and assessment of student learning outcomes (SLOs). The Curriculum Committee Chair, the Program Review

Coordinator, and the Assessment and Improvement Coordinator are faculty members who work closely with the Academic Senate to maintain the integrity of instructional programs and courses. In addition, the coordinators are members of the Instructional Planning Council (IPC), which makes major recommendations regarding instruction to the College Council. In 2010, the Office of Institutional Effectiveness was created to include the existing functions of program review, SLO assessment, College-wide planning, institutional research, and support for accreditation. The Program Review Coordinator and the Assessment and Improvement Coordinator both work under the direction of the Office of Institutional Effectiveness, part of the Institutional Effectiveness and Advancement Wing, and also serve on the College Council, which makes recommendations to the President. Finally, the newly formed Institutional Effectiveness Committee subsumed both the Program Review and SLO Committees in 2012.

The Curriculum Committee approves, revises, and suspends or retires programs and courses. It also recommends changes in degree, certificate, and general education (GE) requirements for both the Associate in Arts and the Associate in Science degrees. The Curriculum Committee must also approve new online courses after they have been approved by department divisions and the Faculty Online Coordinator. In addition, the Curriculum Committee reviews non-credit courses for compliance with state guidelines. A summary of Curriculum Committee course activity for 2010-2011 demonstrates the continual engagement and monitoring on the part of the Curriculum Committee [\(II.A.103\)](#).¹⁰³

Curriculum Committee 2010-2012

Courses	25 New	238 Revisions	27 Retirements	15 Suspensions	0 Reinstatements	10 Distance Learning
Certificates of Achievement*	8 New*	37 Revisions	2 Retirements	0 Suspensions		
Certificates of Specialization	8 New	4 Revisions	2 Retirements	1 Suspension		

**The 8 New Certificates of Achievement include 2 new AA-T degrees, 1 new AS-T degree, and 5 new Certificates.*

The program review process requires the evaluation of all College programs on a three-year cycle. Faculty members conduct an evaluation of all courses and programs in their respective departments. All program reviews undergo a peer review to support departments by providing objective feedback on the analysis of data and recommendations. Program improvements are sent to the division dean and the Program Review Coordinator. The resulting plans are the foundation for the College's planning and resource allocations.

The College also relies on research data integrated into program review to assist in the ongoing evaluation of the integrity of its programs. The current instructional program review evaluates the enrollment data, curriculum review, success and retention rates, demographics, degrees and certificates, and labor market analysis, as well as modalities and instructional methods, and the integration of SLO assessment results in each program. On-demand data cubes allow faculty to explore trends in their programs at disaggregated levels. A parallel process to integrate data with Student Services and support areas is also in place. The Office of Institutional Effectiveness has published the *Orange Coast College Atlas* [\(II.A.104\)](#).¹⁰⁴

annually since 2000. The *Atlas* is a compilation of facts and figures that demonstrate institutional effectiveness indicators for the College. College-wide trends and outcomes have been reviewed and analyzed by the College Council through regular review of the Accountability Reporting for Community Colleges (AARC) and the planning assumptions [\(II.A.105\)](#).¹⁰⁵

Orange Coast College integrates its student learning outcomes assessment in the planning process through program review [\(II.A.106\)](#).¹⁰⁶ Starting in 2010, Document IV: Planning and Evaluation of Assessment [\(II.A.107\)](#)¹⁰⁷ was revised in program review to summarize the SLO assessment process and results for the course or program. This was a shift away from completing assessment within program review to evaluating the results of SLO assessment and indicating the implications for the program.

The Institutional Effectiveness Committee provides support for the implementation of program review and assessment of SLOs in all instructional, student service, and administrative programs. The Program Review Committee was formed in 2008; the Student Learning Outcomes Assessment Committee (SAC) was formed in January 2010 as a subcommittee of the College Council to ensure that the SLO assessment process was on track [\(II.A.108\)](#).¹⁰⁸ to assure the quality of SLO development and assessment, and to provide leadership and education for student learning assessment. Effective fall 2012, the Program Review Committee and SAC have been subsumed by the newly formed Institutional Effectiveness Committee.

The College ensures the quality of its online instructional offerings through the Online Advisory Board (OAB), composed of faculty tasked with the design and evaluation of online courses. The OAB sets standards for the College's online instructional program, directing faculty in the development of new and continuing online courses. In 2009, the OAB developed *The Distance Education Guidelines* [\(II.A.109\)](#),¹⁰⁹ which was subsequently revised in 2011. The OAB uses the Blackboard Exemplary Course Rubric [\(II.A.110\)](#)¹¹⁰ to construct and evaluate both online and hybrid courses. All faculty teaching these courses have completed training in Teaching and Learning Online (TLO) [\(II.A.111\)](#),¹¹¹ a special course taught online by the Technology Trainer and the Faculty Online Coordinator. The course addresses the Exemplary Course Rubric and instructs faculty on effectively incorporating this rubric into their classes. Additionally, the online program completes a program review that evaluates the trends for the entire program. The Instructional Planning Council uses these results to develop its three-year plan.

Self-Evaluation II.A.1

The College meets the Standard. Orange Coast College provides excellent educational opportunities through a variety of programs and services that address and meet the mission of the institution, ensuring high standards through multiple institutional planning and review processes. This is true for all courses, programs, and services at all College locations and through all means of instructional delivery.

The College has established an infrastructure to systematically review and evaluate the appropriateness and quality of its offerings. Program review, SLO assessment, and research data are used for course and program integrity and planning. In addition, program review is fully integrated into the College's planning and budget process. In 2007, the College

modified its six-year program review cycle, shifting to a three-year cycle. These, along with Annual Resource Requests (ARRs), clearly define and streamline the process. This process aligns with and informs the *Educational Master Plan (EMP)* [\(II.A.112\)](#).¹¹²

Actionable Improvement Plans II.A.1

- None

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 College engages in long-term planning to ensure that the educational needs of its students are met. The *Educational Master Plan (EMP)* [\(II.A.113\)](#)¹¹³ is on a five-year cycle with a three-year review/renewal and annual progress report. College-wide planning assumptions provide in-depth analysis of internal and external data, creating the basis for identifying community and student needs in the *EMP*. The *EMP* includes extensive information on the student body and the communities the College serves. To that end, external data, primarily demographic information about the surrounding community, is analyzed to identify student-learning needs. Examples include data about OCC's surrounding population and population projections, the effective service area of the College, K-12 enrollment and participation trends, employment and the economy, labor market trends, and Orange County industry trends. The *EMP* also cites internal data on the demographic makeup of the student population, including ethnicity trends, placement test trends, student progress and achievement, as well as course success and retention rates. And through program reviews, the College is able to identify the varied educational needs of its students that align with the College goals.

The *Orange Coast College Atlas* provides faculty, staff, and administrators with an annual compilation of facts, figures, and institutional effectiveness drawn largely from enrollment data [\(II.A.114\)](#),¹¹⁴ including chapters on Environment and Access, Student and Enrollment Trends, and Student Outcomes. The *Atlas* is the product of extensive research and analysis by the Office of Institutional Effectiveness, which identifies institutional effectiveness trends and indicators and to inform program review, student learning outcomes assessment, and strategic planning. For instance, the *Atlas* publishes the last 10 years of data on the number and percentage of US citizens, permanent residents, temporary residents, refugees, student Visas, etc., in order to more effectively address the needs of the College's student population [\(II.A.115\)](#).¹¹⁵ The *Atlas* also collects data on students according to educational goals, enrollment by course type, full/part-time enrollment, day/evening/weekend enrollment, overall grade distribution, and average GPA, as well as overall success and retention rates, success rates by gender, success rates by ethnicity, etc.

By tracking and analyzing demographic trends, the College can determine students' educational needs and develop programs to meet these needs. OCC's commitment to providing a robust sequence of ESL and Basic Skills courses, for instance, shows the

College's commitment to meeting the needs of its foreign-language students and its academically disadvantaged students, respectively. This data has also enabled OCC to allocate the appropriate resources to a variety of additional programs consistent with students' educational preparation and the diversity, demographics, and economy of the OCC's surrounding communities. The following support programs rely on demographic and outcome data, primarily through program review, to meet the needs of students:

- The Assessment Center [\(II.A.116\)](#)¹¹⁶ identifies student learning needs and places students in classes based on their incoming Math and English skills.
- The Children's Center [\(II.A.117\)](#)¹¹⁷ provides support to student-parents and their families.
- Counseling Services [\(II.A.118\)](#)¹¹⁸ offers a number of services to help a wide array of students identify and achieve their academic goals.
- EOPS [\(II.A.119\)](#)¹¹⁹ aids students burdened with economic and academic barriers in achieving success in college.
- The International Center [\(II.A.120\)](#)¹²⁰ assists international students transitioning into academic and social life in the U.S.
- The Puente Program [\(II.A.121\)](#)¹²¹ helps at-risk students navigate through two consecutive English courses and college in general, by providing counseling and mentoring.
- Special Student Services [\(II.A.122\)](#)¹²² identifies the needs of disabled students, providing specialized counseling, registration assistance, equipment, test proctoring and many other services.
- The Student Success Center [\(II.A.123\)](#)¹²³ provides a unified source of programs fostering student learning, assisting students in achieving their academic and personal goals by providing support, access, and outreach through the following services: writing/reading center, PASS classes, free tutoring services, Orange Coast College early alert, drop-in tutoring, the math center, and Smarthinking online tutoring.
- The Transfer Center [\(II.A.124\)](#)¹²⁴ offers transfer-oriented workshops designed to facilitate successful transfer to a four-year institution, as well as individual consultations with four-year university representatives.
- Veterans Services [\(II.A.125\)](#)¹²⁵ assists reservists, members of the armed services, veterans, and spouses or dependents of veterans, with the goal of assisting students in acquiring G.I. education benefits while pursuing educational goals.

Self-Evaluation II.A.1.a

The College meets the Standard. OCC relies upon research data and strategic planning to identify student learning needs and student success achievement, using a planning process that helps stakeholders determine whether they are meeting the diverse educational needs of students. Analysis of the research data at both the macro- and micro-levels is the foundation upon which the College determines its goals and objectives on long- and short-term bases, as evidenced by the *EMP* and *Atlas*. The College also uses the research to evaluate progress towards its goals and objectives on an annual basis, which is part of the overall planning process. The inclusion of SLO assessment in the revised program review Document IV [\(II.A.126\)](#)¹²⁶ demonstrates that assessment is integrated into program improvement and planning.

Actionable Improvement Plan II.A.1.a

- None

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 and II.A.2.d

Orange Coast College offers multiple delivery systems, modes of instruction, and teaching methodologies to its students, including online, hybrid, web-enhanced, large-lecture, and traditional face-to-face classes. Most programs offer both online and traditional classes, as well as day and evening classes, to ensure that the scheduling needs of the students are met [\(II.A.127\)](#).¹²⁷ In addition, the College offers a range of services to supplement its course offerings and thereby meet the various learning styles of students, as well. Determination of enrollment trends and student needs is accomplished through analysis of modalities and instructional methods in the program review process [\(II.A.128\)](#).¹²⁸

During the spring and summer of 2011, OCC completed a Substantive Change identifying which programs at OCC provide 50% or more of their offerings online [\(II.A.129\)](#).¹²⁹ The Substantive Change has been approved by ACCJC [\(II.A.130\)](#).¹³⁰ The College ensures the quality of its offerings through the Online Advisory Board (OAB), which was established in 2006 [\(II.A.131\)](#).¹³¹ to involve faculty in the design and evaluation of online courses. The OAB sets standards for online education and guides faculty in the development of new and continuing online courses. *The Distance Education Guidelines* [\(II.A.132\)](#).¹³² were developed by the OAB in 2009 and revised in 2011. The OAB uses the Blackboard Exemplary Course Rubric [\(II.A.133\)](#).¹³³ to guide the creation and evaluation of online and hybrid courses. Additionally, all faculty teaching online and hybrid courses have completed a special course, Teaching and Learning Online (TLO) [\(II.A.134\)](#).¹³⁴ which addresses the Exemplary Course Rubric and instructs faculty on how to incorporate this rubric into their classes. The course is taught online by the Technology Trainer and the Faculty Online Coordinator. Additionally, the online program completes a program review that evaluates the trends for the entire program. These results inform the Instructional Planning Council's three-year plan.

A variety of online technologies are available to faculty and students, such as Blackboard Learn, the software purchased by the College to enhance online and traditional classroom teaching. The 2011 *Student Technology Survey* [\(II.A.135\)](#).¹³⁵ an online survey from the Technology Committee taken by students in their first semester using Blackboard 9, showed that 96.2% of the students taking the survey had access to the Internet at home, and 48% had taken an online course. The survey showed that 71% of students accessed Blackboard daily or almost daily, and 54% are very satisfied or satisfied with Blackboard. The College also offers students access to Course Compass, which is used in several specific disciplines, such as Economics. Students have access to their courses and faculty through multiple technological means, including email, the course management platform, Banner, blogs, web links, and text messaging.

Moreover, in order to help students identify their own learning styles, needs, and areas for personal academic improvement, Counseling Services provides a number of for-credit courses ([II.A.136](#))¹³⁶ enabling students to develop tools to fulfill the objectives of the curriculum and succeed in college:

- **Counseling A100, Introduction to College:** Introduces new students to college services and facilities, academic policies and various segments of higher education in California. Includes time management, study skills, and academic planning.
- **Counseling A101, New Horizons for Adults Returning to College:** An orientation course designed to assist adults re-entering academic life. Orientation to Orange Coast College and higher education will be offered. Topics will include career development, career change, study skills, time management, life transitions, job skills, self-esteem, assertion, and communication skills.
- **Counseling A104, Career & Life Planning: A Holistic Approach:** In depth career and life planning: Designed primarily for students uncertain about educational-occupational plans. Standardized tests of interests, personality characteristics, and values are utilized to develop a systemic approach to career and life development. This course emphasizes the importance of taking personal responsibility for one's educational, career and personal decisions to achieve satisfaction through work and life balance.
- **Counseling A105, Strategies for College Success:** This is a course designed to integrate personal growth, critical and creative thinking, problem solving, and academic and career success. Topics include study techniques, orientation to higher education and resources, life skills, academic planning, and personal development. For all students wishing to improve their success in college.
- **Counseling A106, High School Early Entry Orientation:** Designed to provide high school seniors with information and skills to facilitate their matriculation, registration and transition to Orange Coast College. Familiarize students with educational options, requirements and tools. Introduce students to the campus climate, services, policies and student success principles. Completion of this course grants credit for New Student Orientation requirements and continuing student status for registration in the subsequent term.
- **Counseling A120, Career Decision Making — Accelerated:** An accelerated class designed for students who are returning to college and are uncertain about their educational-occupational plans. Career inventories are used along with non-test data to evaluate occupational choices.

In addition, the College provides a number of other programs offering a variety of delivery modes to meet student needs:

- [The Student Success Center \(II.A.137\)](#)¹³⁷ provides services to enhance student learning outside of the classroom and increase the variety of instructional methodologies, offering supplemental instruction (approximately 30 sections a semester) in the form of Peer-Assisted Student Support groups (PASS), study groups, tutoring (in-person and online), and a Writing Center.
- [Special Programs and Services \(II.A.138\)](#)¹³⁸ provides support for students with physical, learning, and psychological disabilities, tailoring its offerings to the

individual needs of each student, including counseling, testing services, and a number of additional resources enabling students to have better, more effective access to their college coursework and academic goals.

- The Puente Program (II.A.139)¹³⁹ provides additional support by integrating counseling and mentoring into traditional modes of instruction, enhancing students' ability to achieve academic success.

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

The College meets the Standards. All courses and programs at OCC are of the same high quality, using the same development of curricular processes, the same faculty, and the same methods of review, no matter the means of delivery. All programs undergo program review every three years, based on a systemic analysis of data sets on student demographics, enrollment/utilization, student success/outcomes, and SLO assessments (II.A.140).¹⁴⁰ Although the majority of Orange Coast College courses are delivered in a traditional lecture, lab, or discussion format, the College also offers students alternative means of delivery and location. Services offered by the Student Success Center, Special Programs and Services, Puente, and others enhance student learning, success, and retention, helping students meet their educational goals.

Dialogue is integral to all committees supporting instructional delivery systems. The Curriculum Committee (II.A.141)¹⁴¹ and Online Advisory Board (II.A.142)¹⁴² ensure that the delivery systems and modes of instruction are compatible with the curriculum. Regardless of the mode of instruction, the sections of each course follow the same Course Outline of Record to ensure that all courses meet the standards and SLOs set by the curriculum committee and discipline faculty. All courses are required to have current Course Outlines of Record that include course objectives and content approved by the Curriculum Committee to ensure quality education. In addition, online courses must have an addendum identifying how courses will assure the correct number of contact hours, regular and effective faculty/student interaction, and assure authentication of student work through a variety of assessments and assignments. Additionally, planning needs for delivery systems are noted within each department's program review, including online programs, and are under the purview of the Instructional Planning Council.

The program review process and the Office of Instruction monitor online enrollment and offerings to determine additional needs and resources, including additional resources for programs exceeding 50% of offerings online. Online education classes were growing at a steady rate until 2010 when two factors contributed to a slowdown. One was a reduction in classes due to budget constraints and the changeover to a new Learning Management System (LMS). The College anticipates growth when the budget allows. Additional programs and services, monitored by their respective planning councils, including the Student Success Center, Special Programs and Services, and Puente, offer additional instructional delivery modes that reflect and support the diverse needs and learning styles of its students.

The College's program review process and *Educational Master Plan* ensure that it meets the needs of current and future students. To that end, the College is reviewing its course scheduling and initiating discussions on the core curriculum to ensure that it continues to meet the educational needs of students. This illustrates the College's commitment to the goals and objectives associated with learning and access in its *EMP*.

Actionable Improvement Plans II.A.1.b and II.A.2.d

- None

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

The College has developed SLOs for all courses, programs, certificates, and degrees. Faculty is responsible for assessing course-level Student Learning Outcomes, reporting those results on a regular basis, and using the assessment results to make improvements to their courses. The College has completed the GE outcome statements for the College's AA and AS degrees and aligned them with the Institutional Student Learning outcomes (ISLOs) ([II.A.143](#)).¹⁴³

In 2010, the SLOAC (now the Assessment and Improvement Coordinator), working with a Mapping Project Task Force, under the direction of the Office of Institutional Effectiveness and the Student Learning Outcomes Assessment Committee, developed the *Institutional Student Learning Outcomes (ISLO) and GE Outcomes Plan* ([II.A.144](#)).¹⁴⁴ which were vetted through all major planning and campus committees and endorsed by College Council in 2011. The College began the mapping of all course and program SLOs to the institutional SLOs (ISLOs) and the GE learning outcomes in spring 2011 ([II.A.145](#)).¹⁴⁵ This mapping was completed in spring 2012 and assessed in fall 2012. As a result, assessment completed at the course and program levels also assesses the ISLO and GE outcomes mapped to each course or program.

As of fall 2012, all courses and programs have developed SLOs and completed at least one cycle of assessment. Data for the first cycle of SLO assessment is stored on the SLO Assessment portal site ([II.A.146](#)).¹⁴⁶ in a summary document based on the five-column assessment grid for program review Document IVs. Starting in 2012, data for the second cycle of SLO assessment is stored in the SLO Database ([II.A.147](#)).¹⁴⁷ Additionally, the status of assessment is archived in this same database. In fall 2012, a survey was completed that provided information about improvements made during the first cycle of assessment, as well as the effectiveness of those improvements. For example:

- **Communication Studies:** SLO assessment led to the revision of SLOs in two courses to more accurately represent the learning goals of the class. In a third course, the department incorporated additional lectures within the course to ensure that SLOs were more effectively met.
- **Dental Assisting:** SLO assessment led to changes in assignments and demonstrations in four courses. The number of FMX sets taken per student increased in DA A140; In DA A145, students take more digital series than previously; and DA A110/DA 125 have increased the number of times the students practice Board Practical Examination duties.
- **Film and Video:** SLO assessment led to the department placing more emphasis on lighting techniques in FILM A155 and more emphasis on filter/motion effects in FILM A194.

- Food and Nutrition: SLO assessment determined that for three courses involving an internship outside of the classroom, less than half of the students were able to complete their hours, resulting in “Incomplete” grades and a low success rate. To increase the success rate, the department implemented a more thorough orientation to the internship during the class session, emphasizing the time commitment and competencies to achieve success, as well as a contract with days/hours arranged to work and estimated completion date. Students are no longer allowed to defer hours past the conclusion of the semester, with the exception of extreme circumstances.
- Radiologic Technology: Assessment for an entry-level physics course for the program was historically low scoring for students in terms of grades. Typically, an average of two students failed each year. After implementing changes in the classroom based on assessment, no radiologic technology students failed, and the course average was the highest in four years with students mastering the SLO.

Self-Evaluation II.A.1.c

The College meets the Standard. Orange Coast College is at the proficiency level of SLO assessment. The first cycle of SLO assessment was completed in spring 2012. Additionally, as of fall 2010, the SLO cycle and results of assessment are fully integrated into the program review cycle.

The College has mapped course SLOs to the ISLOs and assessed this alignment and process so that assessment results can be used to make improvements at the institutional level. This should help the College make significant headway, becoming more effective in this standard, enabling the use of assessment results to make improvements.

Actionable Improvement Plan II.A.1.c

- Use the results of the mapping project and ISLOs to evaluate and continually improve institutional organizational structures and student learning outcome processes.

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.

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

The College offers a variety of credit programs whose courses undergo periodic evaluation to ensure quality and a commitment to improvement. Programs include Associate in Art and Associate in Science degrees, transfer sequences, certificate and workforce training, Basic Skills, and lifelong learning.

Periodic evaluations are conducted by the Curriculum Committee and through the program review process. Courses are developed and evaluated by discipline faculty, who play a central role in establishing the quality of instructional courses and programs. The Academic Senate, through its Curriculum Committee, has created procedures in the *Curriculum Handbook* (II.A.148)¹⁴⁸ to determine the appropriate rigor, breadth, depth, and currency of courses and programs. The Curriculum Committee supervises the process to create new courses and programs and to add new courses to existing programs. A faculty representative from each academic division serves on the Curriculum Committee to ensure that it is a representative body as it makes such decisions and evaluates courses and programs. For example, the Curriculum Committee is ultimately responsible for evaluating course SLOs, which are part of the CORs.

All active courses have identified SLOs. Discipline faculty assess SLOs and use the results of those assessments to improve their courses and programs with the support of the Assessment and Improvement Coordinator. As previously mentioned OCC has developed program outcomes for the College GE pattern and mapped those outcomes to the institutional outcomes so that the College can regularly assess student progress on these skills.

All programs, regardless of type of credit awarded, delivery mode, or location, undergo program review. The Program Review Coordinator and the Institutional Effectiveness Committee (formerly the Program Review Committee) establish guidelines (II.A.149),¹⁴⁹ with the advice and consent of the Academic Senate, to assure that discipline faculty conduct thorough analyses of their programs by examining data and making recommendations for program improvement. Part of the program review process is peer review, which ensures the quality of the analyses provided by the faculty and the appropriateness of their recommendations. The program review process itself is evaluated on a regular basis (II.A.150)¹⁵⁰ to ensure that faculty have the necessary information to analyze and improve their programs.

The institution relies on advisory committees in certificate programs to identify competency levels and SLOs for courses and certificates. Discipline faculty, especially in occupational programs, meet with advisory committees to review curricula, identify industry trends, and determine the skills and knowledge students need to succeed on the job. Advisory committees provide additional evaluation, direction, and recommendations to specific College programs.

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

The College meets the Standards. The curriculum process is well established for all programs and relies on faculty expertise. Programs are regularly evaluated through the program review process, which examines a variety of indicators to analyze the quality of the programs and evaluate ways to improve them. Program review has recently made changes to improve the

quality of the process to the programs, including a revision to how SLO assessment is integrated. The peer review process has also been regularly evaluated and recently revised in 2012 for implementation in early spring 2013. It is anticipated that these revisions will strengthen peer review to ensure that quality program reviews are being conducted. Finally, the SLO and assessment process is working based on survey feedback, and the first cycle of assessment has been completed by all programs. The College's next step is to mature the assessment process toward ensuring that authentic assessment is being practiced more consistently ([II.A.151](#)).¹⁵¹

Actionable Improvement Plan II.A.2, II.A.2.a, and II.A.2.b

- Mature the processes that ensure authentic assessment is being practiced within all units of the College.

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

The Curriculum Committee is responsible for ensuring the appropriate breadth, depth, rigor, sequencing, and synthesis of learning in the College's programs ([II.A.152](#)).¹⁵² The Curriculum Committee approves only those certificates and programs that meet these criteria. The characteristics of programs differ based on the type of program, but all courses must undergo curriculum review by the Curriculum Committee once every six years. In addition, the Curriculum Committee subscribes to the Curriculum Approval Good Practices, as adopted by the Academic Senate for the California Community Colleges ([II.A](#)).¹⁵³

An examination of the Psychology program demonstrates how high-quality instruction is structured. The Psychology program offers a comprehensive view of psychology, including a variety of courses that will support transfer in psychology, while providing a foundational understanding of the discipline, the methods psychologists use to learn about behavior, and applications of psychological information to the world. Required courses and units to completion are listed in the *OCC Catalog* ([II.A.154](#)).¹⁵⁴

Complete the following required 13 units:

- Introduction to Psychology PSYC A100 or A100H (3 units)
- Introduction to Statistics PSYC A160 or Math A160 or Math A160H (3 units)
- Psychobiology PSYC A250 (3 units)
- Introduction to Experimental Psychology PSYC A280 (4 units)

Complete 3 units, choosing from the courses below:

- Lifespan Developmental Psychology PSYC A130 (3 units)
- Principles of Behavior PSYC A185 (3 units)
- Social Psychology PSYC A260 (3 units)

Complete 3 units, by choosing from a course not yet chosen from the above category or by choosing from the courses below:

- Psychology of Personality PSYC A220 (3 units)

- Abnormal Psychology PSYC A255 (3 units)
- Psychology of Learning PSYC A270 (3 units)

Total Major Units: 19

CSU or IGETC Breadth 37-39

Total Degree Units: 60

Also, where course sequences exist, higher-level courses build on the skills and knowledge students gained in the prerequisite courses, as evidenced in the Course Outlines of Record and on SLOs for the prerequisite courses. For instance, in the sequencing of English Composition courses ([II.A.155](#)),¹⁵⁵ the SLOs for the GE-required Freshman Composition (ENGL A100) course build on the skills developed in the pre-baccalaureate Basic Skills course (ENGL A099), adding depth and complexity to the tasks required of students, beginning with the basics of writing a simple essay while building up to more challenging writing, reading, and researching outcomes:

SLOs for Basic Skills, English A099:

1. Apply the fundamentals of grammar, sentence structure, and pre-compositional techniques.
2. Read and analyze text using critical thinking skills.
3. Write structurally and grammatically correct sentences, paragraphs, and essays.

SLOs for Freshman Composition, ENGL 100:

Writing Outcomes:

Articulate logical and sophisticated ideas in essays that are organized, coherent, logical and well developed while using proper grammar

Reading Outcomes:

1. Identify major and minor supporting details, identify structural elements, such as transitions, thesis statements and topic sentences and be able to discuss and summarize the main ideas in a text.
2. Evaluate argument structures and scrutinize argument conclusions based on the facts, assumptions, inference, and overall logic.

Research Outcomes:

1. Effectively use the library, conducting research via online and textual databases, periodicals, books, and reference materials.
2. Evaluate research in order to assess its relevance and use that research effectively in their papers.

In addition, through the comprehensive Program Review process ([II.A.156](#)),¹⁵⁶ departments review course offerings on a three-year cycle to determine appropriateness, time to completion, and synthesis of learning in a systematic fashion, based on data.

Self-Evaluation II.A.2.c

The College meets the Standard. The Curriculum Committee adheres to rigorous guidelines to ensure the appropriate breadth, depth, rigor, sequencing, and synthesis of learning in all of the College's programs. Course sequences provide students the opportunity to build on skills developed in established prerequisite courses. Prior to 2011-2012, the College had yet to

enforce prerequisites at the time of registration. In September 2011, the Academic Senate passed a resolution allocating appropriate resources to the enforcement of prerequisites [\(II.A.157\)](#),¹⁵⁷ which was implemented in fall 2012, with all course prerequisites being enforced automatically. The program review process also provides evidence-based analysis of programs so that constituents can understand a program's strengths and identify key areas of improvement, thus ensuring continuous improvement and high-quality instruction.

Actionable Improvement Plan II.A.2.c

- None

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

As previously discussed in Standards II.A.2.a and II.A.2.c, the College evaluates its courses and offerings on the basis of quality, relevance, appropriateness, achievement of learning outcomes, currency, and future needs, and plans in an on-going and systematic way. The Curriculum Committee engages in periodic course review, which determines the relevance, appropriateness, and currency of all courses and programs. Program review is the process by which departments establish future needs and plans. Each program, regardless of type, is expected to determine its three-year planning agenda at the conclusion of its program review. These program reviews formulate the wing plan. The four wing plans are compiled into the *Educational Master Plan* [\(II.A.158\)](#),¹⁵⁸ which includes the institutional goals and objectives. From one program review to the next, faculty must assess whether they achieved their planning agendas. Additionally, program review enables faculty to determine the quality of their programs and achievement of learning outcomes, by compiling information and analyzing it on a programmatic basis. Approximately one-third of the College's programs complete a comprehensive program review in each of the three years [\(II.A.159\)](#).¹⁵⁹

Self-Evaluation II.A.2.e

The College meets the Standard. The program review process has been reviewed and revised over the last six years [\(II.A.160\)](#).¹⁶⁰ As a result, program review is now easier to accomplish and provides faculty with useful information to improve their programs to benefit the students. A variety of positive changes have occurred as a result of the program review process. In fall 2012, division deans began assisting departments undergoing review by monitoring progress and identifying resources. A well-established and effective course-review process has been in place. The College has also improved its planning process and its integration of course and program effectiveness information into the development of strategic plans.

Actionable Improvement Plan II.A.2.e

- None

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

As discussed in II.A.2.a and II.A.2.c, courses and instructional programs are evaluated for quality, relevance, appropriateness, currency, and future needs through both the Curriculum Committee review and program review, which includes data on the results of SLO assessment.

From the first round of SLO development starting in 2008, all courses and programs were asked to develop SLOs and to assess one third of these SLOs by fall 2009. All SLOs were to be assessed by the end of the first cycle of assessment, no later than spring 2012. Both course and program SLO assessment were integrated into the program review cycle. All programs were asked to assess their SLOs at least once over the three years of their program review/SLO cycle, with a deadline of spring 2012. At this time, 100% of course SLOs (CSLOs) have been completed in the first cycle of assessment; in addition, 100% of instructional program SLOs (PSLOs), 100% of instruction support services SLOs (PSLOs), and 100% of Wing SLOs (PSLOs) are complete. As of fall 2010, the SLO cycle was aligned with the program review cycle for all instructional and non-instructional courses and programs [\(II.A.161\)](#).¹⁶¹ The SLO assessment is recorded for the first cycle of assessment on Program Review Document IVs [\(II.A.162\)](#),¹⁶² which are stored on the SLO and Assessment portal site. The second cycle of assessment, which began in fall 2011, will be recorded in an SLO Database, developed by the IT Department and accessible on the SLO and assessment portal site.

As mentioned in previous sections, the assessment of the GE degree outcomes and the institutional SLOs (or ISLOs) has been completed through a mapping project in which every course and program SLO assessment is linked in the SLO Database [\(II.A.163\)](#)¹⁶³ to one of the ISLOs, which have been linked to the GE outcomes. Each academic division provided an individual to serve as its SLO lead, and in fall 2011, these SLO leads met and developed outcomes statements for the GE areas and for the ISLO subcategories. In spring 2012, each course and program SLO assessment was mapped to the primary ISLO. While the program assessment is completed, analyzed, and documented in the SLO Database, assessment data for the institutional SLO is also simultaneously catalogued. The assessment of the ISLOs and this mapping process was completed in fall 2012, as the Assessment and Improvement Coordinator made regular reports on the SLO assessment status and worked with the SLO leads on the mapping project; helped to develop the SLO Database to store assessment data; and worked closely with the Director of Institutional Effectiveness, the Program Review Coordinator, and SAC (now Institutional Effectiveness Committee) to ensure this process was working. The results were communicated to the Academic Senate, all planning councils, the Accreditation Coordinating Committee, and the College Council [\(II.A.164\)](#).¹⁶⁴

Self-Evaluation II.A.2.f

The College meets the Standard. A remarkable amount of progress has been made to integrate SLO assessment into program review, thereby creating an ongoing, systematic evaluation process to measure achievement of student learning outcomes for all courses, certificates, and programs. The College seeks to improve these outcomes and makes the results available to appropriate constituencies on the OCC Portal and through the program review process, which documents the success and need for improvement based on SLO assessment. However, the next step in the process involves more effective integration of assessment into decisions on budget and strategic planning.

Actionable Improvement Plan II.A.2.f

- None

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 use department or program examinations. Some occupational programs do prepare students for and lead to licensure by external agencies. In these cases, those external agencies deem the validity of the tests and minimize test biases. For example, the College's Dental Assisting Program graduates take state and national certification exams. The College does not administer these exams; although the program helps the students learn the necessary skills and knowledge to pass the test.

Self-Evaluation II.A.2.g

The College meets the Standard.

Actionable Improvement Plan II.A.2.g

- None

II.A.2.h

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 learning outcomes.

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

The College awards credit based on clearly stated criteria published in the 2012-2013 OCC Catalog ([II.A.165](#))¹⁶⁵ and in the course outlines of record ([II.A.166](#)),¹⁶⁶ which also summarize the student learning outcomes for each course. For each course taught, faculty are asked to incorporate the respective course SLOs into syllabi distributed to students ([II.A.167](#)).¹⁶⁷

The Curriculum Committee operates on the basis of the Carnegie unit, which is a well-established practice in higher education, and ensures that the course content is appropriate to the identified number of units for the course outline of record. Students are required to take 60 units for Associate in Art or Associate in Science degrees. As they complete their courses, degrees, or certificate programs, students are assessed by the faculty to ensure that they achieve the stated learning outcomes of those courses, degrees, and certificates.

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

The College meets the Standards. The College awards degrees and certificates based on the achievement of learning outcomes, as assessed by faculty. The College has completed its first cycle of student learning outcome assessment and has mapped the course SLOs to program and institutional SLOs. The second cycle of assessment began in fall 2012.

Actionable Improvement Plan II.A.2.h and II.A.2.i

- None

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 life-long 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, II.A.3.a, II.A.3.b, and II.A.3.c

Orange Coast College requires that all academic and vocational degree programs uphold a carefully considered general education philosophy that is clearly articulated in the OCC Catalog ([II.A.168](#)),¹⁶⁸ relying on the expertise of faculty to determine the appropriateness of GE curriculum and student learning outcomes. Having completed the GE sequence, a student will develop an understanding of the basic content and methodology of the major areas of knowledge (arts and humanities, physical and biological sciences, and social and behavioral

sciences); the capability to be a productive individual and lifelong learner (oral and written communication skills, thinking skills, and scientific and quantitative reasoning); and the recognition of what it means to be an ethical human being and effective citizen (civility, appreciation of ethical principles, historical and aesthetic sensitivity).

The Curriculum Committee, which is primarily composed of discipline faculty, is responsible for maintaining the general education philosophy, which it publishes in the *Curriculum Handbook* (II.A.169).¹⁶⁹ The Curriculum Committee determines the appropriateness of each course in the general education curriculum by examining the course outline of record and the stated learning outcomes for the course. 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 5 (II.A.170).¹⁷⁰ The process of revising, adding, and retiring courses appropriate to the General Education curriculum also occurs through the Curriculum Committee.

The program review process now also incorporates institutional SLOs. 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. As a result of the adoption of Institutional SLOs and their publication, students can identify the skills and knowledge they are expected to gain as a result of completing the GE sequence. The GE sequences for both the AA and AS degrees include the following areas: language and rationality, physical and biological sciences, arts and humanities, social and behavioral sciences, and life skills.

General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of the College 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 (II.A.171).¹⁷¹

This General Education philosophy is complemented by the College's four core student learning outcome areas incorporated in the statement of Institutional Commitment (II.A.172).¹⁷² which form the core of the *Institutional Student Learning Outcomes* and express the College's 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 Planning and Budget Committee approved the Institutional SLO Plan Dec. 8, 2005 (II.A.173).¹⁷³ The Coast Community College District Board of Trustees approved the revised Mission Statement, including the four core outcome areas expressed in the statement of Institutional Commitment, in April 2006 (II.A.174).¹⁷⁴ The *Institutional Student Learning Outcomes Plan* (II.A.175)¹⁷⁵ was revised in spring 2012 by the SLO Leads Committee and the Student Learning Outcomes and Assessment Committee, which revised some of the ISLOs and developed outcomes statements for each of the components and subcomponents. The Academic Senate, all four Wings, and the College Council approved these revisions and outcome statements on March 20, 2012 (II.A.176).¹⁷⁶ These institutional-

level SLOs are stated in the *Catalog* and articulate 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, Social and Global Awareness, and Personal Development and Responsibility. Students who receive a certificate of achievement or specialization should demonstrate competency in one of these four outcome areas.

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

The College meets the Standards. The College seeks to foster an understanding of major areas of knowledge in its students, including the humanities and fine arts, the natural sciences, and the social sciences. In addition, students are encouraged to become ethical human beings and effective citizens, as well as productive individuals and life-long learners. The College offers students guidance in developing their skills in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, and critical thinking.

These areas of knowledge, learning, and ethics are embodied in the College's General Education philosophy and publicized Institutional SLOs that embody its philosophy. The faculty play the central role in determining the GE curriculum through the Curriculum Committee. In addition, the College has a consistent process for assuring that expected skill levels are included in course outlines of record through the identification of student learning outcomes, course objectives, and methods of assessment. A Self-Study Survey conducted in 2012 reflected the opinions of faculty, staff, managers and administrators felt on these issues ([II.A.177](#)).¹⁷⁷

Actionable Improvement Plan II.A.3, II.A.3.a, II.A.3.b, and II.A.3.c

- None

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

Degree requirements are clearly outlined in the OCC *Catalog* ([II.A.178](#)).¹⁷⁸ The Associate in Arts degree requires the completion of a major requirement, which may be satisfied by the completion of focused study or in an interdisciplinary core. Focused study entails completing 18 units in a specific discipline or completing all courses required for a certificate of achievement career program. The interdisciplinary core may be satisfied by achieving 40 units towards the completion of General Education requirements for any branch of the University of California or any accredited institution, completion of the California State University General Education breadth requirements, or completion of the Intersegmental General Education Transfer Curriculum ([II.A.179](#)).¹⁷⁹

The Associate in Science degree requires the completion of a major requirement, which may be satisfied by focused study with completion of 18 units in a specific discipline or all courses required in a Certificate of Achievement career program ([II.A.180](#)).¹⁸⁰

Self-Evaluation II.A.4

The College meets the Standard. 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.

Actionable Improvement Plan 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 50 programs designed to lead to successful employment in two years or less. These vocational education programs are listed in the OCC *Catalog* ([II.A.181](#))¹⁸¹ and provide guidance, support, and oversight to the vocational and occupational certificate programs. Career Education executes a well-defined system for accountability and program development. Moreover, vocational education programs use SLOs that demonstrate technical and professional competencies. Each program has defined SLOs imbedded into its course outlines of record.

External program-specific accreditation requirements state that students completing an accredited program meet or exceed the technical and professional competency 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 ([II.A.182](#)).¹⁸²

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 Effectiveness compiles data provided by the State Unemployment Insurance Agency into a readable format providing longitudinal references on all the core indicators ([II.A.183](#)).¹⁸³ 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.

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 [\(II.A.184\)](#).¹⁸⁴

Program review is conducted by each department with vocational education programs every three years and focuses on the program's success in educating students to meet industry standards of competence.

The Internship Academy allows students to demonstrate their technical and professional competence in their vocational major. The business employer or sponsor of the intern evaluates the competency of the student during his or her term of internship.

Self-Evaluation II.A.5

The College meets the Standard. External accreditation 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. In order to accrue data on the success of OCC's students once they have entered the workforce, the College has approved the use of a system to survey and track all certificate and vocational program graduates upon completing their academic goals. This system went into effect in the 2012-2013 academic year [\(II.A.185\)](#).¹⁸⁵

Actionable Improvement Plan 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 outcomes consistent with those in the institution's officially approved course outline.

Descriptive Summary II.A.6

The Orange Coast College *Catalog*, revised annually, provides students and prospective students with clear and accurate information about educational courses and programs, including specific core curriculum-required courses, program prerequisites, course descriptions, and program outcomes. A list of these programs is provided under the section entitled "Academic, Career, and Certificate Programs" [\(II.A.186\)](#).¹⁸⁶ Transfer policies [\(II.A.187\)](#)¹⁸⁷ also are detailed in the *Catalog*, providing information on the College's Transfer Center [\(II.A.188\)](#),¹⁸⁸ Transfer Opportunity Program, transferability of courses, course requirements for transfer students, as well as CSU and UC transfer policies and requirements. The *Catalog* also describes the purpose, content, and course requirements of degrees in the section on "Graduation Requirements" [\(II.A.189\)](#),¹⁸⁹ including unit, major, and general education requirements for the Associate in Arts and Associate in Science degrees. General information for individual career and vocational programs is listed as well [\(II.A.190\)](#),¹⁹⁰ with more specific requirements outlined according to each respective program. Much of this information is also repeated in the three schedules of classes

published via the ASSIST website [\(II.A.191\)](#),¹⁹¹ which contain additional transfer information for public universities throughout California.

Faculty are expected to emphasize Student Learning Outcomes in course syllabi, using Student Learning Outcomes as a basis in constructing lectures, activities, assignments, and means of assessment. The SLOs are incorporated into the Course Outlines of Record for all courses, ensuring that faculty construct their courses using the appropriate SLOs as guidelines. Faculty are expected to send copies of the syllabi to the division office to be kept on file.

Self-Evaluation II.A.6

The College meets the Standard. Information regarding courses, programs, and transfer opportunities is clear, thorough, and easily assessable through the printed *Catalog*, the online catalog, and the three schedules of classes that are published through the ASSIST web site. Faculty are required to construct courses based on applicable Course Outlines of Record, all of which outline student learning outcomes. Faculty are also expected to provide, to all students, course syllabi that include course SLOs.

Actionable Improvement Plan II.A.6

- None

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 [\(II.A.192\)](#).¹⁹² Orientations are conducted nine months out of the year, one to two times each day, and four days a week. During these orientations, students are presented with an *Orientation Guide* that outlines the three General Education options and transfer information [\(II.A.193\)](#).¹⁹³ The Transfer Center staff also conducts in-class presentations to discuss transfer information more than 50 times every semester at the request of faculty members.

The Transfer Center maintains a web page on the College website to provide students with detailed, accurate, and timely information to assist with transfer to a four-year college or university [\(II.A.194\)](#).¹⁹⁴ In the section of the website titled Course Requirements, detailed information is posted on the California State University Standard I/109 (CSU) General Education requirements [\(II.A.195\)](#)¹⁹⁵ and the Intersegmental General Education Transfer Curriculum requirements for the University of California (UC) and California State University [\(II.A.196\)](#).¹⁹⁶ The website also contains information regarding UC and CSU articulation agreements [\(II.A.197\)](#);¹⁹⁷ it outlines transfer requirements and special admissions agreements with individual UC and CSU schools. Another section of the website lists Orange Coast College courses that transfer directly to the University of California, according to

previously established articulation agreements. The website posts a list of the private schools with articulation agreements with Orange Coast College [\(II.A.198\)](#).¹⁹⁸ An online newsletter, updated each semester, communicates new and timely information to students to assist them with their transfer goals [\(II.A.199\)](#).¹⁹⁹ OCC offers students access to ASSIST, an online transfer information system [\(II.A.200\)](#)²⁰⁰ that was designed “to facilitate the transfer of California Community College students to California’s public four-year universities by providing an electronic system for academic planning which delivers accurate, timely, and complete information and operates as the official repository of articulation information for the state of California.”

Students who have completed coursework at another college or university and wish to fulfill OCC degree or certificate requirements must submit transcripts to Enrollment Services through consultation with a counselor. Non-standard coursework is reviewed by appropriate faculty members to determine equivalency to OCC courses. Orange Coast College accepts credit towards an AA or AS degree for successful completion of examinations of the Advanced Placement Program of the College Entrance Examination Board. Students may apply for credit by submitting official test scores for evaluation by the Records Office.

Orange Coast College faculty who wish to develop new courses to satisfy articulation agreements with the University of California or California State University system work closely with the College Articulation Officer to ensure that all appropriate requirements are met. The course is submitted through the College Curriculum Committee for approval and an evaluation of its transferability to the CSU system [\(II.A.201\)](#).²⁰¹ Once determined by the College, the transferability to CSU is subject to review by the CSU Chancellor’s Office. All courses numbered 100 or above in the *Catalog* will transfer to the CSU system. Courses that transfer to the University of California are designated in the Courses section of the *Catalog* with a “UC” at the end of the course description. Independent and out-of-state colleges and universities usually accept courses transferable to the UC and CSU systems. The campus has articulation agreements with all CSU and UC campuses, as well as GE articulation agreements with 23 private campuses [\(II.A.202\)](#).²⁰² These agreements were developed and are updated through the Articulation Officer to be consistent with the College’s mission.

In the 2010-2011 academic year, OCC ranked first among 110 California community colleges in the number of students (2,274) it transferred to the CSU and UC systems. OCC ranked first in the state in the number of students (1,695) it transferred to the CSU system and sixth in the state in the number of students it transferred into the UC system (579) [\(II.A.203\)](#).²⁰³ Beginning in fall 2012, OCC has state approval for the CSU transfer degrees (AA-T) in Psychology, Sociology, Kinesiology, Political Science, Communication Studies, and (AS-T) Early Childhood Education. Additional majors are being developed and proposed for approval, including Business Administration, Mathematics, Physics, Geography, Journalism, English, and Music [\(II.A.204\)](#).²⁰⁴

OCC successfully transfers students to UC Irvine, UC San Diego, UC Santa Barbara, and UC Davis, through the transfer admission guarantee program (TAG) [\(II.A.205\)](#).²⁰⁵ which is detailed in the OCC *Catalog*. UC Irvine and OCC continue with the SMART-ICS Program, an articulation program that prepares students to transfer from OCC to the UC Irvine ICS (Information Computer Systems) Department. The OCC Honors Transfer Program gives students priority consideration for admission to several UC campuses. The Transfer Alliance

Program gives students priority consideration for admission to UC Los Angeles's College of Letters and Sciences. UC Riverside's Transfer Admissions Guarantee encourages students to begin work on their Bachelor's degree at OCC and then transfer to UC Riverside. The UC Davis Transfer Admissions Agreement guarantees admission to UC Davis for students completing all program requirements. UC Santa Barbara has established a Transfer Admissions Agreement that guarantees admission for fall terms, and the UC Santa Cruz campus has a Guaranteed Admission for Transfer Entry which guarantees admission to UC Santa Cruz for students satisfying program requirements.

Self-Evaluation II.A.6.a

The College meets the Standard. The Transfer Center does an effective job of informing students about transfer of credit policies and procedures. This information is presented to the students at orientation sessions, in *Class Schedules*, in the *OCC Catalog*, 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. Articulation agreements with UC, CSU, and other four-year institutions support a strong history of student transfer patterns.

Actionable Improvement Plan II.A.6.a

- None

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 a comprehensive assessment process involving the input of faculty through program review, division leadership, as well as guidance provided by advisory committees, culminating in an assessment completed as a part of accreditation by an external agency. The College follows a carefully delineated Viability Review Process ([II.A.206](#))²⁰⁶ before significantly altering or eliminating programs. 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 gradually reduced course offerings. When a program is altered 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 retired 13 and suspended nine Certificate of Achievement Career Education programs since 2007 ([II.A.207](#)):²⁰⁷

- Design: Retired, 2007
- Music - Concert Sound Engineer: Retired, 2007
- Computerized Office Technology - Office & Administrative Assistant: Suspended, 2008
- Assistant Costume Designer: Retired, 2008
- Entertainment Technology - Audio Technician: Suspended, 2008

- Electro Mechanical Design/Drafting: Retired, 2008
- Electro Mechanical CADD: Retired, 2008
- Ethnic Studies: Suspended, 2008
- Marketing - Advertising: Suspended, 2008
- Marketing - Sales: Suspended, 2008
- Music - Composer/Orchestrator/Copyist: Retired, 2008
- Music - Private Music Teacher: Retired, 2008
- Culinary Arts - Cook Apprenticeship: Retired, 2009
- Commercial Art – Jewelry: Suspended, 2010
- Costume Careers - Costume Dresser: Retired, 2010
- Costume Careers - Costume Stitcher: Retired, 2010
- Medical Assisting Administrative: Suspended, 2010
- Medical Insurance: Suspended, 2010
- Medical Transcription: Suspended, 2010
- Drafting Technology - Computer Aided Design/Drafting: Retired, 2011
- Drafting Technology - Mechanical Design/Drafting: Retired, 2011
- Drafting Technology - Computer Aided Drafting: Retired, 2011

Self-Evaluation II.A.6.b

The College meets the Standard. While the campus has not had many programs suspended recently, it has procedures in place to accommodate students should such a need arise. The OCC Counseling Division is prepared to work with other division offices to notify students of any such changes and to counsel students in affected programs to ensure the timely completion of their education.

Actionable Improvement Plan 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 publication. Division deans and department managers review proposed publications before the Communications and Marketing Department sends them to the College Publications Office, where graphic designers prepare projects for printing. Each program develops online information and 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 the OCC Portal, the College's intranet, is consistent and accurate.

Self-Evaluation II.A.6.c

The College meets the Standard. The College has a process for reviewing publications to clearly, accurately, and consistently present information. The College created an online, searchable class schedule that is produced directly from Banner [\(II.A.208\)](#),²⁰⁸ resulting in a live-data representation of the course schedule. This has increased the accuracy of the schedule to reflect current course offerings and those that have been canceled. The OCC *Catalog* is reviewed at several points prior to public presentation of the final version: the document is first inspected by the Vice President of Instruction, then released to the campus for review, revised, and released to the campus once again for a final review. The Vice President of Instruction is ultimately responsible to provide final approval of the *Catalog*, once divisions have checked it for accuracy. Printed copies of the *Catalog* are also available in the Library, department and division offices, in the bookstore, and through on-demand printing.

Actionable Improvement Plan II.A.6.c

- None

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 distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary II.A.7 and II.A.7.a

The *CCCD District Manual of Board Policies and Administrative Procedures* [\(II.A.209\)](#)²⁰⁹ 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 "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 *CCCD Manual*, the policy is also posted in the *Faculty and Staff Handbook* [\(II.A.210\)](#),²¹⁰ the faculty collective bargaining agreement [\(II.A.211\)](#),²¹¹ and on the College's website [\(II.A.212\)](#).²¹²

Orange Coast College also clearly articulates its philosophy on academic honesty in the College *Catalog*, which states: "the responsibility to ensure that grades assigned are indicative of the knowledge and skill level of each student. Acts of academic dishonesty make it impossible to fulfill this responsibility and weaken our society. Faculty have a

responsibility to ensure that academic honesty is maintained in their classroom. Students share that responsibility and are expected to refrain from all acts of academic dishonesty. Procedures for dealing with any violation of academic honesty will be followed. Additionally, the Student Code of Conduct and Disciplinary Procedure Board Policy 3902 shall be applied to incidents of academic dishonesty” [\(II.A.213\)](#).²¹³ The Board of Trustees has also developed a Professional Code of Conduct Board Policy (BP 3050) for all employees, which was adopted on Aug. 15, 2012 [\(II.A.214\)](#).²¹⁴

Self-Evaluation II.A.7 and II.A.7.a

The College meets the Standard. Through the College and District websites, the *Catalog*, and *The Faculty and Staff Handbook*, OCC provides clear, accessible guidelines for faculty and students regarding academic freedom and responsibility, as well as academic honesty. Guided by the policies of the Board, contract agreements, and campus-wide practices, 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 meets as needed to provide a forum for dialogue on whether data and information are being fairly and objectively provided. The Academic Senate’s Transparency Committee validates participatory governance and communication policies for faculty, including academic freedom. An Ad Hoc Committee was formed in spring 2012 to discuss providing training for all constituencies on the policies and procedures of academic freedom [\(II.A.\)](#).²¹⁵ In addition, the Vice President of Student Services is exploring the addition of an Ombudsman Office to safeguard academic freedom. Overall, the College is committed to a learning environment that supports the rights of professionals to practice academic freedom.

Actionable Improvement Plan II.A.7 and 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 expectations are accessible in the College *Catalog*, including the online version [\(II.A.216\)](#),²¹⁶ the College *Class Schedule* [\(II.A.217\)](#),²¹⁷ and in the OCC *Faculty Handbook* [\(II.A.218\)](#).²¹⁸ Additionally, each semester, faculty members receive a booklet on *Responding Effectively to Academic Dishonesty and Disruptive Behavior* [\(II.A.219\)](#).²¹⁹ The *Student Code of Conduct*, which is published on the District website [\(II.A.220\)](#)²²⁰ and in the OCC *Catalog* [\(II.A.221\)](#),²²¹ has clear policy statements on academic honesty, including the consequences for violations and disruptions of the educational process, cheating, and plagiarism. This policy and other information on student academic dishonesty aimed at faculty are included in the *Faculty Handbook* [\(II.A.222\)](#),²²² which is published and distributed at the beginning of each fall semester. The Dean of Student Services functions as the College’s judicial officer and is the first contact for students who have been charged with academic dishonesty. For students, an Academic Integrity Workshop is offered twice a year, in January and in June, when classes are not in session [\(II.A.223\)](#).²²³ This is a nine-hour program focusing on ethics, ethical decision

making, and academic honesty, and is aimed primarily as an educational sanction for students found responsible for academic dishonesty. Depending on the severity of the academic dishonesty, some students are required to or have the option of completing an Online Tutorial on Academic Integrity, hosted by Northern Illinois University [\(II.A.224\)](#).²²⁴ The Library also offers workshops that teach students how to properly cite library and information resources to avoid plagiarizing [\(II.A.225\)](#).²²⁵

During the fall 2010 semester, the Academic Standards Committee was actively reorganized and approved as an official standing committee of the OCC Academic Senate. It elected a new slate of officers, developed bylaws, and has met regularly each semester since. On April 26, 2011, Dr. Rendell Drew, Senator-at-Large and Vice Chair of the Academic Standards Committee, presented to the Academic Senate *Recommendations for Faculty* based on the 2006-2007 Education Policies Committee of the statewide Academic Senate for the California Community Colleges to the Academic Senate [\(II.A.226\)](#).²²⁶

The OCC Academic Senate approved these recommendations on Oct. 18, 2011 [\(II.A.227\)](#).²²⁷ They serve as a guide to better assist and ensure that faculty members maintain appropriate academic integrity campus-wide and throughout the Coast Community College District. The Academic Standards Committee further encourages all faculty members, both full-time and part-time, to integrate discussions about ethics and academic integrity to enrolled students in their respective courses. In addition, the recommendations encourage faculty to implement strategies such as “monitoring students consistently during exams, avoiding giving the same student assignments during successive terms, and establishing grading criteria utilizing rubrics, holistic assessments, and portfolios.” Two of the committee’s recommendations, numbers 10 and 11 [\(II.A.228\)](#),²²⁸ contain examples of what constitutes academic dishonesty and the consequences of violations. All faculty members are encouraged to include a statement in their respective course syllabi concerning academic integrity and academic dishonesty.

Self-Evaluation II.A.7.b

The College meets the Standard. OCC has a clear and broadly publicized policy on academic honesty and the consequences of dishonesty. This policy is available in campus printed publications as well as online. The faculty and students have ready access to the Dean of Students, the judicial officer, on cases of academic dishonesty and other disciplinary issues. Students are provided with the Academic Integrity Workshop at the campus or an Online Tutorial on Academic Integrity. The Library workshops are evaluated each semester and show that students feel that they have learned in these workshops to cite their sources and how this helps to avoid plagiarism [\(II.A.229\)](#).²²⁹ The Academic Senate and its Academic Standards Committee will continue to discuss and make recommendations to guide faculty to help students avoid academic dishonesty.

Actionable Improvement Plan 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

Orange Coast College uses District policies, administrative regulations, and participatory governance procedures to develop and maintain clear conduct codes for students, staff, faculty, and administrators. There is no College or District code of conduct that seeks to instill specific beliefs of worldviews.

A clear, well-defined *Student Code of Conduct* is published in the *Catalog* and available online ([II.A.230](#)).²³⁰ It is also published in the *CCCD Manual of Board Policies and Administrative Procedures* ([II.A.231](#)).²³¹ Codes of conduct for staff, administrators, and faculty behavior are well defined by Board policy ([II.A.232](#)).²³² as well. The *Faculty and Staff Handbook* ([II.A.233](#)).²³³ provides clear guidelines to help guide behavior in the learning process.

Self-Evaluation II.A.7.c

The College meets the Standard. The College makes policies on Student Code of Conduct widely available in College publications as well as online, emphasizing the need for students to have a safe learning environment. In addition, the College makes codes of conduct for staff, faculty, and administrators available to all employees through the *Faculty and Staff Handbook* and through easily accessible through published Board policies.

Actionable Improvement Plan 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.

Actionable Improvement Plan II.A.8

- None

STANDARD 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 recruits and admits students who benefit from its programs, consistent with the College's mission of serving "the educational needs of its diverse local and global community" [\(II.B.234\)](#).²³⁴ The diversity of OCC's student body and the surrounding communities are captured in the *OCC Atlas* [\(II.B.235\)](#),²³⁵ which also provides a guide for institutional decision making regarding student needs and access.

In addition, OCC determines that admitted students are able to benefit from its programs through the assessment process. Students who wish to matriculate take a placement test for English, Math, Reading, and Chemistry; those scores determine the appropriate level starting point for the student. Admission policies and procedures are established by the State and the California Education Code, which require open access. Orange Coast College requires that prospective students complete an online application (CCC Apply) [\(II.B.236\)](#).²³⁶ Indicators in the application identify students who must complete the matriculation process (assessment and orientation) and students who are exempt from the matriculation process (students who have already successfully completed a minimum of 15 units at another institution or an associate degree or higher).

To increase the cultural diversity of its student population, the College, consistent with its mission, recruits and admits international students through an admissions process consistent with federal guidelines. The International Center addresses the needs of international students to increase their academic success and increase global awareness of all students.

College-wide discussions about student access regularly occur in Enrollment Management Committee meetings [\(II.B.237\)](#);²³⁷ Curriculum Committee meetings [\(II.B.238\)](#);²³⁸ Student Success Committee meetings (a sub-committee of the Academic Senate); and within departmental meetings in Counseling, Enrollment Services, and Student Services. College-wide discussions about student progress, access, learning, and success occur in College Council [\(II.B.239\)](#)²³⁹ and in the Enrollment Management Committee.

A comprehensive analysis of the student pathway through the institutional experience provided the foundation for the College's enrollment management plan [\(II.B.240\)](#).²⁴⁰ This plan was vetted, discussed, and endorsed campus-wide. In its second year, the plan has successfully completed many of its first-year strategies [\(II.B.241\)](#).²⁴¹

College-wide discussions about student learning and student success occur in program review (college-wide committee) [\(II.B.242\)](#),²⁴² Student Services program review [\(II.B.243\)](#),²⁴³ Instructional program review [\(II.B.244\)](#),²⁴⁴ and in the Student Learning

Outcomes Advisory Committee [\(II.B.245\)](#).²⁴⁵ The discussions are continuous throughout the year.

The Coast Community College District is implementing a degree audit system and online student education plan (SEP) to guide students toward their academic goals and to monitor their progress toward their goals [\(II.B.246\)](#).²⁴⁶ There is also district-wide coordination of Technology projects that affect all colleges and all students [\(II.B.247\)](#).²⁴⁷ Constituents at Orange Coast College, including students and Information Technology, continue to explore and develop a variety of mobile applications for prospective and admitted students for additional ease of access to information and services [\(II.B.248\)](#).²⁴⁸

All programs within Student Services annually write and assess student learning outcomes. These programs include the Associated Students of Orange Coast College (ASOCC), Bookstore, CalWORKs, Children's Center, Enrollment Center, EOPS/CARE, Financial Aid, International Center, Matriculation, Scholarship Program, and Student Health Center. Student Services programs utilize the campus-wide, five-column rubric in defining the learning outcome, method of assessment, data gathered, and use of data [\(II.B.249\)](#).²⁴⁹

The following student services support identified needs of students, fostering a supportive learning environment:

Academic Honors Societies [\(II.B.250\)](#)²⁵⁰

Facilitating students' ability to transfer to exceptional four-year universities, the College hosts several academic honors societies, housed under the umbrella of the Honors Program. These societies recognize excellence in focused academic areas related to students' educational goals, addressing OCC's mission of empowering students "to achieve their educational goals by providing high quality and innovative programs and services leading to academic degrees [and] college transfer."

Assessment Center [\(II.B.251\)](#)²⁵¹

In order to help students formulate their educational goals, the Orange Coast College Assessment Center provides students with knowledge of their own aptitudes. By knowing their English and math skill levels, students can be properly placed, thus increasing their probability of academic success.

Associated Students (ASOCC) [\(II.B.252\)](#)²⁵²

The Associated Students provides all students with access to and involvement in the College's planning and decision making, through student government and student-elected representatives, which fulfills OCC's mission of "fostering a respectful, supportive, and participatory campus climate of student engagement."

CalWORKS/CARE [\(II.B.253\)](#)²⁵³

Recognizing the students' need to obtain jobs and the skills necessary to perform in the workforce, CalWORKS guides student-parents in the goal of family self-sufficiency by promoting post-secondary education, offering academic and career advising, job placement, and subsidized work study, while achieving the College's goal of providing workforce development opportunities for students. CARE is a state-funded program that provides access to disadvantaged students, assisting single parents in reaching their educational goals through

support and financial resources, as well as providing a forum for them to reach out and help others in need.

Campus Safety (II.B.254)²⁵⁴

In order to provide a safe, comfortable learning environment for students, faculty, and staff, Campus Safety offers 24-hour campus police escort services and emergency response, as well as information on emergency management procedures and crime-reporting procedures.

The Children's Center (II.B.255)²⁵⁵

The primary purpose of The Children's Center is to provide a comprehensive Early Care and Education program for the children of student-parents, faculty, staff, and the community. The Center strives to promote a healthy families, while enabling students to reach their academic and career goals.

Counseling Services (II.B.256)²⁵⁶

To serve the educational needs of students and help them identify and clarify personal, career, and academic goals, Counseling provides the following services:

- Educational Planning
- Career Exploration
- Counseling Classes
- Support Groups
- Study Skills and Personal Development Workshops
- Online Counseling (II.B.257)²⁵⁷

Extended Opportunity Programs and Services (EOPS) (II.B.258)²⁵⁸

The EOPS Program realizes the College's mission of enhancing student success by providing services to students with economic and academic barriers to their education. Another fundamental goal of the program is to increase the number of underrepresented students enrolled in the community college. Eligibility is determined by academic and financial need as mandated by the state.

Financial Aid (II.B.259)²⁵⁹

Recognizing the financial burdens of college and the various economic realities of its diverse student population, the Financial Aid Office provides information and access to an array of federal (Title IV) and state student financial aid programs with comprehensive details on each program. The office provides Financial Aid Orientation, application workshops (and federal and state forms), and disbursement workshops. Additionally, individual appointments are available for financial aid assistance and education, and are open to all students.

Financial Literacy counseling sessions are available to all students (II.B.260).²⁶⁰ Self-help videos, entrance and exit loan counseling, and other orientation information is also available to students via the online Financial Aid TV (II.B.261).²⁶¹

The International Center (II.B.262)²⁶²

The International Center assists international students transitioning into academic and social life in the United States, in an effort to uphold the College's goal of serving the educational needs of its global community. The Center offers a variety of services, including preparing the necessary paperwork for students to legally enter the U.S., as well as orientation

programs, assistance with registration, housing, social activities, and other college life programs.

Library (II.B.263)²⁶³

The Mission of the Orange Coast College Library is to support and complement the College mission of promoting student success by providing a wide range of 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.

- The Library maintains a print, media, and online collection of resources built around the College curriculum. The Library maintains a collection of best sellers for the enrichment of staff, students, and community users. Interlibrary loan is available to access hard-to-find materials. The Library provides photocopiers, scanners, microfilm readers, media viewing stations, and a computer lab to allow students to perform more effectively. To help develop library and information competency skills of students, the librarians provide library lectures to classes, library workshops for students, and a transferrable, general education course, Library 100. The Library further helps students, faculty, and staff by providing reference services.
- The Library offers an academic environment in which to study, collaborate in group study rooms, borrow from the large collection of textbooks and other materials, access electronic resources, and receives professional assistance from faculty librarians for research and information needs. The Orange Coast College Library primarily serves the students, faculty, and staff of the College. Beyond its primary mission, the Library serves all district personnel, as well as students from Golden West College and Coastline Community College. The inter-district library automation project has resulted in opening the collections and services of Fullerton College, Cypress College, Golden West, and Orange Coast College libraries to all staff and students of these institutions. Also served are members of the Alumni Association, the Emeritus Institute, and the Friends of the Library (II.B.264).²⁶⁴

Orange Coast College Bookstore (II.B.265)²⁶⁵

The OCC Bookstore offers students textbooks for sale, rental, and electronic delivery, including online textbook ordering (II.B.266),²⁶⁶ computer software, and general class supplies for students.

Puente Program (II.B.267)²⁶⁷

Realizing the College's mission to increase student learning and success, the Puente program navigates students through two consecutive English Composition classes, providing counseling and mentoring to help guide them through the process. While all students can participate in Puente, one of the program's primary goals is to aid Latino students in transferring to four-year universities and earning degrees.

Scholarship Program (II.B.268)²⁶⁸

Identifying the financial needs of exceptional students, as well as the institutional goal of rewarding achievement, OCC's Scholarship Program provides scholarships for graduating high school seniors, continuing students and students who have completed units at OCC but are transferring to higher institutions.

Special Student Services (students with disabilities) (II.B.269)²⁶⁹

The philosophy at Orange Coast College is that every student should have the opportunity to realize his/her greatest potential in pursuit of higher education. Students with disabilities have the same needs, interests, and strengths as all individuals. Students may qualify for counseling, interpreters, registration assistance, specialized equipment, test proctoring, and many other services. Disabled students also have access to computer support services through the High Tech Center.

Student Computing Center (II.B.270)²⁷⁰

Student computing at Orange Coast College is supported by the OCC Information Technology Department, whose goal is to bring students effective computer, printing, wireless, and other digital resources and tools. Student needs are met through the 1,300 student computers on campus, two open computer labs (one in the Library and one in the Computing Center), as well as 30 classroom-size computer labs.

Student Health Center (II.B.271)²⁷¹

To promote a safe, healthy environment for students, the Student Health Center offers nursing, medical, and mental health services to all students.

Student Success Center (II.B.272)²⁷²

The mission statement of the Student Success Center is to provide a unified source of exemplary programs for student learning and to assist and engage students in achieving their academic and personal goals by providing support, access, and outreach through the following services:

- Writing/Reading Center
- PASS classes
- Free Tutoring services
- Orange Coast College early alert
- Drop-in Tutoring
- Math Center
- Smarthinking online tutoring

Transfer Center (II.B.273)²⁷³

Bolstering the College's mission to provide services leading to academic degrees and college transfer, OCC's Transfer Center offers a variety of resources: transfer-oriented workshops designed to facilitate successful transfer to a four-year institution, individual consultations with four-year university representatives, Transfer Day (as well as several mini-fairs throughout the year), transfer-admission agreements, university campus tours, and computers to do research and apply online.

Veterans Services (II.B.274)²⁷⁴

Veterans Services assists reservists, service-persons, veterans, and spouses or dependents of veterans, with the goal of assisting students in acquiring G.I. education benefits while pursuing educational goals.

Self-Evaluation II.B

The College meets the Standard. OCC admits diverse students with an array of backgrounds, experiences, and abilities; assesses the various needs of those students; and provides ample services to meet those student needs and uphold the College's mission.

Program review guidelines and timelines have been aligned campus-wide, in order to maintain the quality of the College's student services and programs. Campus dialogues about student learning and success are occurring through the program review and peer evaluation processes, as well as in the Title III Steering Committee [\(II.B.275\)](#),²⁷⁵ ensuring broad-based input from faculty and staff in the collective effort to improve the effectiveness of Student Services.

The Coast Community College District, with participation from all three District colleges, is also currently implementing a degree audit system and online student education plan, which is aimed at scheduling based on student demand and increasing educational goal and degree completion, easing the student pathway through the institutional experience.

All programs in Student Services document student learning in their areas. In addition to identifying student learning outcomes, the programs assess those outcomes on an annual basis and utilize the data in the program self-evaluation. For example, the Associated Students of Orange Coast College measures students' understanding and identification of leadership skills, utilizing the Leadership Practices Inventory (LPI) developed by Kouzes and Posner; through the LPI pre- and post-test as well as personal reflection, leadership skills are intentionally developed.

Another example includes Financial Aid, and an outcome that focuses on students learning to manage their personal finances; the learning is developed through financial aid orientation, communication, and various tutorials on the OCC Financial Aid website, and the measurement comes via Orange Coast College's loan default rate.

One of the Student Health Center's student learning outcomes is that "students using the Student Health Center will show evidence of the support they have received as evidenced by academic indices." The criteria to demonstrate this correlation comes from aggregate data. The data compares the success of students who utilize the Student Health Center with the OCC general student population. In 2011-2012, data for this student learning outcome indicated that students utilizing the health center had higher success rates [\(II.B.276\)](#).²⁷⁶

<u>Average Grade Point Average</u>	<u>Fall 2011</u>	<u>Spring 2012</u>
Student Health Center	2.95	2.97
OCC General Population	2.74	2.76

<u>Success Rates</u>	<u>Fall 2011</u>	<u>Spring 2012</u>
Student Health Center	80.7%	81.1%
OCC General Population	74.5%	74.6%

<u>Retention Rates</u>	<u>Fall 2011</u>	<u>Spring 2012</u>
Student Health Center	91.6%	91.2%
OCC General Population	88.4%	88.1%

<u>Students in Good Standing</u>	<u>Fall 2011</u>	<u>Spring 2012</u>
Student Health Center	73.0%	75.9%
OCC General Population	57.5%	59.6%

Actionable Improvement Plan II.B

- None

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

Student Services programs conduct a comprehensive program review every three years. Each program follows the Student Services Program Review guidelines [\(II.B.277\)](#).²⁷⁷ Quantitative and qualitative data provided by each program plays a central role in the analysis of the program’s effectiveness. The program review process culminates in a set of goals to improve the effectiveness of the program in supporting student needs and learning. To ensure the program is accurately reviewed, a peer evaluation committee, consisting of staff, administrators, faculty, one student, and the Orange Coast College Program Review Coordinator, interviews each program. The peer evaluation provides feedback on the actual document, as well as commendations and recommendations to the program.

Support programs reviewed in this process include the Associated Students of Orange Coast College (ASOCC), the Bookstore, CalWORKs, the Children’s Center, Enrollment Services, EOPS/CARE, Financial Aid, the International Center, Matriculation, the Scholarship Program, and Student Health Services [\(II.B.278\)](#).²⁷⁸ During the other two “off” years, each program conducts an annual program review, which requires programs to update their student learning outcomes and plans. Both the comprehensive and annual program reviews assess student learning, using the data for program improvement [\(II.B.279\)](#).²⁷⁹ An example of program improvement comes from the Associated Students of Orange Coast College. One student learning outcome states that “through participation in the ASOCC Leadership and Governance program, Student Senators and Officers will demonstrate knowledge and understanding of leadership skills.” The pre-test allows students to assess their own leadership skills and to set goals to work toward increasing those skills. In discussing the pre- and post-test scores at the end of their ASOCC terms of office, staff observed a disconnect between August and May in reviewing the pre-test scores with the students. ASOCC staff now perform reviews of the LPI’s exemplary leadership practices (challenging the process; inspiring a shared vision; enabling others to act; modeling the way; encouraging the heart) during the January mid-year training day, and students reflect on their goals and progress thus far [\(II.B.280\)](#).²⁸⁰

Self-Evaluation II.B.1

The College meets the Standard. The quality of support services is documented through annual, comprehensive program reviews. With the Program Review Coordinator participating in Student Services Program Review, and the Student Services Program Review Chair participating on the Institutional Effectiveness Committee (formerly the Program

Review Committee) and the Student Learning Outcomes Advisory Committee, there is broad-based discussion about Student Services supporting student learning. A specific example includes a Student Services wing meeting (all staff and faculty) in April 2012 to share and discuss Student Services SLOs, program review, and support of student learning [\(II.B.281\)](#).²⁸¹

For campus-wide program self-evaluation, criteria have been developed to ensure quality program review and authentic assessment of student learning outcomes. Additionally, on an annual basis, the Student Services Program Peer Evaluation Committee, in consultation with the Program Review Coordinator, evaluates the program review process and guiding documents. This allows for continual improvement, as well as assures alignment of campus-wide program review processes and documents [\(II.B.282\)](#).²⁸²

OCC Student Services is determining a process for including a structured dialogue with students who utilize support services, under the umbrella of Student Services. While some students provide input through participatory governance committees, a greater number of students can be involved through a defined process. For example, students involved in the Associated Students of Orange Coast College (ASOCC) program can be involved in a discussion with the ASOCC advisors about the results of certain student learning outcome assessments, in order to have a more robust dialogue about student learning in this non-instructional program. Student learning outcomes assessment results and program review results (self-evaluation; peer review commendations and recommendations) are incorporated into major planning documents and processes of the College.

In order to further strengthen the robust dialogue and analysis of program review in Student Services, on an annual basis the Vice President of Student Services holds a division-wide forum to discuss commendations and recommendations of the Student Services Peer Evaluation Committee.

Actionable Improvement Plan II.B.1

- None

II.B.2.a-d

The institution provides a Catalog for its constituencies with precise, accurate, and current information concerning the following:

II.B.2.a General Information:

- *Official Name, Address(es), Telephone Number(s), and Website Address of the Institution*
- *Educational Mission*
- *Course, Program, and Degree Offerings*
- *Academic Calendar and Program Length*
- *Academic Freedom Statement*
- *Available Student Financial Aid*
- *Available Learning Resources*
- *Names and Degrees of Administrators and Faculty*
- *Names of Governing Board Members*

II.B.2.b Requirements:

- *Admissions*
- *Student Fees and Other Financial Obligations*
- *Degrees, Certificates, Graduation and Transfer*

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

- *Academic Regulations, including Academic Honesty*
- *Nondiscrimination*
- *Acceptance of Transfer Credits*
- *Grievance and Complaint Procedures*
- *Sexual Harassment*
- *Refund of Fees*

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

Descriptive Summary II.B.2.a, II.B.2.b, II.B.2.c, II.B.2.d

The Orange Coast College *Catalog* provides comprehensive information about College processes, procedures, and policies ([II.B.283](#)).²⁸³ Information includes College contact information, including official name, address, telephone numbers, and website address of the College; educational mission; course, program, and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty; and names of Governing Board Members.

The Orange Coast *Catalog* also provides detailed information on current student admissions requirements; fees and other financial obligations; as well as degrees, certificates, graduation, and transfer ([II.B.284](#)).²⁸⁴

Major policies impacting students are clearly outlined and, as policies change, consistently revised in the updated version of the Orange Coast *Catalog*. This includes extensive information on campus policies related to academic regulations, including academic honesty, nondiscrimination, acceptance of transfer credits, grievance and complaint procedures, sexual harassment, and refund of fees ([II.B.285](#)).²⁸⁵

In regard to policies not included in the *Catalog*, departments and programs provide hard copies and online copies for students, prospective students, and the public, in easily accessible formats. An easy-to-use “search” feature on the Orange Coast College and Coast Community College District websites provides accessibility to forms, policies, and other information.

Specific policies include the Coast Community College District’s Student Code of Conduct (Board Policy 3902), which is posted on the Orange Coast College website ([II.A.286](#))²⁸⁶ and on the Coast Community College District website ([II.B.287](#)).²⁸⁷ Coast Community College District Board policies on “Educational Programs and Student Relationships” are also readily available on the District’s website ([II.B.288](#)).²⁸⁸ which lists its policies, from “Student Safety” to “Withholding of Transcripts” to “Student Accident Insurance.”

In addition, all policies and procedures for Financial Aid are posted online on the Orange Coast College website, including specific application procedures and policies, necessary forms, and steps for applying for loans [\(II.B.289\)](#).²⁸⁹ The Financial Aid page also provides a summary of federally mandated consumer information for financial aid recipients, including information about rules and regulations regarding access to and disclosure of student records [\(II.B.290\)](#).²⁹⁰

In summer 2012, Orange Coast College developed an official Service Complaint Process, accessible on the Student Services page of the College website [\(II.B.291\)](#).²⁹¹ The page outlines policies and processes for service complaints, as well as grade grievances, discrimination complaints, and sexual harassment, providing a link to the official campus complaint form [\(II.B.292\)](#).²⁹² If a student is unable to resolve an issue at the informal level, directly with the employee or immediate supervisor, the student may file a formal service complaint. All service complaint forms are logged in the Vice President of Student Services' office and forwarded to the appropriate complaint officer for investigation. Once the investigation is complete, students receive a written response, which is maintained in the Vice President of Student Services' office. Students are referred to the Grade Grievance Officer should they wish to avail themselves of that process. The Grade Grievance Procedure explains the four levels of review for grade disagreements and steps for seeking a resolution regarding a disputed grade are detailed out for students.

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

The College meets the Standards. Orange Coast College has established mechanisms in place, ensuring precise, accurate, and current information in the College *Catalog*.

The Publications Office leads this effort, assigning appropriate personnel, including managers, administrators, coordinators, staff, and faculty, to review the current year's *Catalog* pages and provides updates and corrections. A deadline is provided to submit information [\(II.B.293\)](#).²⁹³ In the revision process, In-Copy software is used so that major contributors can edit in real-time, avoiding the back-and-forth exchanges of hard copy edits, improving efficiency and accuracy. The final *Catalog* is found both in print and on the College's website. Any corrections to the printed version of the *Catalog*, including new curriculum and programs added and deleted, are updated in the online *Catalog* to reflect the most current and complete information.

Providing the *Catalog* online as a printable PDF, through mobile applications (including a smartphone application), and as a Quick Response (QR) Code, makes the *Catalog* readily available to students, prospective students, and the public.

The OCC Bookstore also carries a small quantity of catalogs for purchase, produced by OCC Reprographics. Reference copies are also distributed and available in the Library, and departments and managers are provided copies to have available in their offices. Beginning in 2012-2013, however, on the recommendation of the Schedule and Catalog Committee and the Communications Sub-Committee, in order "to reduce costs, ensure accuracy, align production with key registration and compliance dates," to provide reviewers with more flexibility, and "provide the best possible options to serve our students, faculty, and campus constituents," the *Catalog* "is no longer printed off-site in large quantities" [\(II.B.294\)](#).²⁹⁴ Print-on-demand copies are available through Orange Coast College Reprographics for

faculty and staff, and printed copies continue to be available for students and the public at the Library Reference Desk, Counseling, Career Services, the Student Success Center, and other support service offices.

Actionable Improvement Plan II.B.2.a-d

- None

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

The support needs of Orange Coast College students are determined through a variety of methods, including Student Services Program Review, Instructional Program Review, Administrative Services Program Review, and President's Wing Program Review [\(II.B.295\)](#).²⁹⁵ All comprehensive program reviews are conducted on a three-year cycle.

Each of the Student Services programs undergoing comprehensive program review conduct satisfaction surveys. Additionally, the College periodically conducts a campus-wide survey of students, requesting feedback on services and students' needs. Most recently, this survey was conducted via email [\(II.B.296\)](#).²⁹⁶ The program review peer evaluation team conducts an hour-long interview with each program, and the team provides extensive feedback, which includes recommendations and commendations, including how well the program is addressing students' needs. As part of the evaluation process, the Vice President of Student Services hosts an annual meeting of Student Services personnel, sharing program review commendations and recommendations, and providing a forum for further input.

Students also have direct input into the development of support programs through involvement in participatory governance through the Associated Students of Orange Coast College (ASOCC), which solicits applications from students who wish to serve on participatory governance committees, and students are subsequently assigned as representatives. The ASOCC Vice President of Diplomatic Affairs reviews students' applications to serve on these committees, making recommendations to ASOCC for approval of these assignments. This ASOCC Vice President subsequently monitors student participation, including accumulating reports from the student representatives about the committees and councils on which they serve [\(II.B.297\)](#).²⁹⁷

Self-Evaluation II.B.3

The College meets the Standard. The College does a thorough job of evaluating its Student Services programs and in analyzing and distributing data through a comprehensive program review process.

Actionable Improvement Plan 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

The College provides equitable access to all students by providing comprehensive and reliable services to students in the following areas: Orientation, Admissions, Registration, Financial Aid, Counseling, Parking and Public Safety, Special Programs and Services, Extended Opportunity Programs and Services (EOPS), and the Scholarship Program. These services are provided in-person, with many services provided online as well, and all maintain up-to-date websites that are accessible to all students, 24/7. The appropriateness of services is evaluated through the program review process, which surveys students about their satisfaction with the quality and access to current services.

Orientation for new students is conducted in-person for high school students, or online for all others who matriculate to the College ([II.B.298](#)).²⁹⁸

The Children's Center, by the nature of the program's mission and purpose, provides in-person child care services. Details of care, hours, costs, and the program are available on the Center's website. Online assistance is available in the form of a Parent Handbook and a Monthly Newsletter ([II.B.299](#)).²⁹⁹

The mission of Special Programs and Services is to offer quality programs and services, empowering students with disabilities to access and engage in educational activities at Orange Coast College. Special Programs and Services include comprehensive services to students with documented need. These services include Adapted Physical Education, telecommunication devices for the Deaf, Disabled Students Center, High Tech Center, and Learning Center. Services are available in-person; Special Programs and Services include detailed information about the various services available on its webpage ([II.B.300](#)).³⁰⁰

The Enrollment Center is located in Watson Hall and is open Monday through Friday, providing comprehensive admissions, enrollment, and registration services both online and in-person. An admissions application is available in-person or online ([II.B.301](#))³⁰¹ to all prospective students, and the website includes pertinent admissions information on California residency requirements, the Early Start Program (concurrent high school enrollment), as well as applying as a new or returning student. Online registration ([II.B.302](#))³⁰² is also available to all students. With Banner Self-Service well-established, the last program review for the Enrollment Center demonstrated that 88.7% of students complete their registration online ([II.B.303](#)).³⁰³ though in-person services are also available as needed. Enrollment Services also provides a bank of computers for students to utilize online services, and staff members are available to assist students.

Financial Aid provides the majority of its forms and corresponding information on the OCC website ([II.B.304](#))³⁰⁴ for the convenience of students. Complementing the wide range of information and services available online, in-person workshops and financial aid orientations are available to all students, including a workshop detailing how to complete the Free

Application for Federal Student Aid (FAFSA). Appointments with financial aid staff can be made in-person or online [\(II.B.305\)](#),³⁰⁵ as well.

Counseling Services offers walk-in counseling on a limited basis, as well as counseling by appointment, which can be scheduled in-person or online [\(II.B.306\)](#).³⁰⁶ In-person counselors can provide students with advising on educational plans, career plans, dismissal and probationary issues, academic petitions for exception to policies, and academic renewal. Online counseling [\(II.B.307\)](#)³⁰⁷ is also available on a number of issues and concerns, including registration and enrollment, transfer requirements, and filing periods.

The office of Parking and Public Safety provides 24-hour escort and emergency response services. In addition, the website provides online purchase of parking permits, as well as information on crime statistics, emergency management, and OCC campus safety tips [\(II.B.308\)](#).³⁰⁸

The Student Health Center provides in-person services to students with consistent hours of 8:00 a.m. to 5:00 p.m., Monday through Thursday, with services including medical and mental health, as well as health education and wellness programs. For urgent needs during other hours, the Student Health Center provides hotline phone numbers [\(II.B.309\)](#).³⁰⁹

Mobile applications went live in spring 2012 and included MyBill, the *Schedule of Classes*, a campus map, campus news, contacts, emergency notifications, and campus events [\(II.B.310\)](#).³¹⁰

The Complaint Resolution Form is available online [\(II.B.311\)](#)³¹¹ for easy access; should students not be able to print this on their own, campus offices can provide a printed copy.

For in-person services, Student Services continues to cross-train employees in order to increase efficiencies and effectiveness. For example, Enrollment Services has cross-trained approximately 90% of its staff, so that students can visit one window (in-person services), and one person can answer the majority of students' questions. Another example is that the Associated Students of Orange Coast College staff have been cross-trained to provide photo IDs, so that during impacted enrollment periods (e.g. the first week of the semester), Enrollment Services staff can focus on more complex admissions and registration issues.

Self-Evaluation II.B.3.a

The College meets the Standard. Where appropriate, multiple methods of access are afforded to students. Where appropriate, cross-training is occurring in order to maximize staff and increase efficiencies in providing students access to services.

Programs providing services to students will continue to conduct annual student surveys in order to determine needs and satisfaction with services. While changes to services may be made annually, trends in survey results are analyzed formally every three years during program review to determine if major improvements to programs and/or services are needed. For example, for ease of access, Enrollment Services (first floor of Watson Hall, the College's one-stop enrollment center) was reconfigured to create an open area with tables and chairs and the addition of Wi-Fi (previously not available in the building).

Actionable Improvement Plan II.B.3.a

- None

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 begins with the following: "Orange Coast College is committed to student learning and personal improvement," demonstrating the College's student-centered focus [\(II.B.312\)](#).³¹²

Throughout the College, many events and programs encourage personal and civic responsibility, intellectual development, aesthetic development, and personal development of students.

The Associated Students of Orange Coast College [\(II.B.313\)](#)³¹³ budget is allocated by the students to a myriad of programs that encourage personal and civic responsibility, including leadership and governance conferences and workshops, student clubs, job placement, study skills and personal development workshops, awareness days, athletics, and tutoring.

In addition, the campus hosts a number of conferences, workshops, readings, lectures, committees, and other events encouraging intellectual, aesthetic, and personal development. These are scheduled and published in the OCC Events Calendar on the College's website [\(II.B.314\)](#).³¹⁴ Some sample events include the following:

- Visiting Scholar Program
- Earth Week
- Theatre productions, including "V-Day Monologues"
- Art Gallery shows in the Frank M. Doyle Arts Pavilion
- ASOCC Leadership Conference
- ASOCC Awareness Day
- Academic Integrity Seminar (through the Dean of Student Services office)
- Internship Academy
- Job Placement Center workshops
- International Center cross-cultural speakers and activities
- Student clubs and organizations (approximately 50 wide-ranging clubs each semester)
- Adaptive physical education and "The Second Half" classes and activities for adults over age 50
- Student trips to Northern California universities through the Transfer Opportunity Program and Puente Program
- Vietnamese Student Association Cultural Night
- Blood drives and blood mobiles
- Special Olympics (co-host)
- Science Night
- International/Multicultural Day
- Study Abroad Fair

Self-Evaluation II.B.3.b

The College meets the Standard. All offices, departments, and programs are responsible for providing students with these opportunities. In many cases, there is collaboration between areas. Use of multiple resources provides for a breadth of opportunities. For example, ASOCC and the International and Multicultural Education Committee (IMEC) co-sponsored an International Day during the spring 2011 and 2012 semesters.

Actionable Improvement Plan 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

Counseling Services at Orange Coast College ([II.B.315](#))³¹⁵ helps students identify and clarify personal, career, and educational goals, to choose options that will improve the quality of their lives. Professionally trained counselors are available to assist students with the following:

- Educational Planning
- Career Exploration
- Personal Counseling
- Counseling Classes
- Support Groups
- Re-Entry Services
- Support Groups
- Referral Services
- Transfer Services
- Study Skills and Personal Development Workshops

Through the program review process, Counseling Services is able to maintain and evaluate counseling and academic advising programs to support student development and success.

In order to ensure that Counseling faculty are prepared for the advising function, all new counselors are evaluated annually for four years before they are granted tenure. During their first year, a committee is formed consisting of one faculty member outside the discipline assigned by the Academic Senate, one counselor (volunteer) from the division, and the Dean of Counseling. A faculty member from Counseling usually serves as chair of the evaluation committee and is in charge of following the policies of the union's contract for tenure-track faculty. If the new counseling faculty member is teaching a class, the evaluation process includes a student survey.

The evaluation committee members sit in counseling sessions, observe classes, and provide recommendations for improvement. Full-time/tenured faculty are evaluated following the same procedures every three years. Part-time counseling faculty are evaluated once during the first year of employment. New counseling faculty are provided with mentors and training

manuals. They are also encouraged to attend UC and CSU Counselor Conferences, to get involved with student activities and advise student clubs, to join committees within the division, and to serve on campus-wide committees.

The College hired two full-time counselors for 2012-2013. One of these counselors works half-time for International Students, and the other works half-time with Allied Health students ([II.B.316](#)).³¹⁶

The Counseling Division has high standards and hires counselors based on experience in counseling and teaching in community colleges. In a careful review of applications and resumes, high priority is given to applicants with extensive experience and expertise in teaching Career Counseling and Study Skills courses. The division values new counselors who have previously worked at the community-college level.

All members of the Counseling Division are required to update their skills by attending the UC and CSU Counselor Conferences. They also participate in different activities within the department (such as presentations/updates by members of different divisions and group case studies during the bimonthly division meetings), on campus (such as staff development activities), and off campus (such as attending conferences by different professional organizations) ([II.B.317](#)).³¹⁷

The Counseling Division has developed a comprehensive “Internship Program” and accepts graduate students from local universities. A notification is sent to local universities informing them of the internship opportunity at Orange Coast College. Graduate students are required to be enrolled in a master’s program and submit an application to the Counseling Division. Those who already have a master’s degree are not eligible for this program. The selection process includes an interview with a committee, which consists of four to five counselors. Once applicants are selected, they must complete a contract that includes an agreement between the university and Orange Coast College. Graduate students who participate in the internship program are required to work for two semesters. They must also participate in unpaid training for 6-8 hours per week.

During their first semester, counseling interns are assigned to one or two counselors/mentors and are provided with a training manual. They are required to observe counseling sessions, counseling classes, new student orientations, and study skills workshops. During the second semester, the interns co-teach counseling classes with their mentors, present several lessons, and interpret different inventories in Career Exploration classes. All of the interns’ teaching and interpretation of test results are supervised by their mentors. Toward the end of their second semester, the interns conduct individual and academic counseling under supervision. The counseling interns participate in an exit interview with the Internship Committee before they can receive credit for their internship from their university.

The Counseling Internship Program at Orange Coast College is well established, provides valuable training for graduate students, makes a substantial contribution to the training of future community college counselors, and offers a valuable resource for the College through the additional support these interns provide to the Counseling faculty and OCC’s students.

In addition, Extended Opportunities Programs and Services (EOPS) provides counseling to eligible students who are accepted into the EOPS program. Examples of how this program enhances student development and success include the application [\(II.B.318\)](#),³¹⁸ the Student Educational Plan [\(II.B.319\)](#),³¹⁹ and the Academic Grade Report [\(II.B.320\)](#).³²⁰

Self-Evaluation II.B.3.c

The College meets the Standard. A wide variety of services are provided by Counseling Services, supporting the educational and career goals of a large number of students. Online orientation assists in ease of access for students. Counselors are evaluated regularly and attend various training sessions on an on-going basis, which allows for new information to be shared in a timely manner with students as they are advised by counselors. Counseling undergoes program review every three years, which allows for re-evaluation of processes and services, and enables continual improvement.

Actionable Improvement Plan II.B.3.c

- None

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

Orange Coast College's commitment to diversity is stated in its Community value: "We value a culture that serves, engages, and connects all campus and community members" [\(II.B.321\)](#).³²¹ The College's *Educational Master Plan* [\(II.B.322\)](#)³²² outlines the following College goals that support diversity:

- To provide international and multicultural activities to promote a culture of diversity, inclusiveness and global competence.
- To maintain relationships and partnerships with local and global businesses, communities, and organizations to foster diversity and workforce development.
- To utilize effective outreach, partnerships, and enrollment strategies to enhance the diversity and success of our students.
- To provide a technologically advanced learning environment to increase student success and access to institutional resources.
- To recruit a diverse population of students and employees and provide continuous training to create a highly competitive and desirable workplace.

The College supports and enhances diversity through several curricular and co-curricular programs and activities, including:

International and Multicultural Committee [\(II.B.323\)](#)³²³

The College has established an International and Multicultural Committee (IMC) whose mission is to foster a community that promotes diversity and international and multicultural teaching and learning at Orange Coast College. More specifically, as stated on IMC's OCC Portal page, the goals of the committee are as follows:

- Provide leadership and support for innovative international and multicultural teaching and learning at Orange Coast College.
- Promote and support an increase in curricular offerings that enhance knowledge and appreciation of diverse cultures.
- Foster an environment that supports and encourages sharing and discussion of current methods of pedagogy and contemporary issues inherent in curriculum reform.
- Provide international and multicultural experiences and programs to increase student, faculty, and staff awareness and knowledge of global issues.
- Promote and support seminars, lectures, and other international and multicultural activities at the divisional and campus-wide levels.
- Publicize and promote international and multicultural campus resources.
- Foster an environment that supports and enriches all students, and provides assistance to ethnic minorities so that they can become more at ease in the new culture.
- In conjunction with the ASOCC, foster increased student leadership and involvement in international and multicultural education.
- In conjunction with the International Center and other campus departments, encourage and promote Study Abroad programs.
- Promote the expansion and availability of international and multicultural education materials.
- Promote the formation of a Multicultural Educational Center that will serve as an intercultural information and communication center for the College community.
- Seek funding for goals and objectives of the committee.

A sample calendar of IMC events from October 2011 documents the promotion of cultural awareness and celebration of Orange Coast College's diversity ([II.B.324](#)):³²⁴

- Innovative Educators webinar on "Diversity, Inclusivity, and Civility: Encouraging Students' Cultural Competence" in fall 2011, including follow-up meetings for discussion; co-hosted with Staff Development Committee
- "The Day of the Dead" celebration, fall 2011
- "Cultural Awareness Day," fall 2011, co-hosted with Associated Students of Orange Coast College. The event included a presentation by Orange Coast College faculty on "Immigration to the United States"
- Professor Irini Rickerson's annual AIDS benefit
- "The Role of Muslims in America," fall 2011, co-hosted by the Orange Coast College Muslim Student Association
- Supported the Orange Coast College Desi Students Association's Pakistan Flood Fundraiser, fall 2011

In addition, the International Multicultural Committee has developed student learning outcomes, and Staff Development conducts evaluations of workshops and webinars.

Associated Students of Orange Coast College (ASOCC) ([II.B.325](#))³²⁵
ASOCC, through the InterClub Council ([II.B.326](#))³²⁶ and the College Life Committee ([II.B.327](#)),³²⁷ promotes an understanding and appreciation of diversity by providing students the opportunity to create clubs. Over the past four years, clubs that have promoted an understanding of race and/or culture include Coast Hillel, the Muslim Student Association,

the Vietnamese Student Association, and others. The number of clubs that are cultural in nature (by academic year) include the following:

- 2008-2009, 14 of 65
- 2009-2010, 11 of 74
- 2010-2011, 13 of 67
- 2011-2012, 8 of 55 (fall 2011 only)

Events that have been sponsored by ASOCC and student clubs include the following [\(II.B.328\)](#).³²⁸

- Informational speakers
- Ethnomathematics presentation
- International students panel
- Study abroad panel
- Cultural foods
- Country/cultural informational brochures and reports
- Cultural dance demonstrations
- Study Abroad Fair

International Center [\(II.B.329\)](#)³²⁹

Recruitment: The International Center attempts to recruit new international students in order to enhance the diversity of the College via expansion of the international student population. Using advertising, marketing, travel, and agreements with other entities, OCC seeks to maintain the growth of its international student population, which is captured in the following graph [\(II.B.330\)](#).³³⁰

Year (Fall)	2007	2008	2009	2010	2011
International Student Enrollment	569	633	713	704	687

Retention and Programming: The Center provides various activities and programs for international students. All students are welcome to participate. These programs and gatherings connect international students with one another and with domestic students. As a part of the Center’s Learning Outcomes, the Center assesses the effectiveness of such programs through surveys [\(II.B.331\)](#).³³¹

International Student Association: International students have an organized International Student Association, which hosts a variety of activities for both international and non-international students.

Connecting international students with community members: Through the College, international students are also connected with the organization Friendship Partners/International Student Incorporated (ISI), which links international students with families in the community. This helps promote diversity at a larger level. Additionally, the

International Center provides information on two Homestay agencies that can provide international students with housing options. Such services provide both host families and international students with opportunities to exchange cultural information. The housing information can be viewed on the College website [\(II.B.332\)](#).³³²

Language Courses

Through its Foreign Language program, the College helps foster cultural awareness and understanding in its student population. For example, Spanish 180 (Elementary Spanish) includes the following course description: “The focus is on development of elementary proficiency in listening, speaking, reading, and writing in Spanish, with an introduction to cultures related to the Spanish language” [\(II.B.333\)](#).³³³ This description demonstrates that students taking a foreign language learn both the communication skills and the culture of the language they are learning.

The English as a Second Language Program assists students from diverse backgrounds and cultures succeed in their academic pursuits. The ESL mission statement for OCC affirms this goal: “The English as a Second Language (ESL) department at Orange Coast College is committed to providing a comprehensive education in English reading, writing, and oral skills to speakers of other languages so that they can reach personal, educational, and professional goals and enjoy success as members of the global community of English speakers” [\(II.B.334\)](#).³³⁴ Specifically for ESL A153, the course focuses on “Development of academic and cultural adjustment skills necessary to succeed in college.”

Study Abroad

The Study Abroad Program at Orange Coast College is faculty-driven: faculty create study abroad opportunities and recruit students for these programs. Study Abroad programs promote academic and social submersion of students into other cultures to promote a globally aware population [\(II.B.335\)](#).³³⁵

The International Center coordinates and hosts a Study Abroad Fair once a semester; the fair is open to third-party entities to participate in and promote their study abroad programs, with the goal of exposing students to a variety of opportunities for studying abroad.

Orange Coast College Non-Discrimination Statement

The College non-discrimination policy is posted and printed throughout the College’s various publications, including on the Orange Coast College President’s webpage, the ASOCC Student Government Manual, InterClub Council Handbook, and ASOCC brochures: “The Coast Community College District does not discriminate unlawfully in providing educational or employment opportunities to any person on the basis of race, color, sex, gender identity, gender expression, religion, age, national origin, ancestry, sexual orientation, marital status, medical condition, physical or mental disability, military or veteran status, or genetic information” [\(II.B.336\)](#).³³⁶

Self-Evaluation II.B.3.d

The College meets the Standard. The College encourages a diverse campus culture, providing numerous opportunities for students to engage in an array of activities and programs that promote cultural awareness and understanding. The International and Multicultural Committee and the Associated Students organize cultural events on campus. The

International Center also builds on- and off-campus events into its programs each semester. And through its foreign language and ESL programs, OCC promotes diversity through a broader understanding of various cultures, worldviews, and languages.

Actionable Improvement Plan II.B.3.d

- None

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

Currently, all tests used for placement purposes have been developed by external test publishers, and the College does not use locally developed tests. Orange Coast College has a regular cycle to evaluate its placement instruments. The California Community College Chancellor's Office (CCCCO) test approval list is monitored to ensure that OCC's placement instruments are approved for use by the CCCCCO, and the College submits applicable tests for approval as locally managed tests. The testing manuals for these instruments ensure the reliability of the test and were designed to minimize bias. Additionally, test bias is minimized by assigning a diverse group of campus faculty, staff, and/or administrators to review the test questions for potential bias before a test is adopted. Any areas of concern identified in this review are evaluated for the extent of their impact [\(II.B.337\)](#).³³⁷ Locally, the College validates the cut scores on a regular cycle to ensure that score ranges correlate to success in the course. Disproportionate impact studies are conducted on a cycle to monitor age, gender, ethnicity, and disability status. OCC has begun a new consequential validity study in the spring 2012 semester for English, ESL, and Math. Analyses for Math were completed in fall 2012 while English and ESL will be completed by spring 2013.

Self-Evaluation II.B.3.e

The College meets the Standard. Validity of placement instruments is assured through the consequential validity studies and recurring cut score analyses conducted. All tests currently used at Orange Coast College were deemed as having minimal to no bias implications. An analysis of the cut scores and disproportionate impact studies are also conducted on a cycle to monitor age, gender, ethnicity, and disability status. All tests are evaluated on a six year review cycle and by the end of 2012/2013 all current tests in use will have been evaluated within the last three years [\(II.B.338\)](#).³³⁸

Actionable Improvement Plan 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

All College departments follow the Coast Community College District's Retention and Destruction of Records policy ([II.B.339](#)).³³⁹ All employees with access to student records sign a statement of understanding (Security and Confidentiality Agreement for BANNER Systems Information) regarding release of information ([II.B.340](#)).³⁴⁰ They review Family Educational Rights and Privacy Act (FERPA) policies and ensure that appropriate information is released only to students or to a third party if there is a release of record on file. Specific information is released to appropriate federal agencies as outlined in FERPA ([II.B.341](#)).³⁴¹ A FERPA manual is published and distributed to the campus via the OCC Portal ([II.B.342](#)).³⁴² Digitally archived files have limited access, via explicit permissions to IT from a supervisor.

Allied Health Division

During the application period for programs in the Allied Health Division, prospective student files are kept in the division office, in locked cabinets in a restricted area. These files contain each student's application, transcripts (if any) or previous college coursework, and education plan. The application is updated every fall semester to maintain current contact information. OCC student ID numbers are used (versus social security numbers).

Once a student is accepted to a program, the student file is transferred to the program director. These files are kept in locked offices within locked file cabinets. Items in these files include health and immunization records, records of background and drug clearance status, various release forms, program related records, and required evaluation documents (required by outside accreditation agencies). Some of the documents in the student's file are required by law (for example, Radiation Technology and Dental Assisting programs).

When students complete a program, their file is moved to a secure, locked archive room. These files are organized by program, labeled with the graduation date as well as the year the file is to be discarded. The discard date is determined by outside accreditation agencies, and range from five to ten years. Once the discard date is reached, that student file is shredded.

Assessment

Comprehensive assessment information is maintained in the CAPP system, housed locally in the Assessment Center. Placement test scores, which are adjusted for multiple measures, and students' placement, are uploaded into the College's student system, Banner.

CalWORKs

All student records and documents are kept in individual case management files. When a file is not in use, it is kept in a locked cabinet. The CalWORKs Office is always locked when campus personnel are not present. Student records (e.g. attendance/progress reports, final grades) are released to county welfare departments with signed consent from the student.

Children's Center

Student-parent files are enrolled family files. They are categorized by the last name of the child first, and then first name. The file has two sections, one for student-parent eligibility documentation (California Department of Education-Child Development Division, CDE-CDD), court documents (if needed), education plans, semester course schedules, mid-semester progress reports, and final semester grades. The second section includes the child's

information for licensing (Department of Social Services – Community Care Licensing/DSS-CCL). Student-parent files are kept in a locked filing cabinet. During operational hours, cabinets are unlocked to provide access for daily work. At the end of the day, files are locked, and the keys are kept in a lock box. Opening and closing office staff and administrators have the code of the lock box and are responsible for opening and locking the files daily. Student-parent files are kept in the cabinet while their child is enrolled in the program. After families leave the program, their files are placed in a drawer labeled “Termed” until the end of the year, when these files are moved to a locked storage unit in the Toddler Yard and kept for five years as required by both CDE-CDD and DSS-CCL.

Student-employee files are kept in the Payroll Specialists/Medical office in a locked filing cabinet. The office is locked when not in use. The files are also required by both CDE-CDD and DSS-CCL. They contain required employment information, educational transcripts, permit and credential copies, TB test results, and fingerprint clearance. Administrators, the payroll specialist, and one office clerk have access to the files or file cabinet. Student-employee files are kept in the file cabinet during employment. When employment is terminated, the file is kept in a “Term” file drawer within the cabinet and then, at the end of the year, placed in the locked storage unit in the Toddler Yard and kept for five years.

Counseling

The state and federal government requires that the College keep student records for three years. Paper records are kept for three years after the last term attended. All records are scanned digitally. An imaging system with server and backup is maintained out of the office and by the District’s Information Services (DIS). Paper information is secured in a locked file room. Counseling records are released to the student of record with valid picture identification. Records may be released to any person who has been authorized by the student of record, when a third party release form is on file. Records are released to staff on campus when deemed necessary per FERPA regulations.

Dean of Student Services (Student Conduct and Behavioral Assessment Team)

Student Conduct records/files are scanned and kept on a shared drive with limited access established by the Dean of Student Services; hard copies are shredded once a student conduct case has been resolved. The limited access is for the dean, the support staff who immediately assist with processing the files, and two other managers who assist with student conduct on an as-needed basis. Student conduct cases that are in progress are held in a locked file cabinet in the Dean of Student Services office. Behavioral Assessment Team records/files are also kept in a locked file cabinet in the Dean of Student Services office; only the Dean and her secretary have keys to these cabinets. Records (electronic or printed copy) are released only with the written permission of the student, by subpoena, or Homeland Security inquiry. Records are shared only on a need-to-know basis (e.g. to Campus Safety, to the Student Health Center, to one or all Vice Presidents, or to the President, if there is an immediate health or safety issue).

Special Programs and Services

Special Programs and Services maintain student files for five years in the front office of both the Learning Center and the Disabled Students Center. Hard copy records are stored in locked file cabinets.

If a student is no longer receiving services through DSPP, after five years the files are archived and placed in the Special Services File Room; files are destroyed after seven years. Because Learning Disability Eligibility Records are considered “verification for life,” the intake files are scanned and archived after seven years.

Students sign a release form indicating to whom they request their records be mailed. Copying of records requires a three- to five-day turnaround and are mailed to the appropriate agency or institution; in some instances, the student may hand-carry records to an educational institution to confirm receipt of documentation.

Enrollment Services

Based on the type of document, the length of time a record is kept is determined by California Educational Code, Chapter 10, Sub-chapter 2.5, Articles 1-3, Section 59023. There are three types:

1. Permanent
2. Optional
3. Disposable

For example, transcripts are kept permanently. With the utilization of Banner Document Management System (BDMS), the College has begun scanning and storing documents electronically.

Student Transcript Records (prior to 1989) are currently stored in the Transcript Vault, located in the Enrollment Center. Only Enrollment Center staff, the Dean of Student Services, and the Vice President of Student Services are allowed access.

To release student records, a written request with a verification of identity is required. Records are also released via official court subpoenas. Students who attended after 1989 are able to access their own records via MyOCC.

EOPS/CARE

Extended Opportunity Programs and Services (EOPS) keeps student records in a database that is accessible only by EOPS staff. This database is located on the EOPS shared drive, with restricted permission to access. A hard copy file folder is kept as well for each student; these folders are in a locked file cabinet. Records are kept for five years after a student exits the program. Until that time, records are in a secure, locked storage facility.

Financial Aid

As required by federal regulation, Financial Aid records are kept for three years, plus an additional two years for student loans. State regulations are parallel. The records are kept secure through an imaging system with server and backups maintained out of the office and by District Information Services (DIS). Paper information is secured in a locked file room. Perkins loans are secured at the District Office in a fire/waterproof safe.

Records are only released with signed authorization from the student or by subpoena. If a subpoena is received, the student is notified before release of records and of his/her right to contest the subpoena.

Grade Grievances

All grievances are treated as highly confidential documents. Starting in 2011, all grade grievances are kept digitally in a shared folder to which only those individuals who are directly involved with the review and storage process have access. The College maintains these digital records for an indefinite period of time. The purpose of maintaining these records digitally is to reduce the circulation of hard copies to those who are involved in the review process and to ensure that the records can easily be obtained, should there be a need. The College maintains hard copies of these documents as back-up in a secure locked cabinet in the Enrollment Services.

Grade Grievance forms are kept electronically with limited access.

International Center

The International Center keeps files that include all required documentation, as well as specific notes for admission on every international student that applies to the College. Appropriate information is kept in the College's system; Banner and required information is reported to the Department of Homeland Security (DHS) via the Student and Exchange Visitor Information System (SEVIS). Regulatory requirements mandate that the College keep this information for at least one year following graduation or post-graduation employment. The International Center keeps these documents for at least three years.

When records are kept electronically, the access is given to those individuals who have a reasonable justification for viewing these records. Actual files (hard copy) are kept in the International Center, as well as a storage unit that is locked after business hours.

Matriculation

Student information is entered into Banner. If specific forms are completed by the student, those forms are input in BDMS for electronic record keeping. Original documents are shredded.

Student Health Center

Student medical records are kept for seven years, student mental health records for 10 years. Records are shredded after that time.

All records are maintained in locked file cabinets, in locked rooms. The Student Health Center has a security system that alerts Campus Safety if the clinic area or the front office (records storage area) is opened without use of the alarm password.

A student may sign a form that releases their medical records to another agency or to the student for their own records. Medical records are released by subpoena if there is no student signature requesting the release of the record. Mental health records are not released. If there is a subpoena or the student requests their mental health records, the psychologist will write a professional summary that gives the number of visits and, if appropriate, briefly summarizes diagnoses and treatment modalities.

Miscellaneous

All Appeal Forms are kept in a secure storage area in the College's Records Office.

Self-Evaluation II.B.3.f

The College meets the Standard. OCC is committed to ensuring that student records are kept securely and confidentially, following established policies for release of student records. Electronic records (i.e., Banner and BDMS) are backed up at the District site.

The previous imaging system, ATI, was converted to BDMS in spring 2012 semester. Completion of this project makes the availability (access for appropriate personnel for legitimate purposes) of transcripts much more efficient. Electronic storage is a better retention practice, as it ensures that back-up copies are secured (versus paper copies). All offices have sound and secure processes in place for storage of and access to student records; all state and federal regulations regarding records are followed.

Actionable Improvement Plan II.B.3.f

- None

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

All Student Services programs undergo a comprehensive program review every three years [\(II.B.343\)](#).³⁴³

The other two years (in this three-year cycle), all Student Services programs submit an annual program review, which consists of section IV, student learning outcomes, and section V, planning. The program reviews are peer-evaluated. Verbal feedback is provided in a one-hour interview for comprehensive program reviews. Recommendations and commendations to the program and its review are provided by the peer evaluation team. The program review data (annual and comprehensive), recommendations, and commendations are utilized in the Student Services' wing goals, planning, and resource requests. All student learning outcomes (SLOs), their assessments, and their determination of how that data will be used, are placed in a "master" Student Services SLO document, complete with a list of SLOs over time [\(II.B.344\)](#).³⁴⁴

Discussion takes place in Student Services managers' meetings, Student Services Planning Council, and Student Services wing forums about SLOs, SLO assessment, and program review commendations and recommendations. Decision making in Student Services is driven by program review [\(II.B.345\)](#).³⁴⁵ Surveys are part of the program review self-evaluation process; surveys allow Student Services programs to assess their services to students [\(II.B.346\)](#).³⁴⁶

Self-Evaluation II.B.4

The College meets the Standard. The campus has aligned its processes and communication for SLOs and their assessment, and for program review. All four wings have written student learning outcomes and are assessing them on a regular basis. All four wings are conducting program reviews in three-year cycles. Data and information is shared with appropriate wing

planning councils, utilized in wing planning, with data and planning shared with College Council for prioritization.

The SLOs for each student support service program are directly tied to and support the institutional student learning outcomes. Each program attempts to improve services and procedures in order to enhance student learning outcomes. In addition, the institution monitors such efforts through evaluation of program review, subsequent funding allocations, and consideration of program viability if a program does not meet the requirements. The Student Learning Outcome Advisory Committee reviews and discusses the SLO assessment process, including communication of that process to the College. Program review is led by the Program Review Coordinator, in consultation with those responsible for program review in their respective wings.

Actionable Improvement Plan II.B.4

- None

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

Orange Coast College supports the needs of all its students by providing library and learning support programs that reflect the quality of the College's institutional programs.

Library

The Library opened its new 88,000 square-foot facility in spring 2008. The new Library has ample space for studying, a computer lab with 32 computers, two instructional classrooms, 10 study rooms, and more than 100,000 books, periodicals, and media items. The Library's collection includes more than 99,000 volumes of books, 18,747 electronic books, 271 periodical titles, more than 3,800 audiovisual materials, course reserves, an archival collection, and 42 databases [\(II.C.347\)](#).³⁴⁷ Course reserve materials, either placed by instructors or purchased by the Library through an endowment created for the Library textbook program, are found at the Circulation Desk and may be used by any OCC student. Students, faculty, and staff have remote access to the Library's online collection through the Library webpage through EZ Proxy authentication. The Library is part of the Cal-West Consortium, which allows the Library to share its automation system and to open the collections of the OCC, Golden West College, Fullerton College, and Cypress College libraries to all faculty and students of these institutions.

The Library's Media Center provides instructional videos, DVDs, and instructor reserve materials for student and faculty use. The media collection consists of more than 3,800 general use items and more than 4,000 reserve items [\(II.C.348\)](#).³⁴⁸ The major portion of the reserve collection is reserved for students enrolled in the Film 100 and Film 104 classes.

The Library's Computer Lab is open to all OCC students and includes both PC and Macintosh computers. The lab contains 32 computers, with an additional 39 available for students when the instructional classroom is not in use. All computers are loaded with software programs for word processing, office applications, and Internet accessibility. The lab includes two scanning stations and three printing stations. The lab is maintained by campus Information Technology (IT) personnel.

Faculty librarians staff the Reference Desk during all hours the Library is open. Librarians teach and guide students in using the numerous print and electronic collections available at

the Library and remotely. This instruction is in addition to the many library lectures, workshops, and its transferable, two-unit class, Library and Information Competency (Library 100) [\(II.C.349\)](#),³⁴⁹ designed to teach and develop library research skills. Reference assistance is also available by e-mail through the Ask-A-Librarian service [\(II.C.350\)](#).³⁵⁰ Instructional handouts and research guides are available on the Library's webpage [\(II.C.351\)](#),³⁵¹ at the Reference Desk, and in all Library classes and workshops.

The Library has five full-time librarians, 15 hours per week of part-time librarian support, six full-time classified staff, one part-time classified staff member, and four hourly workers. In addition, the Library hires student workers, paid for by a mix of general fund, work study, and ancillary budgets. According to the minimum staffing levels set forth in Title 5, section 58724 of the California Code of Regulations [\(II.C.352\)](#),³⁵² the OCC Library should have six full-time librarians and 11 support staff members. The need for an additional librarian and full-time classified staff member has been noted in the Library's last program review, and both positions continue to be requested annually.

Computing Center

The John R. Clark Computing Center includes an open computer lab that serves all of the College's students, as well as seven computer classrooms [\(II.C.353\)](#).³⁵³ Students may use the Computing Center to complete classroom assignments, access online courses, retrieve email, access the Internet, or to view campus web pages for course information. All OCC students have a network account automatically generated once they register for classes.

In addition to the open computer lab, each of the classrooms except one has 40 workstations and one instructional computer networked to a data projector, for a total of 335 computers. As part of the Measure C-funded classroom/facilities upgrades, the Business Division and Computing Center upgrade performed during summer 2011 included replacement of all of the computers in the Computing Center and labs [\(II.C.354\)](#).³⁵⁴

Through a donation made to the OCC Foundation specifically designated for the Computing Center, VDI (virtual desktop infrastructure) workstations were installed on a trial project. In spring 2012, the pilot program was expanded to include half of the 80 PCs in the open lab area. The outcome of the pilot will determine the College's next steps. Additionally, 20 VDI stations were installed in the Student Success Center funded by the Title III Grant [\(II.C.355\)](#).³⁵⁵

Over the past few years, the role of the Computing Center has been enlarged to include supporting Computer Assisted Testing (CAT) for on-campus, hybrid, and online classes. During the spring 2011 semester, it is estimated that approximately 6,000 students from 236 classes in six academic divisions were tested based on request for non-scheduled classes. This does not include testing conducted by regularly scheduled classes that do not require room scheduling. This activity was accomplished with no additional resource funding.

All computers on the campus are maintained by the Information Technology (IT) Department. Instructional support for students in the labs is provided by the divisions they service or, in the case of the Computing Center, which is non-division specific, by the IT Department. Computing Center staffing has been impacted by state funding cuts. Prior to the

cuts, the Center had one full-time and 10 short-term employees, but this number has been reduced to two full-time employees, which has forced a decrease in the Computing Center’s hours. The Center had previously been open Monday through Thursday, 8:00 a.m. to 10:30 p.m.; Friday, 8:00 a.m. to 5:00 p.m.; and Saturday, 9:00 a.m. to 4:00 p.m.; however, those hours have been cut to Monday through Thursday, 8:00 a.m. to 10:15 p.m., and Friday, 8:00 a.m. to 5:00 p.m., with no available weekend hours.

Student Success Center

With a five-year, \$2,000,000 Title III Strengthening Institutions Federal Grant from September 2007 to September 2012, Orange Coast College was able to create a centralized tutoring center known as the Student Success Center (SSC) [\(II.C.356\)](#).³⁵⁶ The SSC was established with a Title III Student Success Plan. Under this plan, the SSC was designed to enhance student progress and increase achievement rates, persistence rates, and course completion rates for general and Basic Skills courses, which are the entry point for many minority and low-income students. Academic quality is strengthened within key developmental gateway courses through best practices and improved methods. Institutional management is improved through development of computerized student support systems and centralization and coordination of success systems such as tutoring. It is also anticipated that with improved student retention, the overall cost per student and the use of College resources would improve. Preliminary results for the Student Success Center indicate the goals of the Title III grant will be met [\(II.C.357\)](#).³⁵⁷

- The number of computers in the SSC that provide access to library databases and resources increased from 35 to 56.
- The number of tutors increased from 100 to 122, and the number of students using the SSC grew from 4,647 to 6,375.
- Course completion rates for students using the SSC increased from 70% to 72%.

	Fall		Spring		Total		% Increase Over Prior Year		% Increase Over Year 1	
	Students	Hours	Students	Hours	Students	Hours	Students	Hours	Students	Hours
2007-08	663	3,157	1,544	12,976	2,207	16,1				
2008-09	1,115	12,12	1,596	13,179	2,711	25,3	123%	157%	123%	157%
2009-10	1,593	17,87	3,256	19,025	4,849	36,9	179%	146%	220%	229%
2010-11	3,051	22,31	3,324	25,468	6,375	47,7	131%	129%	289%	296%
2011-12	4,635	23,77	4,532	27,185	9,167	50,9	144%	107%	415%	316%

Student Success Center Usage, fall 2007 through spring 2012

The Title III committee implemented four separate centers within the SSC [\(II.C.358\)](#)³⁵⁸ to supplement instruction to provide academic support for students in developmental courses. The centers are the Writing and Reading Center [\(II.C.359\)](#),³⁵⁹ the Math Center [\(II.C.360\)](#),³⁶⁰ Peer-Assisted Study Sessions (PASS) Groups [\(II.C.361\)](#),³⁶¹ and the Multidiscipline Tutoring Center. PASS are structured study sessions that emphasize student participation and study skills. The PASS leader facilitates study sessions so that students are active participants and

learn from one another. The PASS leader also serves as a role model and peer mentor in developing good study habits that can be used in all classes. With the collaboration of the Activity One Committee, the SSC staff, and the English Department, the Writing/Reading Center opened in fall 2009. The math and general tutoring centers offer one-on-one tutoring, group study sessions, drop-in tutoring, and directed learning activities (DLAs). DLAs are a diagnostic tool for instructors to help identify where students need the most help. The online tutoring program, “Smarthinking” [\(II.C.362\)](#),³⁶² has continued to grow during the past four years with an increasing number of students utilizing this learning/teaching modality [\(II.C.363\)](#).³⁶³

OCC Smarthinking Session Counts by Semester								
	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Total Session	355	1,585	1,988	1,874	1,553	2,285	908	678
Unduplicated	119	321	394	285	494	576	262	264

Notes Spring includes summer session
 Effective Fall, 2011 limited max hours to save funding.
 Not offered during Summer 20123

In addition, the SSC has successfully implemented a referral system that allows faculty to direct students to a variety of SSC services [\(II.C.364\)](#).³⁶⁴ Timely referrals made by faculty alert the students to academic support for specific issues particular to each student.

After the experiences from the first two years of the Federal grant, the SSC staff realized that the center needed a student tracking system in order to measure effectiveness of the center’s programs against the entire student population. The first system, developed in-house, was launched in spring 2008. After the need for a more robust tracking system became apparent, *Accutrak* was purchased, allowing for more detailed reporting of student attendance and participation, as well as allowing for tutor tracking, media check-out, and appointment setting. This system was implemented in fall 2010.

Student Success Center Historical & Future Staffing Level Requirements

Position	Academic Year								
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Staff			3	5	6	7	7	7	7
Tutors			40	50	75	110	120	100	100
Change over Prior year				25%	50%	47%	9%	-17%	0%
Change over 2007				25%	88%	175%	200%	150%	150%

Staff Count Includes:

Historical: Faculty Coordinator (1), Instructional Associates (3), Staff Assistant (1), Grant Coordinator (1), Grant Director (1)

Current & Future: Faculty Coordinator (1), Instructional Associates (3), Staff Assistant (1), Front Desk Personnel (2)

Note: Due to decrease in funding, tutor count decreased for 2012-2013. Optimum staffing would be 120 tutors.

8/5/2012

The Student Success Center serves more than 6,000 students annually and has employed as many as 120 tutors. Since 2007, more than 126,000 tutoring hours have been provided. Nearly one-third of Title III funds have been used to provide approximately 16,700 annual tutoring hours.

Self-Evaluation II.C.1

The College meets the Standard.

Library

The College supports its institutional programs by providing quality library services. The Library's resources are sufficient in quantity, currency, and depth to meet the needs of students, regardless of location or means of delivery.

The Library conducted a student survey in December 2009. Students were satisfied or very satisfied with study space in the Library (90%), study rooms (85%), viewing rooms (75%), copiers (71%), and print services (70%). Regarding the overall Library, 89% of students were satisfied or very satisfied with the general environment, and 90% were satisfied or very satisfied with services received from Library personnel [\(II.C.365\)](#).³⁶⁵ A campus-wide employee survey was conducted in fall 2011. The majority of employees agreed that library hours were satisfactory (64%), materials were of sufficient quality (61%), books and periodicals support the curriculum (70%), online databases support the curriculum (66%), media sources support the curriculum (69%), the Library is readily accessible (86%), and faculty are involved in the selection of materials (85%) [\(II.C.366\)](#).³⁶⁶

However, state funding issues have put a burden on these resources [\(II.C.367\)](#),³⁶⁷ and the collection could be bolstered by adding more resources and enhancing the Library's current educational offerings. When the new Library opened in 2008, a new librarian and full-time classified staff member were hired. But since then, usage and services statistics show drastic and significant increases in the number of students accessing the Library [\(II.C.368\)](#).³⁶⁸ As a result, the Library staffing budget could be increased to provide more hourly classified, student assistants, and part-time librarian budgets [\(II.C.369\)](#)³⁶⁹ to accommodate this increased usage. The College has provided one-time monies each year to ensure that

resources are provided, but for long-term stability, these budgets could be augmented and institutionalized with a permanent line item.

The Library's last program review demonstrated the need for an additional full-time librarian. The Library has requested this position every year since the last program review but has been unable to get the position funded. The need for more stable budgets was also identified in the Library's program review and three-year strategic plan [\(II.C.370\)](#).³⁷⁰

Computing Center

Staffing is sufficient to support the computer resources on campus and to assist students in the lab. However, due to increased student enrollment in online courses, student support is challenged. Student and faculty support on the College's Learning Management System is at capacity, and the ability to conduct computer-assisted testing has reached its limits.

Student Success Center

Since fall 2007, the College has provided the commitment and structure to meet the goals of the Title III Strengthening Institutions Federal Grant by establishing and effectively operating the Student Success Center (SSC) [\(II.C.371\)](#).³⁷¹ The SSC's Vision is closely aligned with the mission, goals, and values of the College and its constituent community [\(II.C.372\)](#).³⁷²

- To provide academic resources to enable students to successfully overcome traditional educational barriers, such as being underprepared or weak in the areas of basic skills, most notably in the areas of Math and English
- To enhance student self-confidence by offering a host of programs designed to make the transaction into college less stressful and more personally rewarding
- Use innovative academic technology to promote academic excellence

The SSC and Early Alert projects will continue to enable students to achieve enhanced academic remediation and Basic Skills improvement so that they are successful in courses they take [\(II.C.373\)](#).³⁷³ These efforts are expected to positively impact retention and progression toward certificate completion, graduation, or transfer to a four-year college or university.

By successfully launching the SSC and watching its growth and efficacy over the past four years [\(II.C.374\)](#).³⁷⁴ the College demonstrates that it has sufficient depth and variety of materials, intervention strategies, remedial activities, tutorial assistance, and other modalities to meet various learning needs of its students.

Because the SSC meets the objectives of the Title III Grant (which are to increase student progress and achievement rates by an overall 3.1% over the period of the grant), the College has successfully established the requisite level and standard of "quality" expected of it. The SSC successfully met the student learning outcomes (SLOs) established for the tutoring courses in their respective course outlines of record (CORS) [\(II.C.375\)](#).³⁷⁵

1. Demonstrate independent learning
2. Practice effective study skills
3. Use appropriate learning resources such as handbooks and dictionaries

Ample statistical data and empirical evidence is available from the Office of Institutional Effectiveness (II.C.376).³⁷⁶ Regular reports on student performance are generated by the Office of Institutional Effectiveness, showing the average success rate for students receiving tutoring services at the SSC during the 2009-2010 academic year is 12% higher than students who did not receive tutoring services. Data further shows that tutoring increased success rates by 3.3% and retention rates by 4.5% campus-wide for all students enrolled in English 99 (II.C.377).³⁷⁷ Similarly, data shows that tutoring increased success rates by 6% and retention rates by 5.7% campus-wide for all students enrolled in Math 30. Over the period of the 2008-2009 academic year, tutoring completion was 82.1%, as opposed to the non-tutoring completion rate of 69.7%. The following year, from 2009-2010, the tutoring completion was 83.3%, compared to the non-tutoring completion rate of 70.87%. The number of students utilizing the SSC has grown substantially, from 1,804 students in 2008-2009 to 3,192 in 2009-2010.

Students using the PASS program showed a 70% persistence rate. Student surveys showed that 54.7% of the students stated that PASS helped them to pass their courses and 57.9% stated that PASS contributed to an improved grade. Of PASS students surveyed, 87% stated that PASS classes taught them to prepare for tests and quizzes; 70.6% said they improved their study habits; and 88% felt they could better answer questions on their own. Also, 77.9% of students felt their use of class materials improved after they completed PASS classes. Of students surveyed, 77.8% felt that PASS improved their grades and helped them to pass the course. PASS groups were formed for subjects such as Accounting, American Studies, Biology, Business, Chemistry, Economics, Engineering, English, ESL, Gender Studies, Italian, Math, Philosophy, Political Science, Psychology, Sociology, and Spanish.

OCC PASS and Tutoring Summary Data: Fall 2008 - Fall 2010

PASS Completion Rates: Spring 2009 - Spring 2010				
	Spring 2009	Fall 2009	Spring 2010	2009/2010
PASS Courses Completion Rate	84.8%	76.4%	85.5%	80.7%
Non-PASS Courses Completion Rate	66.3%	65.6%	64.2%	64.9%

Tutoring Completion Rates: Fall 2008 - Spring 2010						
	Fall 2008	Spring 2009	2008/2009	Fall 2009	Spring 2010	2009/2010
Tutoring Completion Rate	81.5%	82.6%	82.1%	82.6%	84.1%	83.3%
Non-Tutoring Completion Rate	69.4%	69.9%	69.7%	71.5%	69.9%	70.8%

Prepared by: OCC Office of Institutional Research; Source: Tutoring Center Usage Report and MIS Student Enrollment (SX) data.

The survey results below, from the Writing/Reading Center (II.C.378),³⁷⁸ illustrate that the Center is successful in one of its fundamental goals, to create active learners by teaching students how to teach themselves; 61.2% of students who used the Center stated that they applied the information learned at the center in many different classes, in addition to the course that prompted them to use the center's services.

Writing / Reading Center			
STUDENT EXIT SURVEY RESULTS (Fall, 2011)			
	Yes	No	N/A
Do you feel your use of center services helped to improve your course grades	70.7%	19.8%	9.5%
Were you able to apply what you learned at the center to other classes?	61.2%	24.7%	14.1%
Was your online tutoring experience helpful?	86.7%	11.3%	2.0%

Similarly, the online tutoring program continued to grow and showed notable gains. Of students surveyed, 86.7% responded favorably to online tutoring. Beginning algebra students showed a success rate of 61.9%. Chemistry students showed an 83.3% success rate. Writing/Reading Center students using the Online Essay Center were documented as having an 85.7% success rate. Retention rates for ESL learners were 93.7%, and success rates were at least 77% [\(II.C.379\)](#).³⁷⁹ Total online tutoring usage increased significantly over the prior year. Before the spring 2010 semester ended, the center purchased an additional 1,000 hours of online tutoring, “Smarthinking,” due to the program’s success [\(II.C.380\)](#).³⁸⁰

OCC Smarthinking Session Counts by Semester								
	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Total Session	355	1,585	1,988	1,874	1,553	2,285	908	678
Unduplicated	119	321	394	285	494	576	262	264

Notes Spring includes summer session
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 Not offered during Summer 20123

In the four years since the SSC has become a centralized entity on campus, it has become an integral part of the campus culture. In 2010, the Associated Students of Orange Coast College (ASOCC) passed a resolution stating that ASOCC considers the SSC to be the tutorial experts on campus. This resolution was further supported by ASOCC consolidating the funding it was directing to various campus tutorial services and redirecting that funding to the SSC [\(II.C.381\)](#).³⁸¹ In fall 2011, the Literature and Languages Division also began to include SSC services as a requirement for two entry-level Basic Skills courses: English A098 (Basic English Skills) and A099 (Fundamentals of Composition). As stated in the OCC *Catalog*, both of these courses require students to complete a “minimum of five arranged hours of supplemental learning in the Success Center” [\(II.C.382\)](#).³⁸²

Although the Strengthening Institutions Title III Federal Grant ended in October 2012, the College continues to operate the SSC with reduced staffing and funding from state and local sources.

Actionable Improvement Plan II.C.1

- None

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

Library

Faculty librarians are responsible for the selection of all library materials. Librarians are assigned multiple subject areas in the collection in which they have expertise. Purchase decisions are made in accordance with the Library's Selection and Acquisition Policy [\(II.C.383\)](#).³⁸³ Faculty provides input through multiple venues. Each librarian is assigned as a liaison to specific disciplines and subject areas to work with faculty. The Library has an online request form for material purchases [\(II.C.384\)](#).³⁸⁴ The acquisitions policy and book buying assignments are posted on the OCC Portal for faculty to view [\(II.C.385\)](#).³⁸⁵ Librarians attend division meetings, staff development workshops, and other campus events to speak to faculty about collection development, as well as other issues. When a department is going through an external accreditation, such as the program in Radiological Technology, the librarians work with the faculty to prepare materials for the accrediting team. When a new class is added to the curriculum, the librarian in charge of that subject area is notified and works with the faculty to add materials to the collection to support the new course.

The OCC Library's collection supports student learning and enhances student achievement. The collection contains more than 99,000 books, 18,747 eBooks, 271 periodical subscriptions, 52 microfilm titles, 42 online databases, and 3,800 audiovisual items [\(II.C.386\)](#).³⁸⁶ The Library also maintains a textbook reserve collection and the textbooks for this collection are chosen by the Public Services Librarian, based on the popularity of the class, the price of the book, and number of students scheduled to take the class. The reserve collection also contains books and other materials put on reserve by faculty members for their students. The Media Center houses the Library's media collection and media reserves, and its staff also monitors the Computer Lab. The Public Services Librarian is responsible for media material acquisition (currently DVDs). This collection is primarily funded by Friends of the Library money [\(II.C.387\)](#).³⁸⁷ Material is chosen almost entirely based upon faculty requests.

The Online Services Librarian is responsible for coordinating the selection and renewal of online resources such as eBooks and databases. These databases provide the students with online access to journals, magazines, newspapers, multimedia, and books. These resources are purchased through the California League of Community Colleges. The Online Services Librarian works with the other librarians, as well as faculty, to evaluate databases. Databases

are chosen based upon reviews, curriculum, faculty request, collection gaps, and price. The Acquisitions and Online Services librarians collaborate on the purchase of eBooks.

The College Archives Department has approximately 520 cubic feet of archival material that was acquired through donations from divisions, administration, and retirees and left unsorted and unidentified in boxes. An Archives Librarian was assigned to this collection to identify records and papers of enduring value; maintain policies, procedures, and web content; address preservation and accessibility issues; and enlist support on campus for the archival program. The Collection Development Policy for the archives is available on the Library website ([II.C.388](#)).³⁸⁸

Computing Center

The Clark Computing Center ([II.C.389](#))³⁸⁹ includes approximately 350 computers and employs three full-time staff members and four (full-time equivalent) 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. As documented in the description for Standard III.C, the Technology Committee ([II.C.390](#))³⁹⁰ prioritizes new computing equipment needs for all departments and divisions that have been submitted through the Annual Resource Request (ARR) ([II.C.391](#))³⁹¹ prioritization form process. Resource requests for technology and staff in support of the computer labs and classrooms are included in this process. Student needs are also identified by periodic surveys and suggestions to the center's staff. Each semester, faculty members submit software and configuration needs for their curriculum. In addition, the faculty members work closely with the technical support staff regarding repairs, installations, or modifications.

Self-Evaluation II.C.1.a

The College meets the Standard.

Library

The Library has a functional system for selecting and maintaining the Library collection. The librarians work effectively with faculty to get input on material selection. Priority is given to faculty requests for materials. Librarians solicit input from faculty through individual contact, online forms, surveys, and campus dialogue. One example of this is the online material request form ([II.C.392](#)).³⁹² This form was created in 2010 and placed on the Library's website. Submitted forms are sent to the Acquisitions Librarian, who evaluates the request and fills it or forwards it, as appropriate. This allows anyone to request that material be added to the Library collection and allows for direct input into the Library's selection of materials. Another example is the acquisition of the database JSTOR ([II.C.393](#)).³⁹³ The Online Services Librarian received requests from several faculty members for this database. To help determine whether or not to subscribe to this resource, the Online Services Librarian visited division meetings in fall 2010 and spoke to faculty about this database and the other Library databases. A survey was sent and data collected. The decision to subscribe to JSTOR was based on the survey data, database reviews, and curriculum needs.

In the 2009 student Library survey ([II.C.394](#)).³⁹⁴ 43% of respondents said that they often found the books they needed for their research, while 37% said they sometimes did. Only 5%

said they never found books for their research. Of those surveyed, 59% use the periodical collection for research purposes.

Although two state funding sources that were historically used to fund electronic databases, the Telecommunications and Technology Infrastructure Program (TTIP) and State Funded Equipment Program (SFE), were eliminated in 2009, the College has continued to fund these. Additionally, in 2011 the state provided a different type of funding that, when combined with College resources, expanded the databases available to students [\(II.C.395\)](#).³⁹⁵ Students have become more reliant on databases for their research while the volume of print periodicals has been reduced. To stabilize the electronic databases available to students, it is important that a baseline amount of College funding is identified and maintained [\(II.C.396\)](#).³⁹⁶

Media-on-demand was identified as a technology to explore in the 2006 Accreditation Report. Due to budget constraints, the project was delayed. Preliminary analysis suggests that faculty is interested in this service. Several options have been identified but are too expensive or impractical. Currently, the media collection has no budget and is funded from Friends of the Library money. In order for this project to move forward, funding will need to be found. As part of program review, more research and discussion with faculty will be explored. This project was identified in the Library's program review and three-year strategic plan.

In fiscal years 2010-2011 and 2012-2013, the Library's book and periodical budgets were cut as part of a campus-wide cost-reduction initiative. If the collection is to maintain its quality and currency, these funds need to be restored and eventually increased annually. Currently, the Library takes advantage of outside funding, such as the Friends of the Library group, to augment its book budget, but this funding is not stable or adequate. These rising costs are reflected in the Library's last program review [\(II.C.397\)](#).³⁹⁷

This need for more resources is also reflected in the average age of the library collection. From a report run in the library system, the average book in the collection has a copyright date of 1987. Some sections of the collection have a much more recent average copyright (for example, the computer section in call number QA has an average copyright of 2001). In the last year, the Library has also added 4,587 eBooks to the collection, which now totals 18,747 titles, with the advantage of being accessible to off-campus students. As with any continuing library collection, new eBooks have to be purchased to keep the collection up to date. This need was identified in the Library's program review [\(II.C.398\)](#).³⁹⁸ and three-year strategic plan [\(II.C.399\)](#).³⁹⁹ The site visit in the College's last full accreditation stated that funding was too low to maintain a current collection [\(II.C.400\)](#).⁴⁰⁰

Computing Center

The equipment and materials in the Clark Computing Center are sufficient for student learning. Computer workstations were replaced in summer 2011. Because the Computing Center has the most current and complex software load, the computers used in this facility were recycled for use in other labs on campus that require less computing power. Recycling of these computers is part of the College's overall strategic plan. Eight full-size labs and five small labs received trickle-down equipment in summer 2011 as a result of this plan [\(II.C.401\)](#).⁴⁰¹

There is sufficient technical support staff to maintain the computers at this time. However, staffing has been impacted by budget cuts. Previously, the Computing Center employed one

full-time and 10 short-term employees, but staffing has been reduced to two full-time employees, requiring reduced hours. The Center had previously been open Monday through Thursday, 8:00 a.m. to 10:30 p.m.; Friday, 8:00 a.m. to 5:00 p.m.; and Saturday, 9:00 a.m. to 4:00 p.m.; however, those hours have been cut to Monday through Thursday, 8:00 a.m. to 10:15 p.m., and Friday, 8:00 a.m. to 5:00 p.m., with no available weekend hours. The technical staff members currently acquire their skills and knowledge through formal and informal training and research. The Technology Committee prioritizes new computing equipment needs for all departments and divisions that have been submitted through the ARR prioritization process [\(II.C.402\)](#).⁴⁰² This list is then forwarded to College Council and the College Budget Committee for approval. The OCC Technology Committee's Vision, Mission, and Roles document was approved in March 2009 and outlines plans to ensure that campus computers are maintained, including those in the Clark Computing Center [\(II.C.403\)](#).⁴⁰³

Actionable Improvement Plans II.C.1.a

- Identify appropriate funding levels for online database, book, and periodical budgets.
- Explore media-on-demand options in the Library.

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 the Student Success Center provide instruction in information competency. Librarians teach the critical thinking and research skills that students need for information competency. Library faculty teach students effective search techniques, source evaluation, use of library resources, and citing in order to avoid plagiarism.

Library lectures, provided as a supplement to other courses, help students develop information competency skills. The lectures include teaching library and information research skills using print and electronic resources, introducing the Library's services and resources, scholarly (peer-reviewed) journals, searching discipline-specific and advanced electronic resources, web research, evaluating search results for credible resources, citing sources in either MLA or APA styles, and avoiding plagiarism. Professors may request general library lectures for their students on library resources or specialized lectures focused on course- or assignment-specific information and resources. The lectures are coordinated by the Instruction Librarian with the requesting faculty member. When schedules allow, the Instruction Librarian assigns the lecture to a librarian whose academic background most closely matches the needs of the class assignment. The Instruction Librarian prepares handouts for these library lectures. Handouts are also available online on the Library's web page for easy student access [\(II.C.404\)](#).⁴⁰⁴ In 2011-2012, the librarians taught 148 library lectures, reaching 4,560 students [\(II.C.405\)](#).⁴⁰⁵ The Library also offers nine hour-long workshops each semester that any student may attend. These workshops cover the same material as the lectures [\(II.C.406\)](#).⁴⁰⁶ In the academic year 2011-2012, 107 students attended these workshops.

The Instruction Librarian teaches a graded, two-unit, transferable General Education course, Library 100, Library and Information Competency [\(II.C.407\)](#),⁴⁰⁷ which involves several assignments that address information competency skills, including database researching, MLA citing, and avoiding plagiarism. In the 2010-2011 academic year, 48 students enrolled in this course [\(II.C.408\)](#).⁴⁰⁸

In addition to the Library 100 class and the library lectures, the librarians at the Reference Desk provide one-on-one guidance to aid students in the research process and to teach them to use library resources and other information competency skills. The librarians answer an average of 550 reference questions each week [\(II.C.409\)](#).⁴⁰⁹ The Library also has an email reference service so students can get assistance remotely [\(II.C.410\)](#).⁴¹⁰

While the Student Success Center [\(II.C.411\)](#)⁴¹¹ is not directly involved with developing skills in information competency, it teaches students how to conduct research and write research papers and/or other assignments in various disciplines at the Writing/Reading Center. This center offers a service entitled Directed Learning Activities (DLA), allowing an instructor to pinpoint skills that students need to review. Working with the Writing/Reading Center, instructors can develop tutor-student assignments that target a particular skill, such as annotating an essay.

Self-Evaluation II.C.1.b

The College meets the Standard. Since the last accreditation, the Library has made improvements in efforts to teach information competency to students. In 2009, the Library revised English 108 and renamed it Library 100 [\(II.C.412\)](#).⁴¹² Part of that change included an added SLO due to content changes, helping students become information competent. In fall 2011, the class was changed from one unit to two units; it is no longer self-paced and is now graded instead of being pass or no-pass, offering a more rigorous curriculum to improve student learning of information competency.

In its 2009-2010 program review, the Library defined its SLOs for instruction [\(II.C.413\)](#).⁴¹³ After completing its assessment cycle, the Library altered the wording on its SLOs. The current wording is available on the Library instruction website [\(II.C.414\)](#).⁴¹⁴ These SLOs were written with the aim of teaching students to be information competent, based on the Association of College and Research Libraries (ACRL) standards [\(II.C.415\)](#).⁴¹⁵ The Library assessed its SLOs in spring 2012 and will evaluate its processes in the next program review in fall 2012.

The Library strives to be a leader for information competency on campus. The Instruction Librarian developed a handout on information competency, and an information competency web page was created on the Library's website [\(II.C.416\)](#).⁴¹⁶ The Instruction Librarian serves on several committees that deal with information competency, including the Basic Skills Initiative Committee and the Title III Steering Committee, and works as an advocate for information competency on campus. The Library Division's three-year strategic plan includes the goal to "integrate and expand library instruction and information competency into courses and programs" [\(II.C.417\)](#).⁴¹⁷ As part of that effort, the Library needs to explore ways to expand opportunities to improve students' information-competency skills. The Association of College and Research Libraries (ACRL) has a list of information Literacy Competency Standards for Higher Education that every student should meet [\(II.C.418\)](#).⁴¹⁸

Although the Library is the main driver of information-competency education, partnerships across the campus assist in ensuring that students become information competent. The Library's goal is to assist these partnerships and to enhance our current information competency program. This can be accomplished with basic skills, English, and Student Success Center faculty and staff.

Ample statistical data and empirical evidence is available from the Office of Institutional Effectiveness demonstrating the positive impact of the Student Success Center on student success. One of the fundamental goals of the Writing/Reading Center is to create active learners, which involves teaching students how to become information competent, to effectively seek out and find research for their writing and reading projects. Reports from the Office of Institutional Effectiveness have shown that the average completion rate for students receiving tutoring services at the SSC during the 2009-2010 academic year is 12% higher than students who did not receive tutoring services. Data further shows that tutoring increased student success rates and retention rates. In survey results from the Writing/Reading Center, 70.7% of the students stated that the Writing/Reading Center helped improve their course grades. 61.2% of students who used the Center stated that they applied the information learned at the Center in many classes in addition to the course that prompted them to use the center's services [\(II.C.419\)](#).⁴¹⁹

Actionable Improvement Plan II.C.1.b

- Identify and implement methods to improve students' information-competency skills, 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

Library

The OCC Library provides ample access to its constituents, both locally and remotely. In spring 2008, the Library opened a new 88,000 square-foot facility [\(II.C.420\)](#)⁴²⁰ that is ADA-compliant and features ample study space, wide rows in the stacks and computer labs, and elevators for access to the second floor. During fall and spring semesters, the Library is open the following days/times:

- Monday through Thursday, 8:00 a.m. to 9:00 p.m.
- Friday, 8:00 a.m. to 3:00 p.m.
- Saturday, 10:00 a.m. to 3:00 p.m.

The Library is open 64 hours a week during the fall and spring semesters and 16 hours a week during summer semester. The hours are posted on the Library website, along with holiday closures [\(II.C.421\)](#).⁴²¹ Students may access all of the Library's materials and services with their OCC student ID card, with the exception of the archives collection, which requires special permission from the Archives Librarian for access. OCC students and employees can

check out materials from the three other libraries that are part of the Cal-West Consortium, and OCC employees can borrow materials from libraries outside the consortium through the Online Computer Library Center Interlibrary Loan system.

Students can complete much of their research online, even when the Library is closed. All of the Library's databases are available remotely to students, faculty, and staff 24 hours a day, seven days a week, from any computer with Internet access [\(II.C.422\)](#).⁴²² These databases give Library patrons access to thousands of journals, magazines, excerpts of eBooks, and more. The Library also has more than 18,000 eBooks that can be accessed remotely, covering a wide range of subjects. These resources provide a wealth of information, invaluable to students performing research. Reference assistance is not available when the Library is closed; however, online services are designed to provide support when a librarian is not accessible, including research guides, a FAQ (frequently asked questions) page, student fine review, and checkout renewal.

The Library provides information about its services, policies, and collection on its website [\(II.C.423\)](#).⁴²³ The Library website has been redesigned and expanded. Examples of new pages include the Library blog, the Policies pages, the Library 100 page, and more. The new Request Forms page allows students and faculty to remotely initiate contact with Library personnel [\(II.C.424\)](#).⁴²⁴ enabling access to various services, including requests for faculty library lectures, library material purchases, archives information, and Friends of the Library Membership applications. In addition, the Library catalog has been enhanced to allow students to renew their books and place holds online. Library patrons can also ask for help from the librarians using the email reference service and access research guides and handouts available on the Library website to use in their research.

Computing Center

The Clark Computing Center is centrally located, making it convenient for students to visit before or after class. During the fall and spring semesters, the center is open the following hours:

- Monday through Thursday, 8:00 a.m. to 10:00 p.m.
- Friday, 8:00 a.m. to 5:00 p.m.

The center is open during the summer session, but the hours are reduced. Instructors may reserve available classrooms and 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. The center's hours are publicized on its website [\(II.C.425\)](#).⁴²⁵ The Hoag Multimedia Lab is available to faculty and students on a scheduled basis. 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 vision- and hearing-impaired students.

Student Success Center

The College continues to provide student tutors and PASS leaders to support all services provided to the students at the Student Success Center. In addition, the College has located these tutoring services under one roof and in one centralized location on the campus. The SSC hours of operation are as follows:

- Monday through Thursday, 9:30 a.m. to 8:00 p.m.
- Friday, 9:30 a.m. to 3:00 p.m.

The center is closed on weekends, on holidays, and during semester breaks [\(II.C.426\)](#).⁴²⁶ Along with the Library and the Clark Computing Center, the SSC is able to support all types of students for all College and instructional programs equally. The staff of the SSC closely monitor the hours of operations and has determined that the current hours of operation are sufficient to meet the varying needs of the College population. Due to state budget cuts and the resulting reduction in course sections, the overall student population has declined, and the current hours of operation are adequate to meet student needs. Any increase in hours of operation would require additional funding and resources.

To meet the needs of students who are not on campus, cannot come to campus, or require tutoring assistance at times the SSC is not open, the Center provides an online tutoring service at no cost to students. This service, called “Smarthinking,” allows students to interact with a live tutor, schedule a personal session with an online tutor of their choice, submit writing for any course to the Online Writing Lab, and submit questions and receive replies from a tutor [\(II.C.427\)](#).⁴²⁷

Self- Evaluation II.C.1.c

The College meets the Standard.

Library

The OCC Library is accessible to students, conveniently located on campus and close to parking. The Library currently averages about 20,000 student visits a week [\(II.C.428\)](#).⁴²⁸ The Library is open six days a week. In the 2009 Library survey, students seemed to prefer extended Library hours at nights and on weekends [\(II.C.429\)](#).⁴²⁹ However, the Library has not had the funding to increase its current hours, though the Library has been opened for extended hours during finals with limited services available. Currently, the Library is open on Saturdays, but funding for Sundays was cut in 2009 [\(II.C.430\)](#).⁴³⁰ To fund weekend hours, the Library has been dependent on ancillary accounts and outside groups, such as the Associated Students of Orange Coast College and Friends of the Library, but these funding sources have not allowed an expansion of library hours. As part of program review in fall 2012, the need for expanded library hours will be analyzed again.

The Library is accessible through the Internet to students, faculty, and staff, regardless of their location or time of day. In the Library’s 2009 student survey, 82% of respondents had used online services [\(II.C.431\)](#),⁴³¹ which include access to thousands of journals, magazines, excerpts of eBooks, as well as various request forms, lecture notes, and handouts provided to students for additional information. All of the databases are available remotely, and it is easy to login from off-campus. The web page has been expanded, and the Online Services Librarian plans to continue to add functionality and content. The Library launched the Ask-a-Librarian email reference service for patrons who wish to ask questions when the Library is closed or who cannot visit the Library, allowing access to those who could not otherwise reach help. Library research guides are available on the Library website [\(II.C.432\)](#),⁴³² with plans to replace these guides with LibGuides when funding permits. These services were

identified in the Library three-year strategic plan in 2010-2013 ([II.C.433](#))⁴³³ and the 2009-2010 Library program review ([II.C.434](#)).⁴³⁴

As part of program review, chat and text reference services will be evaluated to see if they should be implemented.

Computing Center

Access to the Clark Computing Center is adequate. In the 2011 Technology Committee student survey ([II.C.435](#)).⁴³⁵ many students were satisfied with computer wait times on campus, with 5% very satisfied, 28% satisfied, and 35% neutral. Of students surveyed, 33% were dissatisfied, so this could be an area of improvement. As indicated above wireless access to certain learning resources are restricted due to licensing requirements or the current security model.

Student Success Center

The SSC is located in the center of campus and is easily accessible for all current OCC students, with tutoring on a variety of subjects, including Literature and Languages, Math and Sciences, Business and Computing, Social and Behavioral Sciences, and Study Skills. Appointments are available by phone or on a first-come, first-served drop-in basis.

Actionable Improvement Plan II.C.1.c

- Evaluate the need for more computer access at the Computer Center.

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

Library and Student Success Center

The Library and Student Success Center facilities are adequately maintained and secured. The Library and SSC are equipped with alarm systems and video cameras. Security is provided by Campus Safety. To protect library materials from theft, the Library has an internal security system with target strips in the material, security gates, and video cameras. The Library uses the 3M system and has a maintenance agreement with 3M to cover service costs. The Library staff is responsible for the physical quality and maintenance of books and other materials. Computer and audio-visual equipment is maintained by Information Technology staff that also provide security to the campus server. Library and SSC facilities maintenance is performed by the Maintenance and Operations Department.

Computing Center

Security cameras have been installed in the Computing Center to cover all entry ways and the open lab area. They became fully operational in spring 2012. Security is provided by Campus Safety. The Computing Center staff and IT Department are responsible for the physical quality and maintenance of the computers and other equipment. Computing Center facilities maintenance is performed by the Maintenance and Operations Department.

Self-Evaluation II.C.1.d

The College meets the Standard. The Library and other learning support services are well maintained and secured. With the completion of the Security Camera upgrade project in January 2012, the College now has 260 security cameras installed around the campus. It is expected that the enhanced security will deter crime and improve security at the College.

Actionable Improvement Plan 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

Library

The Library participates in a joint venture with four other libraries in the Coast Community College District and the libraries in the North Orange County College District in the Cal-West Consortium [\(II.C.436\)](#).⁴³⁶ This consortium provides the five libraries with cost savings to purchase and maintain the Ex Libris Voyager library system. It also enables this network of libraries to share services and collections, enlarging access to library materials for all faculty, staff, and students. As part of the consortium, librarians attend meetings throughout the school year of the Cataloging, Circulation, Instruction, and Systems Advisory Groups. These groups share information and make recommendations to the deans and directors at the five libraries [\(II.C.437\)](#).⁴³⁷ The Library also participates 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 [\(II.C.438\)](#).⁴³⁸ Before a new database is purchased, the order must be approved by the Board of Trustees. The terms of the license are reviewed by the District's legal counsel, and the order is then placed on the Board agenda [\(II.C.439\)](#).⁴³⁹

Computing Center

The Clark Computing Center has a partnership with Microsoft Developer's Network Academic Alliance that allows students to have free software for the courses in which they are enrolled. The center is under contract with VUE Testing, making Orange Coast College an official testing site for Microsoft certifications [\(II.C.440\)](#).⁴⁴⁰ A contract with Comprehensive Control Services Incorporated provides fee-based printing services for the students in both the Computing Center and the Library's Computer Lab. The Business and Computing Division Office formally houses these documents [\(II.C.441\)](#).⁴⁴¹

Student Success Center

The Student Success Center does not have formal collaborative relationships with other institutions.

Self-Evaluation II.C.1.e

The College meets the Standard.

Library

The Cal-West Consortium ([II.C.442](#))⁴⁴² allows the Library to effectively share resources with other colleges in the consortium, benefitting students and faculty and saving the College resources. It also provides the librarians with professional networking and support opportunities and builds ties between the colleges. The consortium functions smoothly, and all of the Library's systems needs are met effectively through the consortium.

The Community College League of California (CCLC) ([II.C.443](#))⁴⁴³ database consortium is an effective program. Buying databases through CCLC allows the College to save a significant amount of money on these expensive resources. Recently, CCLC leveraged the power of the consortium to negotiate a statewide purchase of databases for all California community colleges, which has allowed the College to expand the number of databases available to students and faculty. This is an effective consortium that is beneficial for OCC.

Computing Center

The Clark Computing Center relies on appropriate contractual agreements for software licenses, approved by the Board of Trustees, to provide students with software and printing services. Print services are on a month-to-month agreement, and the Dean of the Business and Computing Division retains the contracts. The College reviews each contract before it is renewed ([II.C.444](#)).⁴⁴⁴

Student Success Center (SSC)

Since 2007, the Student Success Center has been evaluated annually by an external evaluator as part of the Federal Title III Grant. As the grant ends, the College plans to have the SSC conduct annual self-evaluations under the supervision of the committee that supersedes the Title III Steering Committee ([II.C.445](#)).⁴⁴⁵

Actionable Improvement Plan 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

Library

The Library evaluates its services and programs to assure their adequacy in meeting student needs through program review ([II.C.446](#))⁴⁴⁶ and SLO assessment ([II.C.447](#)).⁴⁴⁷ The Library completed program review in 2009-2010 and is scheduled for its next review in 2012-2013. In addition to program review, the Library maintains and reviews statistics on service and resource usage and uses this data to improve services. Some of the statistics the Library

keeps include database usage, gate counts, cataloging counts, Library lecture counts, reference desk statistics, and circulation statistics. These numbers are included in program review and are reported to appropriate agencies when requested. Statistics are used to assist in purchasing decisions, build support for funding requests, monitor staffing levels, and analyze use of library services [\(II.C.448\)](#).⁴⁴⁸

The Library currently has eight Program student learning outcomes (PSLOs), divided evenly between the library services and instructional programs [\(II.C.449\)](#):⁴⁴⁹

- Find information, in print and online, about the Library's resources, services, equipment, or facility.
- Access a broad range of quality Library and information resources available both locally and remotely.
- Use effectively a broad range of quality library services.
- Access and effectively use the library equipment or facility to support learning.

In order to assess the Library's services PSLOs, a survey was created and distributed to students' email accounts in fall 2009 [\(II.C.450\)](#).⁴⁵⁰ A survey was created in spring 2009 to assess the Library's instructional PSLOs and was distributed electronically to 2,000 students who had participated in a library lecture. In February 2010, the Library staff met and discussed the results of the survey, the validity of the results, the SLO process, and how the SLO outcomes affect the Library program [\(II.C.451\)](#).⁴⁵¹ The PSLOs were assessed again in spring 2012. To assess the instructional PSLOs, a brief test was given to each student that attended a library lecture in the months of March and April. The service PSLOs were assessed by a brief survey that was given to students at the service counters and sent through email to students who had checked out library materials during the current semester. The results of both assessments were compiled and discussed at a division meeting in April and a staff meeting in May. The workshops are assessed every semester through a survey given at the end of each workshop. A key change made as a result of the assessment process was to spread the workshops throughout the semester, rather than the previous practice of grouping them into a single month.

The Library 100 course has an additional five SLOs, which are available on the College website and on the Library website [\(II.C.452\)](#):⁴⁵²

- Identify and differentiate the variety and formats of potential resources for library and information research, including the difference between popular and scholarly resources.
- Demonstrate the ability to retrieve library and information resources in person or online using a variety of search strategies.
- Evaluate library and information resources critically for authority, relevancy, timeliness, and objectivity.
- Cite library and information resources according to the MLA, APA, or other styles and understand why correct citation of these resources helps to avoid plagiarism.
- Demonstrate an understanding of the ethical and legal access and use of library and information resources.

The SLOs for Library 100 are assessed every semester through pre- and post-surveys, a skill demonstration, and specific questions on the assignments and exams [\(II.C.453\)](#).⁴⁵³

Computing Center

At the Clark Computing Center, there are three main methods of gathering feedback from students. The first is the Technology Committee annual survey [\(II.C.454\)](#).⁴⁵⁴ The survey asks several questions regarding the Computing Center, including satisfaction with the Help Desk, wait times for a computer, and desirability of new services. This survey allows the Technology Committee and IT to plan for improvements and new services. The Computing Center gathers feedback from faculty in the annual survey and allows them to review the computer images in the lab every semester. The second is a suggestion box placed in the center itself. Although the box does not receive many suggestions, when they do come in, they are considered. An example was the suggestion to install a Firefox browser; however, since the internal Firefox browser is incompatible with DeepFreeze software, the suggestion was tabled until Firefox becomes compatible. The third method involves direct feedback to the IT staff. Also, faculty may request that new software be added to the lab through a form or by requesting it from an IT technician. The IT department is also piloting a virtual desktop infrastructure (VDI) program that will allow the department to be more responsive to faculty needs. VDI is a thin-client technology that uses less power and in theory is easier to use. Due to performance issues and software licensing issues, however, the pilot has been terminated for general use and is only deployed in limited situations outside of the Computing Center.

Student Success Center

Through its tutoring courses, the Student Success Center has established SLOs that have been vetted and approved by the Curriculum Committee, and are now part of the course outline of record (COR) [\(II.C.455\)](#).⁴⁵⁵ for three tutoring courses:

- TUTOR A050 (Supervised peer tutoring in academic courses for students who want assistance with course content and/or study skills): Demonstrate independent learning, practice effective study skills, and use appropriate learning resources such as handbooks and dictionaries.
- TUTOR A060 (Supervised learning for student academic assistance to help students master content in historically difficult classes while they develop and integrate learning and study strategies): 1. Produce higher final course grades compared to students who do not participate in supervised learning. 2. Progress at the institution (reenrolling and graduating) at higher rates compared to students who do not participate in supervised learning. 3. Demonstrate improvement in content mastery through the practice of effective critical thinking and study skills and the use of appropriate learning resources.
- TUTOR A150 (Designed for students who meet the criteria to be tutors in the Student Success Center. Tutoring skills development in the areas of interpersonal and communication skills, learning styles, study skills techniques, diversity/cultural awareness, and Socratic Method): Demonstrate knowledge of the Student Success Center policies and procedures, practice effective tutoring skills, and be able to appropriately use learning resources.

Another effective assessment tool is the student satisfaction survey that the SSC conducts at the end of each semester [\(II.C.456\)](#).⁴⁵⁶ SLOs are embedded in the student survey. Student

comments and views are then used as a basis for improvement. The SSC also collaborates with the Office of Institutional Effectiveness to collect and analyze data that demonstrates the effectiveness of services it provides.

Self-Evaluation II.C.2

Library

The OCC Library effectively evaluates its services and programs for continual improvement. One example is the implementation of online book renewals. In the Library's 2009 student survey, participants were asked which method of renewal they would be interested in using: in-person, telephone, or online ([II.C.457](#)).⁴⁵⁷ Online and in-person renewals were both popular choices at 65% and 73%, respectively. This made activating online renewals a priority, and it was implemented shortly thereafter.

The Library uses statistics to assist in assessing its services and resources. One area in which statistics are particularly helpful is in the purchasing of electronic resources. Usage statistics are one measure librarians can use to identify the need for a resource. For example, the Library used the database statistics to help make the decision to cancel Grove Music Online. After consulting with music department faculty and the Dean of Visual and Performing Arts, librarians selected an alternate database.

In fall and spring 2009, the Library assessed and analyzed SLO results for its programs for the first time. In the evaluation phase, the survey instruments and results were also analyzed ([II.C.458](#)).⁴⁵⁸ Upon review of the results, improvements to the measurement and data collection were deemed necessary. When the Library's SLOs were assessed again in spring 2012, the analysis from the last SLO cycle was taken into account, which improved the process. In addition, the 2012 analysis of assessment results led to the incorporation of additional web links, video, and other visual elements into the library lectures.

Library services were assessed by distributing a survey to selected students online and to students who visited the Library. The response rate was low, but the results were positive. The majority of students felt that they could use the Library and its services effectively. Nearly all respondents said that they could find the material they needed always or sometimes. Most students knew how to find articles in the Library, how to log in to the computer lab, how to access the databases from off-campus, and how to check out a textbook.

Library lectures are assessed with a test given after each instruction session the librarians teach. The majority of students were able to successfully answer the questions. Students had some difficulty with the first two questions (what a call number represents and what type of material a database contains). These two questions were related to library terminology, which may explain the difficulty students had. From these results, the librarians determined that they might need to spend more time on teaching these ideas or use less terminology in referring to library services. When the librarians "closed the loop," it was also proposed that the problem might have been in the wording of the questions themselves.

The Library workshops were assessed in 2010-2011 with surveys after each workshop ([II.C.459](#)).⁴⁵⁹ The surveys reported that 100% of participants said that they had learned

something new; 91% were very well-prepared to conduct library research; 93% were more aware of how to search for and locate books and electronic materials in the Library; 83% were more aware of how to evaluate and find credible resources; and 84% were more aware of how to avoid plagiarism. All of the SLO targets were met for the library workshops.

In spring 2010, the Library 100 class was assessed using a pre- and post-survey [\(II.C.460\)](#).⁴⁶⁰ The surveys are based on the five SLOs: 70% of the students were able to successfully complete a bibliography at the end of the class, and 70% were able to pass the final exam.

Computing Center

As part of the spring 2011 survey analysis [\(II.C.461\)](#)⁴⁶¹ of the Technology Committee's annual survey results, the committee identified five areas of improvement:

1. Email: robustness and off-campus access
2. Security and privacy: continued focus as threats become more common
3. Portal: improved search and usability
4. Wireless: coverage, capabilities, and increased traffic
5. Training: improved technical training for faculty, staff, and students

These five identified needs were considered by the IT Department during its program review and Annual Resource Review creation and in the development of the College's Technology Plan [\(II.C.462\)](#).⁴⁶²

Student Success Center

The Student Success Center has prepared Annual Performance Reports that have been submitted to the U.S. Department of Education since 2008. These annual evaluations, conducted by external experts, demonstrate the strength and growth of the Center [\(II.C.463\)](#).⁴⁶³ The SSC participated in the College's program review process beginning in fall 2012 [\(II.C.464\)](#).⁴⁶⁴ For a detailed discussion of assessment findings for the Student Success Center, see Self-Evaluation for II.C.1.

Actionable Improvement Plan II.C.2

- None

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.

Descriptive Summary III.A and III.A.1

The College sets a high priority on assuring that personnel are fully qualified for their positions. When filling positions for full-time faculty, classified staff, and management, a hiring committee comprising diverse constituents, including members with specific expertise in the discipline or position requirements, is constituted at the onset of the recruitment process. The committee's initial responsibility is to review the job description and verify that the duties and qualifications appropriately reflect current standards and expectations. The faculty hiring process is designed to ensure that prospective employees have a clear understanding of the qualifications and attributes for a successful person/position and person/organization match ([III.A.465](#)).⁴⁶⁵

Methods used to assure that qualifications for each position are closely matched to specific programmatic needs:

- The College complies with State requirements pertaining to faculty hiring qualifications ([III.A.466](#)).⁴⁶⁶
- All job announcements and supplemental questions pertaining to job experience are reviewed and approved by the Campus Personnel Office and the District Office of Human Resources.
- The appropriate constituents review and provide input on position responsibilities, appropriate knowledge, skills, abilities, and other desirable characteristics.
- For classified staff and classified management positions, job specifications are periodically reviewed and updated to ensure classification and duties are appropriate for the position.

All Search Committee members are required to attend orientation training approved by the District Office of Human Resources, which includes information on Equal Employment Opportunity (EEO) requirements [\(III.A.467\)](#),⁴⁶⁷ Board Policies [\(III.A.468\)](#),⁴⁶⁸ and applicable procedures, and takes place prior to reviewing applications. An EEO Recruitment Coordinator facilitates the committee's work to ensure consistency in processes.

Each position in the District has a unique job description specifying minimum qualifications and job duties and responsibilities that reflect the specific programmatic needs. Job descriptions are reviewed each time a position is open for recruitment for review and/or modifications to reflect any changes in current job responsibilities or qualifications. Job descriptions for faculty are previewed by the Academic Senate, by the hiring manager, and then reviewed by the hiring committees for discussion and suggestions to ensure that each job description correctly represents the job duties and assignments needed for the position [\(III.A.469\)](#).⁴⁶⁹ The District reviews all job descriptions to ensure that they are EEO-compliant, properly reflect the job duties and responsibilities, and are correctly formatted for posting and recruitment.

Positions are advertised through the District Office of Human Resources in accordance with applicable procedures, search committee requests, and in consultation with the College personnel offices. To ensure a broad applicant pool, the District Office of Human Resources distributes position announcements to all District employees as well as outside institutions, registries, ListServes, scholarly publications, and other agencies, as appropriate.

Applications are screened by a selection committee, and applicants that meet or exceed the qualifications and experience are selected for interviews. All candidates are initially screened by the search committee to meet the minimum qualifications of the position [\(III.A.470\)](#).⁴⁷⁰ The applicants' job applications are screened for experience and desired qualifications to ensure that they have the background and experience to perform the job responsibilities. Candidates are then interviewed by a selection committee with specific questions developed by the committee to identify the experience and qualifications that are needed for the job. Only those candidates that meet or exceed all the qualifications and experience are invited back for final interviews with the President and the Hiring Committee chair.

These processes are in place specifically so that the best person for the job is selected to guarantee the quality of the College's programs and services. There is always an EEO Coordinator in the interviews, as well, to ensure the integrity of the hiring processes by establishing clear, consistent guidelines for committee members to follow, thereby assuring that all applicants have the same opportunity to succeed.

For part-time faculty recruitment, the District solicits high-demand areas from the College divisions and advertises vacancies when appropriate. The District maintains a website through which applicants can submit their information at any time. The College also receives inquiries from individuals seeking to apply; they are directed to the District's online application system. To ensure that applicants meet minimum qualifications, a dean and a faculty member, typically the department chair responsible for hiring, screen and interview qualified applicants.

Self-Evaluation III.A and III.A.1

The College meets the Standards. The committee format has proven effective in improving job descriptions and ensuring the selection of employees who are well qualified for their positions [\(III.A.471\)](#).⁴⁷¹ The use of an EEO Coordinator is also very valuable in ensuring process integrity. Job descriptions are reviewed and updated when vacancies occur. In addition, District Human Resources has initiated a review process for all classified job descriptions through the services of a consultant [\(III.A.472\)](#).⁴⁷²

The District is also in the process of reviewing all hiring policies and procedures with a representative committee of all constituencies to ensure that the hiring, recruitment, and selection procedures are more definitive, more prescriptive, and more transparently align with participatory governance principles.

Actionable Improvement Plan III.A and III.A.1

- None

III.A.1.a

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 plays 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.a

Each Search Committee develops criteria for screening and evaluating full-time faculty candidates based on the position responsibilities and qualifications in compliance with applicable Board Policy and procedures, as well as state and federal law.

- BP 7816 Faculty Hiring Policies and Procedures [\(III.A.473\)](#)⁴⁷³
- BP 7838 Faculty Hiring [\(III.A.474\)](#)⁴⁷⁴
- BP 7888 Management Hiring Policy [\(III.A.475\)](#)⁴⁷⁵
- BP 7856 Classified Staff Hiring Policy [\(III.A.476\)](#)⁴⁷⁶
- BP 7859 Confidential Staff Hiring Policy [\(III.A.477\)](#)⁴⁷⁷

One faculty member from the Search Committee participates on the secondary Selection Committee for new faculty and communicates the preferences determined by the Search Committee. The College determines if an applicant is well qualified through a rubric that establishes criteria to evaluate collective performance measures.

Beyond the degrees obtained, applicants demonstrate their subject matter knowledge through a variety of performance demonstrations including, but not limited to, appropriate teaching demonstrations, oral presentations, writing samples, or other performance indicators related to the responsibilities of the position. Candidates are evaluated based on knowledge and competence, commitment to service, and potential contributions to the Department and District.

Verification of a finalist's competencies is managed through reference checks, and the Department of Human Resources handles transcript and degree verification to ensure the candidate's degrees are from institutions accredited by recognized US Accrediting agencies and that equivalency has been established from degrees obtained from non-US institutions [\(III.A.478\)](#).⁴⁷⁸

Job specifications are evaluated to determine specific duties and responsibilities, as well as the job experience and education required to do those duties. Faculty minimum qualifications are determined by the Board of Governor's office, and the College requirements for hiring reflect those state-mandated guidelines. There is faculty representation on all committees for hiring new Faculty. The Academic Senate, the union representing the faculty, and the hiring dean are responsible for selecting qualified and knowledgeable Faculty to participate in the Selection committee. Diversity of committee members is reviewed. Applications are screened for minimum qualifications. If applicants apply through the equivalency process, an equivalency committee reviews the documentation and determines if the candidate qualifications are commensurate to the minimum qualifications listed for the position [\(III.A.479\)](#).⁴⁷⁹

New part-time faculty members are selected by a screening and selection committee consisting of the division dean and a faculty member, typically the chair responsible for hiring.

If applicants do not meet minimum qualifications, they are screened out of the process. Further screening determines whether candidates have the desired qualifications from previous experience within or outside the District. Only those applicants with the specified minimum qualifications and specified job-related experience are selected for final interviews and hired for a position.

Additionally, candidates are given job-related exercises to complete, including a demonstration of their teaching abilities and skills in front of the hiring committee [\(III.A.480\)](#).⁴⁸⁰ The interview questions are specifically created to ensure that the candidate is not only experienced in a specific discipline, but also that demonstrated skills and abilities will contribute to the mission of the College. Jobs are advertised internally on a weekly posting report, externally on the recruitment page on the District website [\(III.A.481\)](#),⁴⁸¹ as well as externally in journals and websites that are specific to the position being recruited. Degrees are verified and reference checks are completed on all personnel to ensure that the information provided to the District is accurate and that selected candidate is a match for the mission of the College.

Currently, the campus has policies and procedures that serve as guidelines for ensuring appropriate hiring procedures. The District has established a Policy and Procedure Task Force, which is reviewing and revising current hiring processes and procedures for all constituencies. The management policy and procedures are completed, while updating of faculty and classified positions continues. The committee has completed the policies for both classified staff and faculty hiring but is currently working to complete the procedures.

Self-Evaluation III.A.1.a

The College meets the Standard. Faculty members play a vital role in the selection of new faculty. Overall, the District demonstrates effectiveness in this area of hiring qualified faculty. To address a concern of inconsistent granting of faculty equivalency, particularly among part-time faculty applicants applying for single-subject equivalency, the faculty subcommittee of the Policy and Procedure Task Force has taken a lead role in working through Academic Senates, district wide, to redesign the faculty equivalency process. The subcommittee, incorporating feedback from each Senate, is refining a recommended process for District-wide implementation. This will be an on-going process over the next few years.

Actionable Improvement Plan III.A.1.a

- The Policy and Procedure Task Force will continue to work to complete the faculty and classified hiring procedures to ensure consistency in hiring processes.

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

The College is committed to providing performance feedback and evaluation through a formal, structured process. A properly delivered performance evaluation boosts productivity, identifies performance gaps, and promotes continuous improvement in the quality of work.

Evaluation discussions are scheduled on a regular basis in accordance with the various collective bargaining agreements. Less-formal discussions also occur when the nature of the assignment or other circumstances make it meaningful to do so. Reports are run on a monthly basis by District Human Resources to ensure review cycles are completed. Evaluation processes for management [\(III.A.482\)](#)⁴⁸² are reviewed by Coast District Management Association (CDMA), and classified staff [\(III.A.483\)](#)⁴⁸³ processes are negotiated and revised as needed, for relevance and effectiveness by the Coast Federation of Classified Employees (CFCE). The full-time faculty evaluation processes are reviewed and negotiated by the Coast Federation of Educators (American Federation of Teachers Local 911) [\(III.A.484\)](#),⁴⁸⁴ while the part-time processes are negotiated by the Coast Communication College Association (CCCA). Evaluations are completed on a regular cycle to track the progress of all faculty, staff, and management.

Management evaluations are performed on a regular cycle, as set forth in the Management Handbook [\(III.A.485\)](#).⁴⁸⁵ Every year managers recommend goals they are to attain for that year. Management are also subject to a behavioral survey that is disseminated every two years, providing feedback from all constituencies on progress toward goals and feedback for improvement. This feedback and a self-evaluation are used by the supervisor to complete the evaluation provided to the manager.

Classified and faculty evaluation procedures are delineated in negotiated collective bargaining agreements [\(III.A.486\)](#).⁴⁸⁶

Classified staff evaluations for newly hired staff are completed at three months, five months, and one year. They are completed every two years thereafter. Every evaluation provides feedback to employees on areas that need improvement, with a follow-up to ensure improvement or further training and feedback [\(III.A.487\)](#).⁴⁸⁷

Part-time [\(III.A.488\)](#)⁴⁸⁸ and full-time [\(III.A.489\)](#)⁴⁸⁹ faculty evaluations are completed by the division dean, with the input of faculty peers. For contract tenure-track faculty, a tenure review committee is assembled to evaluate the faculty member each year until tenure is granted. This committee comprises the division dean, two department faculty members, and one faculty member from outside the department. After tenure is granted, the faculty member is then evaluated on a three-year cycle by a panel of peers selected from within the department [\(III.A.490\)](#).⁴⁹⁰ Evaluation forms are completed by each committee/panel member, and surveys are distributed to students in order to assess instructor effectiveness and provide feedback. There is also a process in place for faculty who need continued improvement.

Self-Evaluation III.A.1.b

The College meets the Standard. There has been significant improvement, district wide, in the timely completion of evaluations. To encourage timely completion and submission of evaluations, the management evaluation includes a component that indicates punctual completion of evaluations as a key responsibility. By way of incentive, management longevity stipends are tied to ensuring that the employee evaluations are current [\(III.A.491\)](#).⁴⁹¹

Evaluation processes are a topic of ongoing discussion. At issue is how to make evaluations a more effective tool in performance management. Further, the Board of Trustees has expressed interest in moving from a two-year cycle for managers and classified employees to an annual cycle [\(III.A.492\)](#).⁴⁹² The shortening of the cycle may create difficulty for managers who have a large number of direct reports. For classified employees, the cycle must be collectively bargained [\(III.A.493\)](#).⁴⁹³

The College uses an online notification system through its intranet, MyOCC, to alert managers when evaluations for their direct reports are due. This has been helpful to keep management on task with evaluations. In addition, managers are held accountable through their own evaluation process to ensure that they have completed all their evaluations in a timely manner.

Actionable Improvement Plan III.A.1.b

- None

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.

Descriptive Summary III.A.1.c

Full- and part-time faculty members are meaningfully engaged in the development and assessment of student learning outcomes. Faculty evaluation instruments do not specifically use the term “student learning outcomes”; however, evaluation components include reflection on objectives of assignments, and when an individual instructor is up for evaluation, students have the opportunity to rate whether or not the instructor has made clear what is expected in the course. Deans are directed to address achievement of outcomes in their evaluations of faculty.

Self-Evaluation III.A.1.c

The College meets the Standard. The evaluation process is within the scope of collective bargaining ([III.A.494](#)),⁴⁹⁴ and the District continues to negotiate with the faculty collective bargaining units on the inclusion of specific language into the agreements. In the interim, faculty responsibility for achieving student learning outcomes are evaluated as an element of faculty members’ assignments. This is a negotiable item and not resolved at this time. The evaluation process remains part of campus discussion and negotiations.

Actionable Improvement Plan III.A.1.c

- Negotiate with faculty unions to include the revised evaluations contract article into the collective bargaining agreements.

III.A.1.d

The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary III.A.1.d

On Aug. 15, 2012, the Board adopted a Code of Professional Ethics for all Employees (BP 3050) ([III.A.495](#)).⁴⁹⁵ Faculty, classified staff, and managers are held accountable for adherence to laws, regulations, and Board Policy. All new information provided from the District about new policies is announced through the District to HR Directors on campus, who then updates management and review new policies at monthly management meetings. All managers are encouraged to take this information back to their departments or divisions to disseminate the information college wide.

Moreover, the Academic Senate operates in a context of identified and shared ethical responsibilities. The collective bargaining agreement with faculty contains an Article on Academic Freedom and Responsibility. The responsibilities that moderate freedom include ethical responsibilities in working respectfully with students, ethical handling of controversial subject matter, and critical self-discipline.

Self-Evaluation III.A.1.d

The College meets the Standard. The newly adopted Board Policy 3050 defines the College's Code of Professional Ethics for All Employees. The Code of Conduct is also published in the new Faculty Handbook, which is distributed every year to newly hired full-time faculty and staff at all new-hire orientations.

Actionable Improvement Plan III.A.1.d

- None

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

The College provides a wide array of course offerings for students, relying on its full-time faculty to create and update curriculum, provide instruction, and promote College life [\(III.A.496\)](#).⁴⁹⁶ The District continually evaluates what constitutes a sufficient number of full-time faculty members, ensuring an appropriate number of faculty to meet student needs in high-demand classes, to maintain program vitality, and to meet or exceed the target of the state-required faculty obligation number [\(III.A.497\)](#).⁴⁹⁷ Ranking processes are used to identify faculty hiring priorities. As resources are available for faculty hiring, the ranked priorities are heavily relied upon in making recruitment decisions. For fall 2012, the College hired 15 new full-time, tenure-track faculty members, bringing the total number of full-time faculty to 253.

Classified staff members fulfill support functions in the areas of direct classroom support, admissions and records, paraprofessional counseling support, technology, clerical services, maintenance and operations, campus safety, and governance. The College and the District office assess needs to support institutional effectiveness and hires accordingly. Classified managers are hired to oversee College support functions. Educational administrators are hired to provide leadership and support to instructional programs.

Due to continuing funding pressures, many positions have not been replaced over the past two years when they become vacant. Through necessity, the College and the District increasingly have been conscious of the need to evaluate each position in terms of student demand and operational effectiveness [\(III.A.498\)](#).⁴⁹⁸

Every position requested must be justified both at the College and District levels before receiving approval to proceed with recruitment. From 2010 to present, there has been a hiring slowdown, requiring that positions be first filled through reorganization, transfers, or internal recruitment [\(III.A.499\)](#).⁴⁹⁹ External recruitment is allowed only under strict parameters mandated through a Resolution by the Board of Trustees [\(III.A.500\)](#).⁵⁰⁰ If the recruitment effort among permanent full- and part-time District employees does not generate a successful candidate, the Presidents Council determines whether an external search is warranted due to

the following: special technical skills required for the position, which no one internally possesses, mandatory or regulatory requirements, or for health and safety reasons.

Self-Evaluation III.A.2

The College meets the Standard. The College employs a sufficient number of qualified full-time faculty, staff, and administrators to provide the instruction and services necessary to support the College's mission and goals.

The number of students enrolled at Orange Coast College per academic year has decreased recently as the budget has decreased and class sections cut. After a 9.6% increase in 2007-2008 from the previous academic year, three consecutive years of declines have been observed. The College's annual headcount decreased by an additional 7.0%, from 34,201 in 2009-2010 to 31,959 in 2010-2011.

Since the last Accreditation Report, the number of full-time faculty has declined by 30%, classified staff numbers has declined by 5%, and management (certificated and classified combined) has declined by 35% (III.A.501).⁵⁰¹ These reductions stemmed largely from retirement incentives and natural attrition intended to reduce the workforce without implementing layoffs (III.A.502).⁵⁰²

Budgetary considerations have been the driving force of decisions relating to replacements. State-mandated workload reductions have reduced enrollment levels. A memorandum of understanding regarding the most recent faculty incentive program allowed for one new faculty member to be hired for every retirement the campus received. The College hired 15 new full-time faculty members for fall 2012 to replace 15 retirements. As of fall 2012, the district is above the mandated Faculty Obligation Number.

Actionable Improvement Plan III.A.2

- Explore the design and implementation of a broad-based reorganization to ensure efficiencies and effective coverage in areas of high need and demand.

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.

Descriptive Summary III.A.3

There are approximately 140 Board Policies guiding the work of Human Resources (III.A.503).⁵⁰³ The College relies on the policy services of the Community College League of California (CCLC) to determine which policies are mandated by law and to access models for local use. In 2010, the College, in collaboration with the District, developed a three-year plan for the systematic review of HR Policies (III.A.504).⁵⁰⁴

Policies are also developed based on constituent request or Board request as communicated through the Board's Personnel Committee. The process for policy development typically begins with a request from the Board of Trustees, a change in legal requirements, or

constituent interest. The need for the development or updating of a policy begins with a presentation to the Chancellor's Cabinet, comprising leaders from each of the District's internal constituent groups. Several Human Resource policies for Certificated Staff ([III.A.505](#)),⁵⁰⁵ Classified Staff ([III.A.506](#)),⁵⁰⁶ Confidential Staff ([III.A.507](#)),⁵⁰⁷ and Management ([III.A.508](#))⁵⁰⁸ have been updated or developed with the assistance of a Task Force composed of District-wide representatives.

Since the District-wide committee is composed of all constituencies from each of the campuses, the draft policies are brought back to the campus for each constituent group to review, give input, and approve. After each draft is revised with comments brought back from each campus, the drafts are re-written and new drafts are submitted to the appropriate constituency group by the representative until the draft is ready for the first board reading.

Based on current requirements, draft policies are forwarded to the District's General Counsel for review to ensure consistency with current legal requirements. The Board adopts policy in a two-stage reading process. Therefore, newly developed policies or revised policies are placed on a Board Agenda for review during public meetings, allowing broad-based exposure prior to adoption. Once adopted, policies are placed on the District's website to allow for full public access.

Self-Evaluation III.A.3

The College meets the Standard. Significant strides have been made in the area of policy review and development over the past five years. Legal mandates and constituent feedback have driven many of the more recent policy changes. The revision of the Management Hiring Policy and Procedure ([III.A.509](#))⁵⁰⁹ was a high priority for the District based on real or perceived inconsistencies in management hiring. The District's General Counsel has also identified policies that require immediate updating to accommodate legal guidelines. The review process is ongoing and has also resulted in an increased focus on ensuring that policies are consistently administered.

Actionable Improvement Plan III.A.3

- None

III.A.3.a

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary III.A.3.a

In 2007, the Board of Trustees, Chancellor, Academic Senates, and employee representative groups developed a Board Policy for executive hiring ([III.A.510](#)).⁵¹⁰ Subsequently, a Policy and Procedure Task Force was formed in May 2009 to work with Human Resources to update all of the District's hiring policies and procedures for certificated, classified confidential, supervisory management, and executive management positions. The Task Force received training in Equal Opportunity Employment law prior to engaging in the work of policy development. Board Policies for Equal Opportunity Employment ([III.A.511](#)),⁵¹¹ Equal Opportunity Plan ([III.A.512](#)),⁵¹² Recruitment and Selection ([III.A.513](#)),⁵¹³ Faculty Hiring

[\(III.A.514\)](#),⁵¹⁴ Faculty Qualifications [\(III.A.515\)](#),⁵¹⁵ Classified Hiring [\(III.A.516\)](#),⁵¹⁶ Confidential Hiring [\(III.A.517\)](#),⁵¹⁷ and Management Hiring [\(III.A.518\)](#)⁵¹⁸ were developed or revised, as applicable, by the Task Force, reviewed by the General Counsel and adopted by the Board in March 2010 [\(III.A.519\)](#).⁵¹⁹

The Task Force also significantly revised the District's Nepotism Policy to address any bias in hiring or supervision of employees based on relationships by blood, marriage, adoption, or domestic partnerships where conflicts of interest may exist [\(III.A.520\)](#).⁵²⁰

Self-Evaluation III.A.3.a

The College meets the Standard. Until the formation of the Policy and Procedure Task Force, the Office of Human Resources was working with policies and procedures in need of review and assessment. Actual methods used reflected best and current practices, but those practices were not transparent organization-wide, and the appearance of consistency was lost. Working with constituents, district wide, on the development of new policies has increased awareness of Equal Opportunity Employment requirements and the need to explore with the other colleges and the District the institutionalization of hiring policy.

The focus on management hiring procedures has dominated much of the time of the Task Force, which is now refocused on the faculty equivalency process, as well as faculty, classified, and confidential hiring procedures.

Actionable Improvement Plans III.A.3.a

- Explore with the other colleges and District the institutionalization of the Task Force.
- Continue to work with the District, administration, and staff to complete the EEO Plan, hiring and equivalency procedures, and classified hiring 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.b

College personnel records are maintained by the District to document employment-related decisions, benefit choices, and to comply with statutory record-keeping requirements. Only one official master personnel file is maintained by the District, which is kept in the District Office of Human Resources [\(III.A.521\)](#).⁵²¹

To ensure confidentiality of personnel information, access to an employee's file is restricted to the employee, an authorized agent, and authorized administrators and supervisors. An employee's medical and benefits records file is maintained separately from the personnel file in accordance with the Americans with Disabilities Act. Access to an employee's medical file and any medical-related information is restricted to an employee and the Vice Chancellor of Human Resources or their designee.

Each employee has the right, by appointment, to review and copy, but not remove the contents of their own official personnel file. According to contract negotiations and District

Policy, other reproduction of master file documents occurs in the course of day-to-day human resources work or by court order [\(III.A.522\)](#).⁵²²

Self-Evaluation III.A.3.b

The College meets the Standard. Master file documents are well organized and filed in a timely manner. Anyone outside of Human Resources staff and immediate organizational supervision must be given written permission by the employee to review the master file. Once granted, persons reviewing a file must present a photo ID and complete/sign a Personnel File Utilization Form stating the purpose of the file review. Once signed, this form is kept in the master file. These forms provide an excellent "paper trail" ensuring that only persons authorized by the employee have access to confidential employee information.

Actionable Improvement Plan III.A.3.b

- None

III.A.4

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary III.A.4

In accordance with Board Policy, the College remains committed to providing equal employment opportunity for all persons and continues to refine recruitment and selection efforts to promote diversity and equity [\(III.A.523\)](#).⁵²³ The Coast Guiding Principles and Goals were collaboratively developed and incorporated in the *Vision 2020 Plan* [\(III.A.524\)](#).⁵²⁴

District Principles include adherence to the following beliefs [\(III.A.525\)](#).⁵²⁵

- **Diversity:** hiring policies and practices reflect inclusiveness and an acceptance of all educational, socio-economic, ethnic, and cultural backgrounds.
- **Equity:** a diverse, representative employee pool that has been fairly and equitably selected serves and contributes to students' success.

Methods used to facilitate the achievement of diversity goals include the following [\(III.A.526\)](#).⁵²⁶

- Electronic applications and screening tools (broad outreach and assessment consistency)
- Marketing materials that reflect commitment to Equal Employment Opportunity
- Participation in diversity job fairs
- State and national academic email distribution
- Distribution of job summaries to more than 200 local community organizations
- Partnership and use of the California Community College Registry [\(III.A.527\)](#)⁵²⁷
- Collaborative creation and consistent application of training and diversity information

The College has also provided the following to attain diversity goals:

- Published non-discrimination and EEO statement in all catalogs, schedules, brochures, and on the OCC Portal [\(III.A.528\)](#)⁵²⁸
- Statements in English, Spanish, and Vietnamese [\(III.A.529\)](#)⁵²⁹
- Updated photos in brochures, to be inclusive and represent minorities and disabled students [\(III.A.530\)](#)⁵³⁰
- Sponsored annual International and Multicultural Committee's Diversity Fair through Diversity Funds [\(III.A.531\)](#)⁵³¹
- Sponsored diversity workshops for faculty and staff through Staff Development [\(III.A.532\)](#)⁵³²
- Promoted clubs geared towards all monitored groups [\(III.A.533\)](#)⁵³³
- Conducted Civil Rights audit in which recommendations were made for accommodation issues and all issues were resolved [\(III.A.534\)](#)⁵³⁴

Self-Evaluation III.A.4

The College meets the Standard. Ongoing discussions between the College and the District reflect understanding and commitment. An ongoing hiring freeze has limited the ability of the College to further diversify its employee demographics. The Board of Trustees reviewed District diversity performance at its Sept. 19, 2012, meeting [\(III.A.535\)](#).⁵³⁵

Actionable Improvement Plan III.A.4

- None

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.

Descriptive Summary III.A.4.a and III.A.4.b

The College has developed a number of programs and services to support its diverse personnel. The OCC campus has provided three diversity workshops and is working on additional offerings of diversity programs [\(III.A.536\)](#).⁵³⁶ The International Multicultural committee also provides diversity programs on campus. Programs and services have been designed to provide for the range of personnel needs at the institution [\(III.A.537\)](#).⁵³⁷

The District Office of Human Resources monitors the record of employment equity and diversity. At a Board of Trustees meeting on Sept. 19, 2012 [\(III.A.538\)](#),⁵³⁸ the trustees received a Diversity Report presented by the Human Resources Manager of Recruitment and Staff Analysis. This report was followed by a Board-member discussion of the findings, including the desire to increase the diversity of District employees and to explore strategies that would aid development of a more diverse recruitment pool.

During the hiring process, the EEO/Recruitment Coordinators monitor hiring processes to ensure consistent and equitable application of approved procedures. Every effort is made to create diverse hiring committees for a fair and equally balanced selection process. Managers and other personnel are provided with relevant training regarding equal employment opportunity and the District's stated commitment to equity and diversity. Currently, the District is forming a District-wide EEO Advisory Committee to assist in development and implementation of an EEO Plan (III.A.539).⁵³⁹ Campus participation will be solicited and provide input into the plan.

The demographics of the College's workforce is also reviewed annually and depicted in a corresponding trend analysis that is presented in the *Vision 2020 Education Master Plan*. (III.A.540).⁵⁴⁰ In addition, all managers, personnel offices, and search and selection committees are provided with a "quick-view" environmental scan. The environmental scan includes local ethnicity data, District-wide ethnicity data, College ethnicity data, District mission statement, EEO statement, goal of search committees, as well as general information about the District and community that it serves (III.A.541).⁵⁴¹

Self-Evaluation III.A.4.a and III.A.4.b

The College meets the Standard. To support its diverse personnel, the College has created and maintains appropriate programs, practices, and services, including a number of diversity workshops and programs on campus.

The College also regularly reviews its employment equity and diversity. There continues to be much discussion of the District's commitment to diversity, as evidenced by the Diversity Report presented to the Board at its meeting on Sept. 19, 2012. Also, there has been an increase in hiring staff members in monitored groups. A review of the demographic data, however, shows that the College should continue to promote diversity to align the staff with the student population and surrounding community.

In November 1996, Proposition 209, also known as the California Civil Rights Initiative, was approved and amended the state constitution to prohibit state government institutions from considering race, sex, or ethnicity, specifically in the areas of public employment, public contracting, or public education. The College and the District are experiencing meaningful improvement in gender, age, and socioeconomic diversity. The efforts to increase ethnic diversity, particularly from the Asian and Mexican American communities, have not been as successful. To address this concern, there is increased evaluation of posted position requirements in an attempt to expand diversity in the workforce (III.A.542).⁵⁴²

Actionable Improvement Plan III.A.4.a and III.A.4.b

- None

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.c

The College advocates treating all constituencies with integrity, recognizing that administration, faculty, staff, and students are indispensable to the goals and mission of the institution.

In order to ensure that faculty and staff are treated fairly, three unions represent these key College constituencies: the full-time faculty are represented by the Coast Federation of Educators (CFE), the part-time faculty are represented by the Coast Communication College Association (CCCA), and the classified staff are represented by the Coast Federation of Classified Employees (CFCE). Working conditions are collectively bargained, and the District strives to adhere to the Collective Bargaining Agreements [\(III.A.543\)](#).⁵⁴³ Each agreement also stipulates the grievance/complaint process for the respective constituent.

Two unrepresented groups, the Association of Confidential Employees (ACE) and the Coast District Managers Association (CDMA), address working conditions through a less-formal meet-and-confer process. There are also policies with accompanying procedures that address issues of equity and non-discrimination [\(III.A.544\)](#),⁵⁴⁴ acceptable computer use [\(III.A.545\)](#),⁵⁴⁵ and workplace violence [\(III.A.546\)](#).⁵⁴⁶

In addition, policies are in place to address student concerns and established student organizations, such as the Associated Students of Orange Coast College, ensure that students have a voice in District and College operations. The District continues to advocate programs and services for students to ensure fulfillment of its mission [\(III.A.547\)](#).⁵⁴⁷ For students filing a service complaint or a grade grievance, the process and forms for filing a complaint are outlined on the College's website [\(III.A.548\)](#).⁵⁴⁸

Self-Evaluation III.A.4.c

The College meets the Standard. The participatory governance practices of the College guarantee that all constituent groups are recognized and treated with integrity. With a backdrop of diminishing resources, the College also continues to increase morale by providing more recognition programs and staff development.

Faculty and staff are represented by unions that collectively bargain with the District in order to safeguard fair and equitable working conditions for employees, while administrators' working conditions are also addressed through association membership. In addition, the District develops and adheres to a number of policies designed to maintain fair working conditions at the College.

The grievance process for faculty, staff, and students is well defined. Also, concerns in the last few years about bullying and civility have led to requests for a Board Policy on civility.

Actionable Improvement Plan III.A.4.c

- Develop and administer a climate survey to obtain baseline information to inform the possible development of a Board Policy of Zero Tolerance and Civility.

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.

Descriptive Summary III.A.5

Professional development activities are supported for all employee groups, including faculty, classified, and management:

Faculty

Professional development for faculty includes the awarding of salary advancement credits to allow horizontal salary schedule moves for full-time faculty members as they advance in educational pursuits. Funds are allocated in lieu of salary advancement credits for full-time faculty already on the final column of the salary scale [\(III.A.549\)](#).⁵⁴⁹ Professional development funds are also available through attendance and/or presentation at professional meetings, conferences, seminars, in-service, or off-campus workshops; participation in job shadowing; leadership in a professional organization; production of educational materials; submission and publication of articles for professional publications; independent study; and related work experience [\(III.A.550\)](#).⁵⁵⁰ Sabbatical leaves are funded for projects for full-time faculty that refresh and enhance a faculty member's subject area expertise [\(III.A.551\)](#).⁵⁵¹

In addition, the CFE bargaining unit is in working collaboration with the Academic Senate to create and present a year-long series of faculty education workshops to educate new and continuing faculty on various issues, such as lesson planning, constructing syllabi, academic freedom, writing clear assignments, best practices, academic honesty, classroom management, dealing with difficult students, professional development, learning and teaching styles, critical-thinking training and exercise, and other instructor and student needs [\(III.A.552\)](#).⁵⁵² The Collective Bargaining Agreement with CFE provides for faculty retraining leave, so faculty members teaching in areas where student demands have diminished are able to obtain some paid leave and reimbursement for some of the cost of their retraining to support other areas of the organization [\(III.A.553\)](#).⁵⁵³

Classified Staff

Classified staff are encouraged to pursue higher education, and funds are set aside for staff professional development [\(III.A.554\)](#).⁵⁵⁴ Staff members have the opportunity to train in areas of interest through a structured job training/job shadowing program. Successful completion of the program guarantees an interview in the assignment of interest. The College also reimburses staff participation in classes that enhance effectiveness in current assignments or promote wellness.

Management

Funds are allocated for management conference attendance and for education in pursuit of advanced degrees [\(III.A.555\)](#).⁵⁵⁵ Managers are encouraged to attend workshops offered annually by Liebert Cassidy Whitmore through the Southern California Community College District Employment Relations Consortium [\(III.A.556\)](#).⁵⁵⁶ The State Chancellors Office and the Association for California Community College Administrators (ACCCA) also sponsor

workshops and conferences that provide professional development training and activities for administrators [\(III.A.557\)](#).⁵⁵⁷

Self-Evaluation III.A.5

The College meets the Standard. All employees are provided with appropriate opportunities for professional development, consistent with the College mission and based on student learning needs. There is an array of options for all employees interested in degree attainment, job-specific training, and professional development. The continuing goal for staff development is to provide ongoing training for new faculty members to aid in their success in the classroom and training for new managers to aid success in leadership.

Actionable Improvement Plan III.A.5

- None

III.A.5.a

The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary III.A.5.a

The College has a Staff Development Advisory Committee that meets on a monthly basis and provides professional and personal growth opportunities for all individuals in the college community. The Staff Development program promotes excellence in instruction and effective student support services, and encourages a dynamic, comprehensive, educational continuum to facilitate student success [\(III.A.558\)](#).⁵⁵⁸ Staff Development includes representative membership to reflect the various needs of employee groups.

The College, with District support, has sponsored training in identified areas of need [\(III.A.559\)](#).⁵⁵⁹ including the following recent examples of professional development:

- Technology training in new and emerging technologies and training to increase skill level for current applications
- Mandated sexual harassment prevention training for all managers
- All-management professional workshop days with topics such as Crucial Conversations, Four Generations in the Workplace, Budget Trends, Community Colleges in Transition
- Interest-based bargaining to build trust and increase efficiency and effectiveness in the negotiations process
- Training for all managers when collective bargaining agreements change

The College completes program reviews on a continuous cycle that includes staff development needs for the department or division [\(III.A.560\)](#).⁵⁶⁰ From these program reviews, Annual Resource Requests (ARR) are completed by management for resource needs, including staff development. Staff development needs are reviewed and prioritized at the Wing Planning Council level and then sent to Staff Development Advisory Committee for review to ascertain whether they fit within the advisory group's goals [\(III.A.561\)](#).⁵⁶¹

In addition to College work in this area, a district Staff Development Committee has been developed through the leadership of the three campuses to combine efforts and resources in order to provide more opportunities for shared training for the campuses. District leadership is involved and provides guidance for district-wide training as well.

Campuses are exchanging information about programs and are offering staff development to the other campuses. Coastline Community College has a summer institute and utilizes OCC and Golden West College staff to provide instruction.

Self-Evaluation III.A.5.a

The College meets the Standard. Current professional development activities address specific needs, and participant evaluations indicate that activities are well received. The District is exploring ways of using existing resources, both fiscal and human, to design a more coordinated professional development effort across the District.

OCC has created an evaluation process to ensure that participants have gained knowledge from the program and are able to take the information back to use in their workplace or classroom. The College is evaluating the Staff Development Advisory Committee, adding constituents to the group to enhance its representativeness and looking at the mission to create goals that address the needs of the College. The committee is working to create a Staff Development Plan that addresses the total needs of the campus, including the mission and goals of the campus as well.

Actionable Improvement Plan III.A.5.a

- Perform a needs assessment for the campus to identify gaps and provide programs to fill those gaps.

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.b

The College evaluates professional development programs, enlisting feedback from participants, and uses the results of these evaluations to improve programs. For every class or workshop offered at the College through Staff Development, evaluations are sent out and collected, and data is evaluated to assess the value of each program and determine the further needs of the campus [\(III.A.562\)](#).⁵⁶² Constituent groups are surveyed on a regular basis to identify the needs of the campus for staff development opportunities and educational programs [\(III.A.563\)](#).⁵⁶³

As a result, Staff Development has provided a variety of workshops to promote excellence in areas of instruction and effective student support services. Workshop topics include Celebrate Culture [\(III.A.564\)](#).⁵⁶⁴ How to Create Documents for the OCC Portal [\(III.A.565\)](#).⁵⁶⁵ Quality Assessment [\(III.A.566\)](#).⁵⁶⁶ Public Speaking [\(III.A.567\)](#).⁵⁶⁷ and Managing Conflict and Promoting Reconciliation [\(III.A.568\)](#).⁵⁶⁸ Management is updated on

a monthly basis at the Administrative Leadership Team meetings [\(III.A.569\)](#),⁵⁶⁹ and Leadership Training is provided at the District and College levels [\(III.A.570\)](#).⁵⁷⁰

Self-Evaluation III.A.5.b

The College meets the Standard. Evaluations indicate that workshops and classes provided are consistently rated highly [\(III.A.571\)](#).⁵⁷¹ Future programs and goals will be based on the evaluations and feedback provided.

Actionable Improvement Plan III.A.5.b

- None

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 integrated with the College's planning and decision making. Budget planning at the College includes strategic planning to maintain effective staffing levels based on needs derived from Program Reviews and ARR's developed at the division and departmental levels [\(III.A.572\)](#).⁵⁷²

The College uses clear, well-defined processes to plan for the hiring of full-time faculty, as well as new classified staff and managers. These processes are fully integrated with institutional planning and published in the revised *Decision Making: A Guide to Planning and Governance* [\(III.A.573\)](#).⁵⁷³ document:

Full-time faculty hiring prioritization

- Faculty hiring with justification based on Comprehensive Program Review (CPR) and Faculty Hiring Philosophy completed. Requests are justified according to Faculty Hiring Philosophy. The faculty hiring data is provided by Institutional Research. (September-October)
- Division dean meets with faculty to solicit division feedback and determine division priority. Division process and prioritization documents sent to the Institutional Effectiveness office for posting and populating the hiring rubric. (October)
- Instructional Wing Planning Council (IPC) prioritization is based on rubric analysis, hiring philosophy and final balloting. Final prioritization presented to Academic Senate for endorsement. Instructional Wing Planning Council (IPC) prioritization submitted to College Council. (October-November)
- College Council reviews hiring's and recommends final prioritization to President. (November-December)
- President makes final hiring decision and communicates decision campus-wide. (December)

Part-time faculty hiring

- New part-time faculty members are selected by a screening and selection committee consisting of the division dean and a faculty member, typically the chair responsible for hiring. Part-time faculty are hired as needed to meet each semester's demands.

Classified staff and manager hiring

- ARR (with justification based on completed CPR and I.L.C. review) completed for upcoming fiscal year for new positions and known replacements.
- Requests reviewed and prioritized by appropriate planning council.
- Prioritized planning council lists forwarded to Executive Cabinet of College Council for initial review and if necessary returned to planning councils to finalize.
- President's Cabinet prioritizes positions and forwards to College Council.
- College Council reviews hiring recommendations, including supporting materials and process.
- College Council recommends endorsed final prioritization to President.
- President makes final hiring decision and communicates decision campus-wide.

In the event of emergency staff/manager hiring, the following steps are followed:

- Mission critical positions will be identified by management and evaluated for permanent replacement or hourly backfill.
- Positions identified for permanent replacement by the President's Cabinet will be evaluated against the current annual hiring priorities.
- Positions deemed a higher priority than existing annual prioritization will be communicated by the President to the College Council as a hiring need.

Planning related to the organizational mission also involves human-resource related decisions to ensure placement of employees in areas that contribute to institutional effectiveness [\(III.A.574\)](#).⁵⁷⁴

In addition, employees undergo periodic evaluations, enabling the College to systematically assess the effective use of human resources and use the results of the evaluation as the basis for improvement. Prior to tenure, full-time faculty members are evaluated by committee every year for the first four years; tenured faculty are subsequently evaluated every three years. Part-time faculty members are evaluated in their first semester of teaching at the College and then once every six semesters. These evaluations include observations by fellow faculty members and/or division deans, as well as student evaluations of instructor effectiveness. Classified staff members undergo performance evaluations after their third and fifth months of service, at the end of the first year of service, and then every two years. Managers are evaluated after the first six months of service and then every two years after that.

Self-Evaluation III.A.6

The College meets the Standard. Human resource planning is integrated with institutional planning, and the College has clear processes in place to plan for and implement human resource needs. In addition, the College systematically assesses faculty, staff, and administrators, using the results of evaluations as the basis for improvement.

Actionable Improvement Plan 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, as part of Coast Community College District (CCCD), serves approximately 24,000 students (fall 2012) on a 166-acre campus comprised of 83 buildings, with more than 550,000 assignable square footage. There is also an off-campus facility, the School of Sailing and Seamanship, located in Newport Beach [\(III.B.575\)](#).⁵⁷⁵ Students attending the College primarily seek career and technical certificates and degrees, associates degrees, and transfer to four-year universities.

Key campus facilities, equipment, and land include the following:

- Land: adequate student parking and overflow areas to accommodate peak demands, athletic fields to support OCC's teams, horticulture gardens for the ornamental horticulture program, open space for community events, and well-maintained grounds for a comfortable learning environment.
- Student service: Watson Hall, 50,000 square feet, for student support services such as admissions, records, counseling, financial aid, EOPS, matriculation, and career services. In addition, facilities are dedicated to disabled student needs and basic skills support, including a math lab and tutorial services. There are several open labs for computer access for students, as well as a 40,000-square-foot Library and Learning Resource Center, which opened in 2007.
- Facilities: campus facilities and equipment support a wide range of student learning activities with specialized labs in more than 40 career technical education programs, such as architecture, construction, culinary arts, photography, digital media, professional mariner, radiologic technology, computer science, and welding. The sciences have specialized labs and equipment for chemistry, biology, physics, astronomy, and marine science; the arts have specialized labs for drama, fine arts, sculpture, and dance.

Physical resource planning is represented in the *OCC Master Plan*, which has three components: the *Academic Master Plan* [\(III.B.576\)](#),⁵⁷⁶ the *Technology Master Plan* [\(III.B.577\)](#),⁵⁷⁷ and the *Facilities Master Plan* [\(III.B.578\)](#).⁵⁷⁸ Physical resource planning is integrated with institutional planning by the College Facilities Planning Committee (FPC) and documented in the *College Master Plan* [\(III.B.579\)](#).⁵⁷⁹

A key component of the *Facilities Master Plan* is the Facility Condition Assessment Report [\(III.B.580\)](#),⁵⁸⁰ which helped guide the development of the *CCCD Vision 2020 Plan* [\(III.B.581\)](#).⁵⁸¹ The process for preparing the comprehensive *Vision 2020 Facilities Plan* included a series of campus and community focus groups and open forum meetings, culminating in the guiding vision of establishing and maintaining a physical infrastructure that enhances student success while creating an attractive and flexible learning environment.

Self-Evaluation III.B

The College meets the Standard. Physical resources at the College are sufficient to support student learning programs and services. The Facilities Planning Committee (FPC) is charged with oversight of all facility-related resource projects with regard to the Facilities Master Plan. The FPC receives recommendations from the three Planning Councils (Instructional, Student Services, and Administrative Services) via the Annual Resource Request (ARR) process [\(III.B.582\)](#).⁵⁸² The FPC makes recommendations to the College Council and the College Budget Committee. These two bodies ensure that College spending reflects and supports the student-learning needs contained in the mission and goals of the College and that facility spending is prioritized and consistent with the needs of the students [\(III.B.583\)](#).⁵⁸³ Through these committees, there are campus-wide discussion forums, allowing constituencies to actively compare and balance long-term institutional planning goals and immediate needs with utilization of, and expenditures on, physical resources.

Actionable Improvement Plan 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

Safe and sufficient physical resources are provided by the College to support its programs and services. Resource planning is woven into several planning documents produced by the College and District, including the *Vision 2020 Plan* [\(III.B.584\)](#).⁵⁸⁴ which includes community demographics and growth models used to plan for sufficient parking, facilities needs using enrollment estimates, transportation, food, and other student needs. For immediate concerns, the College Campus Safety Committee meets regularly to discuss safety concerns on campus, regularly sending out widely distributed surveys online and through campus mail [\(III.B.585\)](#).⁵⁸⁵ to determine the safety needs of the campus. In addition, Campus Safety conducts monthly and annual safety reports, which are available on the OCC Portal [\(III.B.586\)](#).⁵⁸⁶ To ensure that safety concerns are addressed, the Annual Resource Request (ARR) and Comprehensive Program Review (CPR) processes prioritize campus needs identified as “health and safety” issues. Data is regularly collected, and annual reports are made on the condition of campus facilities [\(III.B.587\)](#).⁵⁸⁷ These feed into a master document at the District level [\(III.B.588\)](#).⁵⁸⁸ The District places the physical needs of the campus into a scheduled maintenance plan and obtains State funding when it is available [\(III.B.589\)](#).⁵⁸⁹ The College and District use data to develop long-range planning as evidenced in the *Vision 2010 Plan* [\(III.B.590\)](#).⁵⁹⁰ the *Facility Plan 2010-2015* [\(III.B.591\)](#).⁵⁹¹ and the *Vision 2020 Facility Master Plan* [\(III.B.592\)](#).⁵⁹²

The Board of Trustees in 1992 adopted Board Policy 4611, the Illness and Injury Prevention Program, which prioritizes the provision of a safe and healthy workplace for students, faculty, administrators, staff, and visitors [\(III.B.593\)](#).⁵⁹³ The District’s Risk Management Department, with assistance from the District’s insurance broker, conducts a bi-annual safety

and loss prevention inspection of all facilities owned by the District and its Colleges [\(III.B.594\)](#).⁵⁹⁴ Each year, the Facilities Condition/Assessment Priority list and the Scheduled Maintenance/Deferred Maintenance Program list are discussed and prioritized by the divisions and departments in the various wings and the Campus Facilities Committee. Reports are available on the Maintenance and Operations (M&O) portal site [\(III.B.595\)](#).⁵⁹⁵

Self-Evaluation III.B.1

The College meets the Standard. The focus on safety throughout the College has led to awareness and improvements in safety infrastructure, including the installation of campus camera security systems [\(III.B.596\)](#).⁵⁹⁶ improved lighting [\(III.B.597\)](#).⁵⁹⁷ and blue “help” lights [\(III.B.598\)](#).⁵⁹⁸ The campus facility improvement plans prioritize safety and security issues as a priority for funding [\(III.B.599\)](#).⁵⁹⁹ On a continuous basis, the District’s Environmental Health and Safety department evaluates safety programs, projects, and facilities to identify potential risk exposure and implement appropriate engineering, administrative, or personal protective measures. As an example of the benefits of this attention to safety, the District maintains an ongoing Experience Modification Insurance Ratio (Ex-Mod), which reflects a loss ratio less than the average community college district in the College’s insurance pool.

Actionable Improvement Plan 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

Orange Coast College monitors its facilities and facility-related equipment needs through a comprehensive approach in order to maximize the utility and quality of space. Facility projections are created with enrollment data, square feet calculations of campus size, and the type of instruction needed, such as lectures, labs, and athletics fields.

BUILDING	ASF	SERVICE AND SUPPORT
Administration	9,939	Academic Administration Management Information Services Student Records, Statistics and Publications Student Personnel Administration
Allied Health Sciences	15,712	Health, Radiologic Technology, Cardiovascular Technician, Emergency Medical Services, Health Occupations, Medical Assisting
Art Center	40,133	Fine Arts
Auditorium	31,993	Dramatic Arts

Biological Sciences	22,421	Biological Sciences and General Assignment
Bookstore	12,372	Bookstore
Bursars	2,518	Academic Administration
Business Education	13,807	Accounting, Business, General, Information Technology
Chemistry	20,989	Chemistry
Children's Center	9,721	Child Development
Classrooms & Labs	11,085	English, Anthropology, General Assignment and Institutional Research
Computing Center	10,823	Information Technology
Construction Management	1,612	Capital Outlay Projects
Consumer Science & Design	13,128	Family and Consumer Sciences Child Development Fashion Interior Design and Merchandising
Doyle Arts Pavilion	6,721	Fine and Applied Arts
Early Childhood Lab	4,690	Education
Faculty House	1,721	General Administration Service Staff Development Academic Administration
Fine Arts	10,698	Museums and Galleries Photography Radio and Television
Fitness Complex	24,392	Physical Education
Forum	6,381	General Assignment
Green House	2,905	Green House
Health Center	7,394	Health Services
Horticulture	2,367	Horticulture
Information Technology	9,071	Administrative Data Processing
Journalism	6,738	Fashion, General Assignment, Education, Nutrition, Foods and Culinary Arts
Lewis Center	20,759	Biological Sciences, Physics, Physical Science and General Assignment
Library	60,234	Library Services
Literature-Language	4,302	Speech Communication, English, Foreign Languages, Comparative Literature, General Assignment
Maintenance & Operations	24,293	Maintenance and Operations
Math Wing	11,396	Math
Music	11,873	Music
Physical Education	52,786	Offices, Gymnasium, Locker Rooms, Handball Courts, Field House
Public Safety	2,226	Logistical Services
Recycle Center	321	Recycle Center
Reprographics	5,058	Media Services

Sailing Center	8,765	Physical Education
Science	1,586	Astronomy
Science and Math Hall	10,668	General Assignment
Skill Center	18,815	Aeronautical and Aviation Technology, Physical Education, General Assignment, Manufacturing and Industrial Technology
Social Sciences	12,760	General Assignment
Special Services	4,337	Counseling and Guidance
Starbucks	1,601	Food Services
Student Center	21,321	Student Services
Student Success Center	11,584	Student Services
Technical Annex	3,865	General Assignment
Technology Center	55,553	Construction, Manufacturing and Industrial Technology, Drafting Technology, Electronics, Travel Services and Tourism
Watson Hall	35,461	Admissions and Records, Counseling, Placement Services, Financial Aid, EOPS

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There is considerable dialogue concerning facilities and utilization in meetings at the department, division, wing, and College level. The Facilities Planning Committee prioritizes facilities needs and forwards them to the College Council and College Budget Committee [\(III.B.600\)](#).⁶⁰⁰ Utilization of instructional facilities is guided by the Scheduler’s Forum, whose members include instructional deans and faculty schedulers. Divisions have priority scheduling for room assignments [\(III.B.601\)](#);⁶⁰¹ therefore, at regularly scheduled Forum meetings, the deans and department schedulers discuss resource needs, block scheduling [\(III.B.602\)](#),⁶⁰² and the most efficient use of facilities [\(III.B.603\)](#).⁶⁰³

The College provided input during the development process of the *Vision 2020 Facilities Master Plan* [\(III.B.604\)](#),⁶⁰⁴ which included and anticipated the needs of programs and services for the next 10 years. These needs were derived from information provided by the Comprehensive Program Reviews and the Annual Resource Requests, which link needs to student learning outcome assessments. In addition, Occupational programs use Community Advisory Committee input for resource requests and Perkins Improvement grants [\(III.B.605\)](#).⁶⁰⁵

Self-Evaluation III.B.1.a

The College meets the Standard. Orange Coast College plans, builds, and upgrades or replaces its physical resources as needed, with a combination of state and local funding, and has greatly benefited from Measure C, a local bond passed by voters in 2002, and Proposition I-D, a state bond [\(III.B.606\)](#).⁶⁰⁶ The College also conducts periodic surveys and has the necessary structures and processes to prioritize and meet the needs for facilities and equipment. Using *Vision 2020* as its basis of need, the Board of Trustees placed Measure M on the ballot in 2012. Approved by voters, Measure M is expected to raise approximately \$698 million for District facilities, equipment, and technology needs.

Actionable Improvement Plan 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

Orange Coast College audits its buildings for accessibility, safety, security, and environmental needs. The College checks for ADA accessibility and ensures compliance in all new and renovated facilities recently completing a Federal audit (Title IX Sect. 504) by complying with several access issues [\(III.B.607\)](#).⁶⁰⁷

General security access to all College facilities is maintained through a key system with oversight by Campus Security. Once authorized, individuals can receive keys only with proper identification [\(III.B.608\)](#).⁶⁰⁸ Several buildings on campus are card-coded and/or alarmed for restricted access, with security cameras installed. Campus Security provides follow-up checks and reports on any facility breach.

The College promotes quick response to safety and medical emergencies by providing emergency “red phones” in classrooms and a list of emergency contact numbers posted near each red phone. The College also uses practice sessions for emergency management, such as an Earthquake Drill each semester, Emergency Response Team practice sessions, and building marshal lists with practice on walkie-talkies. Campus Public Safety also publishes an Emergency Operations handbook for the campus [\(III.B.609\)](#).⁶⁰⁹

The off-site Sailing Center in Newport Beach follows the same reporting structure for safety issues as the rest of the College, with the exception that the Sailing Center utilizes the Newport Beach Police and Fire departments. The Center’s fire alarm system is directly linked to the Newport Beach Fire Department.

Maintenance needs are identified by maintenance personnel or by employees who work in facilities repairs, and depending on urgency, maintenance can be requested through a variety of means, including by email, telephone, work order, and the Annual Resource Request (ARR) process.

The College and District have programs directed toward maintaining a healthful working and learning environment, including programs directed toward students, many of which are coordinated by the campus Health Center [\(III.B.610\)](#).⁶¹⁰ Examples of these include a new alcohol awareness program, the “Student Health 101” newsletter, links to hotlines, “S.H.A.R.E” for Student Health and Resource Education, links to health resources sites, and mental health counseling.

The Coast District has a Wellness Committee that meets to discuss ideas to improve employee health. Examples of healthful working environment resources for employees

include generous health/wellness benefits [\(III.B.611\)](#),⁶¹¹ an Employee Assistance Program [\(III.B.612\)](#),⁶¹² and an Environmental Health & Safety Department [\(III.B.613\)](#).⁶¹³

Self-Evaluation III.B.1.b

The College meets the Standard. Maintenance and Operations and Campus Public Safety work to keep existing facilities safe, healthy, and accessible. The highest priority for allocation of resources occurs when a safety, health, or accessibility issue has been identified. For example, following the federal audit, several access issues were improved, including improved signage in key areas, adding 23 disability dedicated parking spaces, improving uneven walkways, and expending \$100,000 to comply with door knob accessibility requirements [\(III.B.614\)](#).⁶¹⁴

Actionable Improvement Plan III.B.1.b

- None

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

Orange Coast College is committed to providing physical resources that are effective in meeting the needs of the College's programs and services. Maintenance and Operations perform ongoing evaluations of facilities. Individual programs and departments utilize the Annual Resource Request and Comprehensive Program Review processes to identify facility and equipment needs, which are then prioritized by the Planning Councils and college-wide governance bodies. In addition, the District has a Land Development Committee comprising two Board members, the Chancellor and Vice Chancellors, and the College Presidents to oversee the real estate needs of the colleges. The Board of Trustees web site has agendas and minutes posted [\(III.B.615\)](#).⁶¹⁵ for the Land Development Committee.

Facilities utilization is calculated through the State of California's standard formulas. The District annually reviews and updates the Space Inventory [\(III.B.616\)](#).⁶¹⁶ and submits it to the California Community Colleges Chancellor's Office. Furthermore, the District reviews annual capacity/load and enrollment growth trends to identify potential impacts as they relate to the District's capital improvement planning efforts [\(III.B.617\)](#).⁶¹⁷

Self-Evaluation III.B.2

The College meets the Standard. The College uses data on capacity and utilization in the development of its facility needs, which is reflected in the development of the District's *Vision 2020 Facilities Master Plan* [\(III.B.618\)](#).⁶¹⁸ *Vision 2020* is built upon the identification of College needs, District and College educational planning, program capacity and utilization rates, and the adequacy of existing facilities.

The District has funded equipment replacement largely through the use of Measure C general obligation bond funds and general fund ending balances. The District Board of Trustees

approved at the July 25, 2012, meeting, a General Obligation Bond ballot measure in November 2012, which voters approved. The Bond language has building and facility needs for all of the District’s campuses, including OCC, in the amount of \$698 million and includes an endowment to create an equipment replacement fund [\(III.B.619\)](#).⁶¹⁹

Actionable Improvement Plan 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

When a building is planned, a capital plan is developed simultaneously. For existing facilities and equipment, the total cost of ownership is managed by identifying these items on the Condition/Assessment list [\(III.B.620\)](#)⁶²⁰ or the Schedule Maintenance Deferred list [\(III.B.621\)](#).⁶²¹ The Coast Community College District maintains a Long Range Plan for capital projects, which has been incorporated in to the *Vision 2020 Plan* [\(III.B.622\)](#).⁶²² The Facilities Planning Committee reviews planning, makes assessments, and engages in dialogue on recommendations. The Committee developed a bridge plan from the 2010 plan [\(III.B.623\)](#)⁶²³ prior to the completion of the *Vision 2020 Facility Master Plan* [\(III.B.624\)](#).⁶²⁴ The *Facility Plan 2010-2015* and the *Integrated Facilities Plan and Timeline* [\(III.B.625\)](#)⁶²⁵ established timeline recommendations for future and current facilities construction and upgrade projects.

Self-Evaluation III.B.2.a

The College meets the Standard. Long-range capital plans are driven by the *OCC Master Plan 2011-2015*, the *District Vision 2020 Educational Master Plan* [\(III.B.626\)](#).⁶²⁶ and the *Vision 2020 Facilities Master Plan* [\(III.B.627\)](#).⁶²⁷ The District considers the State's capital funding criteria and other external funding opportunities in the formulation of capital plans. Total cost of ownership is managed with condition assessment and scheduled maintenance and replacement planning. General Obligation Bond Measure C funding has helped meet technology, equipment, and facilities needs in recent years [\(III.B.628\)](#).⁶²⁸ The District prioritizes facilities that are low-maintenance and have a low cost of operation. Finally, the incorporation of sustainable design principles is a primary objective for all new construction and renovation projects. The most recent example of a sustainable building is found in the Consumer Sciences and Design, Allied Health Sciences, and Biological Sciences building complex. This complex was built with “California High Performance” (CHP) school building standards and has achieved a LEED “Certified” level of sustainability.

Actionable Improvement Plan 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

Orange Coast College assesses the effective use of physical resources through monthly dialogue and review of various reports at the College Facilities Planning Committee meetings [\(III.B.629\)](#).⁶²⁹ The College uses several means to systematically assess and prioritize the effective use of physical resources, including a Scheduled Maintenance Priority list [\(III.B.630\)](#),⁶³⁰ Facility Condition Assessment list [\(III.B.631\)](#),⁶³¹ Building Assessment Index [\(III.B.632\)](#),⁶³² and comprehensive program review and annual resource request processes. Annual planning in the fall identifies facility and technology needs at the program and department levels, which are then prioritized through the wing planning councils [\(III.B.633\)](#).⁶³³

Comprehensive Program Review links student learning outcomes to resource needs. College and District planning processes, which develop the 3-year campus plans [\(III.B.634\)](#)⁶³⁴ and the District Educational and Facility Master Plans [\(III.B.635\)](#),⁶³⁵ routinely assess the effective use of physical resources and document improvement plans. At the District level, the Board of Trustees Land Development Committee meets several times each year to hear updates from the colleges and to discuss facilities and real estate issues [\(III.B.636\)](#).⁶³⁶

Self-Evaluation III.B.2.b

The College meets the Standard. Evidence of comprehensive assessment and planning is found in the *Vision 2020 Facilities Master Plan* [\(III.B.637\)](#),⁶³⁷ which provides details on planned improvements to parking lots, pedestrian traffic flow, and facility construction and renovation, including a new Student Union and Success Center [\(III.B.638\)](#).⁶³⁸

Actionable Improvement Plan III.B.2.b

- None

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.

Descriptive Summary III.C

Orange Coast College supports student learning and improves its effectiveness through the planned use of technology. The College's technology needs are identified through each department's Comprehensive Program Review (CPR) ([III.C.639](#)),⁶³⁹ which is completed every three years. From the CPR's three-year plans, Annual Resource Requests (ARRs) ([III.C.640](#))⁶⁴⁰ are created, identifying the technology needs that will support planning and allocation of resources to meet each department's strategic goals. The technology ARR's are prioritized within the wing planning councils and forwarded to the Technology Committee ([III.C.641](#)).⁶⁴¹ The Technology Committee prioritizes the requests from the entire College and then forwards the ARR's to the President's cabinet for integration and consolidation of all resource requests ([III.C.642](#)).⁶⁴² The College Budget Committee (CBC) reviews, allocates funding, and forwards recommendations to the College Council and then to the President.

With input from the Technology Committee, the Information Technology (IT) Department includes in its ARR's both department and college-wide needs. Examples from the 2012-2013 IT Department ARR that serve college-wide constituents include wireless expansion, core router upgrades, server upgrades, and additional storage. Wireless is primarily for student usage, while core router upgrades and storage serves faculty, staff, and students, and server upgrades host a multitude of systems to support the Student Services, Instructional, and Administrative Wings.

Evaluation of the effectiveness of the College's technology is accomplished through the Technology Committee's annual surveys of faculty, staff, and students ([III.C.643](#)).⁶⁴³ The Technology Committee reviews the surveys, identifies key needs areas, and forwards those to the IT Department, which uses the analysis in the development of the departmental Program Review ([III.C.644](#)).⁶⁴⁴

Self-Evaluation III.C

The College meets the Standard. The process ensures that needs identified through Comprehensive Program Review are documented and prioritized. Using the most recent survey information, the Technology Committee identified five areas of focus: broader wireless access, enhanced off-campus email capability, continued security vigilance, improved information sharing using the OCC Portal, and broader training offerings ([III.C.645](#)).⁶⁴⁵

One area for improvement involves extending the planning timeframe for needs identified in the CPR's to look further into the future. Most of the needs now identified are tactical in nature, focused on deficiencies in today's environment and on the replacement of desktop computers. More input is desired on what technologies are likely to be needed by divisions and departments in the next three to five years. This would allow the Information Technology Department to be more proactive in addressing the future needs of the campus.

Actionable Improvement Plans III.C

- Explore methods of identifying technology needs for the next three to five years. Provide strategies and training for managers, department chairs, and faculty on researching and identifying potential future technologies.

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.

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, III.C.1.a, and III.C.1.d

Orange Coast College uses technology support, services, and distribution to meet the needs of students, faculty, staff, and administration. The process by which needs from program review are identified, prioritized, recommendations formed, and actions ultimately taken are described above in III.C. Analysis of whether the purchase had the intended effect is assessed through the subsequent Program Review.

Operational decisions concerning technology are made by the Senior Director of College Information Technology in consultation, when appropriate, with the Technology Committee and the Vice President of Administrative Services. These requests range from the allocation of resources, to technology problems resolution, to time-sensitive project requests that fall outside of the program review cycle.

The core technology functions of the Distance Education (DE) programs are the Blackboard (Bb) Learning Management Systems (LMS), training and on-going support to faculty and students, and testing center capability at the Computer Center. Distance Education needs are identified through the annual surveys sent out by the Technology Committee ([III.C.646](#)),⁶⁴⁶ as well as by the Online Advisory Board (OAB) chaired by the Online Faculty Coordinator and including faculty, the IT Trainer, Instructional Designer, and two Course assistants ([III.C.647](#)).⁶⁴⁷

Disaster recovery continues to be accommodated through off-site tape storage at the district office. Privacy and IT security are evaluated on an on-going basis by technical staff, including a dedicated IT Security Analyst. As appropriate, new and existing systems are evaluated to ensure compliance requirements are met for the following:

- PCI: Payment Card Industry requirements for the secure control of identity information

- GLBA: Gramm-Leach-Bliley Act, also known as the Financial Services Modernization Act of 1999
- FERPA: Federal Educational Rights and Privacy Act
- HIPAA: Health Insurance Portability and Accountability Act

In addition to security appliances installed and maintained by the District's Information Technology Department, the College has adopted a "defense in depth" strategy that involves the coordinated use of multiple security countermeasures to protect the integrity of the information assets of the College. Log files are generated to record attempted network intrusions, successful logins and logouts, and other security events that may indicate a failed or successful breach of IT Security [\(III.C.648\)](#).⁶⁴⁸ In effect, through a combination of tools, the College works to protect the access and content of the College's computer systems.

Self-Evaluation III.C.1, III.C.1.a, and III.C.1.d

The College meets the Standard. Technology is pervasive throughout all academic disciplines, but at varying levels of sophistication and complexity. Instructional and budgetary efficiencies require the multi-purposing of laboratory classrooms, which can occasionally lead to software conflicts where one discipline's materials may conflict with the software of another, causing operational issues. To improve the process by which faculty members identify software-installation needs, the College should revise the IT project request process.

The technology and other resource needs of Distance Education are carefully considered by the College. The Computing Center is at capacity in its ability to provide on-campus testing capabilities for Distance Learners [\(III.C.649\)](#).⁶⁴⁹ The Distance Education and the IT Department program reviews have identified the need for a dedicated Testing Center. As a result of a request from the IT Department's Program Review, support for DE Faculty was improved with the addition of a 180-day employee acting as a Course Assistant [\(III.C.650\)](#).⁶⁵⁰

Distance Learning's Blackboard Learning Management System (LMS) is supported by an off-site vendor with 24-hour, 365-day technical monitoring and support capability [\(III.C.651\)](#).⁶⁵¹ The LMS is a relatively new system for the College, and the vendor has worked to address performance and technical problems by increasing the number of servers and memory used to host the LMS.

Quarterly maintenance, preventative maintenance, and frequent intrusion detection tests are used to maintain and verify the robustness and security of the College's infrastructure. Reports from this process are reviewed by the infrastructure team within IT to ensure that a holistic view is maintained [\(III.C.652\)](#).⁶⁵² Requests and/or recommendations are then made to IT management which, depending on the severity of the issue, initiates immediate corrective action or improvements within the IT Department's program review process. This has prevented serious outages and loss of data.

As indicated above, provisions for reliability and disaster recovery are made predominantly through the use of off-site backup tape storage. The current architecture, using fully capable

desktop computers with (predominantly) locally loaded software, allows for the continuation of basic instructional computing capabilities in the event of a College data center disaster. However, many services would be severely impacted and likely would take weeks to restore in a significant event. Enhanced disaster recovery capabilities have been identified and are being sought.

Actionable Improvement Plans III.C.1 and III.C.1.a

- Revise the IT Project Request process.
- Develop an IT disaster recovery plan.

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

The College strives to provide students, faculty, staff, and administrators with effective training on software and systems. In addition to standard training offered every year [\(III.C.653\)](#),⁶⁵³ updated technology training curricula originates from suggestions and requests by faculty, staff, and students either directly or through the annual Technology Surveys [\(III.C.654\)](#).⁶⁵⁴ All proposed classes are approved by the Staff Development Advisory Committee. Current course offerings are listed on the OCC Portal. The College offers on-going training to faculty and students on Blackboard. For faculty and classified staff, training is available on Office 2010, Windows 7, DegreeWorks, CurricUnet, 25Live, and Sharepoint [\(III.C.655\)](#).⁶⁵⁵

Self-Evaluation III.C.1.b

The College meets the Standard. Feedback demonstrates broad satisfaction with the training provided [\(III.C.656\)](#).⁶⁵⁶ Staff Development determines the appropriateness of the classes offered. Attendance is recorded, and effectiveness will be addressed through recently developed outcomes to be assessed through a pre- and post-test design, beginning in 2013.

Actionable Improvement Plan III.C.1.b

- Analyze pre- and post-test assessment of IT training to improve effectiveness of sessions.

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

Based upon College needs, equipment age, and supportability, as identified through the Comprehensive Program Review process, the IT Department prepares its Annual Resource Request (ARR), which includes the College's technology infrastructure needs [\(III.C.657\)](#).⁶⁵⁷ These ARR's are submitted to the Administrative Services Planning Council for review and then to the College's Technology Committee for prioritization [\(III.C.658\)](#).⁶⁵⁸ At its meeting on Nov. 9, 2011, the Technology Committee formally requested that the College Budget

Committee create a \$1 million technology “Refresh” line item to meet most of the expected annual replacement expenses of the College. On March 1, 2012, the Facilities Planning Committee recommended and forwarded to the CBC an allocation of \$3.4 million of Measure C funds dedicated to technology to cover identified needs through fall 2013 [\(III.C.659\)](#).⁶⁵⁹ On March 15, 2012, the CBC approved the Facilities Committee recommendation [\(III.C.660\)](#).⁶⁶⁰

The Senior Director of Information Technology prepared a broad list of requests for IT spending from the most recent ARRs to be combined with the updated ARRs for fiscal year 2013. This list was prioritized by the Technology Committee on May 9, 2012 [\(III.C.661\)](#).⁶⁶¹ and was approved by College Council and the President on May 15, 2012 [\(III.C.662\)](#).⁶⁶²

Self-Evaluation III.C.1.c

The College meets the Standard. The process of identification, prioritization, and allocation has been integrated and carried out through the College’s planning process. However, a funding source needs to be identified to address ongoing technology replacement expenses.

Actionable Improvement Plan III.C.1.c

- Identify a funding source to provide for ongoing technology replacement and infrastructure needs.

III.C.2

Technology planning is integrated with 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

The College has integrated its technology planning with the larger institutional planning. The College Technology Plan is one of three components in the *Master Plan*. The effectiveness of technology resource use is measure through regular technology surveys, comprehensive program reviews, and the work of the Technology Committee. Technology decisions are based upon information supplied by the comprehensive program review process, as requested through the annual resource request process. An example is the allocation of \$3.4 million for technology approved on May 15, 2012, by the College Council [\(III.C.663\)](#).⁶⁶³ Evidence can be traced from program review, to ARRs, to the prioritized list of ARRs, to funding requests. Program reviews and surveys are the primary mechanisms used to determine the effectiveness of technology. ARRs are prioritized at the division/department level, wing level, and College level.

Self-Evaluation III.C.2

The College meets the Standard. While there is insufficient funding available to meet all of the College's technology needs at one time, the College's prioritization process ensures there is a rational framework for directing funding to the areas of greatest need.

Actionable Improvement Plan III.C.2

- None

III.D 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 at both college and district/system levels in multi-college systems.

Financial resources for Orange Coast College are primarily based on state apportionment to the Coast Community College District, which are then allocated to the College according to the Board of Trustees' adopted budget. In the fiscal year 2011-2012, Orange Coast College's adopted budget was approximately \$75 million [\(III.D.664\)](#).⁶⁶⁴ This budget includes a base allocation of \$67.2 million and dedicated revenue of \$7.9 million. Base allocation is apportionment allocated by the District, based on full-time equivalent students (FTES) and SB361 base allocation for a medium-sized college (less than 20,000 FTES) [\(III.D.665\)](#).⁶⁶⁵ Dedicated revenue dollars are considered campus-generated income and largely derive from non-resident fees, facility rentals, reimbursements from Enterprise, Inc. (a separate for-profit corporation that oversees the fiscal management of the swap meets within the District, including the swap meet at Orange Coast College), and other campus-generated revenues [\(III.D.666\)](#).⁶⁶⁶

Careful monitoring and management of state funds, combined with efforts to increase locally sourced funds, have allowed the College to continue to meet its mission despite the ongoing financial crisis that began in 2008. Over the past four years, the College has experienced significant reductions in state apportionment dollars, making significant efforts to increase revenue to offset this decrease in funding. In comparison, in the 2008-2009 fiscal year, Orange Coast College's adopted budget was \$80.5 million with \$73.8 million being attributed to FTES apportionment and \$6.7 million raised through dedicated revenue [\(III.D.667\)](#).⁶⁶⁷ Over this four-year period, state apportionment dollars have decreased 9% (from \$73.8 million to \$67.2 million) while the campus-dedicated revenue has increased by 17% (from \$6.7 million to \$7.9 million). This increase in dedicated revenue has been due to an increase in non-resident student fees, facility rental fees, and an increase of reimbursable charges to Enterprise, Inc.

In 2002, the Coast Community College District passed a general obligation bond (Measure C) of \$370 million for facilities and capital programs [\(III.D.668\)](#).⁶⁶⁸ Orange Coast College received \$199 million, and over the past ten years has implemented a successful facility and capital program. These funds have been monitored through the campus Facilities Planning Committee, College Budget Committee, and District Oversight Committee. Over the past ten years, the College has completed the *Vision 2010* [\(III.D.669\)](#)⁶⁶⁹ facility program, upgraded technology/communications, and assisted the College with the *Vision 2020 Facility Master Plan* program [\(III.D.670\)](#).⁶⁷⁰ During the spring of 2012, the College planning committees (Facilities Planning, Technology Committee, and College Budget Committee) identified savings from completed projects and reallocated \$3.4 million of Measure C funds for technology upgrades and \$1.4 million for energy reduction facility enhancements, including

Energy Management and HVAC upgrades [\(III.D.671\)](#).⁶⁷¹ These resource allocations were based on the campus strategic planning efforts (Annual Resource Requests) and the projects identified in the general obligation bond language.

For the past several years, the College has maintained a positive ending balance and has begun to set aside funds for ongoing technology needs. In 2010-2011, the campus had a carry forward ending balance of \$2.5 million with an additional \$1 million in the capital outlay fund. For many years, the College has been allowed to carry forward allocated dollars to the next fiscal year. These carry forward balances are not calculated in the district wide required reserves (6.5% for 2010-2011 and 5.5% for 2011-2012).

In stable fiscal years, the College has used carry forward balances to provide one-time funds based on planning data (Annual Resource Requests) to be used for technology and facility needs as required. In 2011-2012, the College Budget Committee set forth a recommendation to save carry forward balances for a “rainy day” fund and use remaining Measure C funds for technology and facility requirements. As of June 30, 2012, the campus had a carry forward balance of \$2.5 million, with \$2 million in the Capital Outlay fund. The Coast District planned for 2012-2013 as if the November 2012 Governor’s tax measure (Prop. 30) would not pass, scheduling reduced class offerings for fall 2012. However, since Proposition 30 passed, the College plans to use its carry forward balances to restore class offerings in spring and summer 2013.

Institutional planning and financial resource planning are mission-based and the responsibility of the College Council and the College Budget Committee. The College’s integrated planning process is documented in *Decision Making: A Guide to Planning and Governance* [\(III.D.672\)](#)⁶⁷² and is the resource document for campus planning and resource allocations. The District and College planning efforts are integrated, through the *Vision 2020* [\(III.D.673\)](#)⁶⁷³ document and the College’s *Educational Master Plan*. In addition, the District provides on-going financial information through the District Budget Advisory Committee (DBAC) and the Board of Trustee’s Audit and Budget Committee. Financial information is shared through the College Budget Committee and College Council and is used for College planning assumptions.

III.D.1

The institution’s mission and goals are the foundation for financial planning.

Descriptive Summary III.D.1

Orange Coast College’s financial planning and resource allocation are directly tied to the College’s mission, values, and goals. The College’s planning process ensures that OCC’s mission and goals are part of each program review and are integrated with campus-wide planning efforts. As part of campus-wide planning and resource allocation, the mission and College goals are the foundation for financial planning. Institutional and financial planning efforts are documented in the College’s *Decision Making: A Guide to Planning and Governance* and the *Educational Master Plan* [\(III.D.674\)](#).⁶⁷⁴ The College Mission Statement, Vision, and Goals are the foundation for all institution-wide planning.

Self-Evaluation III.D.1

The College meets the Standard. The College Budget Committee (CBC) has an active role in the College's financial planning. Since its formation in fall 2009, the CBC has ensured that the mission and goals are the foundation for planning. Orange Coast College's mission and goals are embedded in the College's program review process, three-year wing plans, and (ARR) annual resource requests [\(III.D.675\)](#).⁶⁷⁵

In spring 2012, the College reviewed and revised its Mission Statement. The College Budget Committee reviewed and discussed the revised Mission Statement at the CBC - Spring Training 2012 (professional development session), specifically focusing on how the College uses the mission and goals for financial planning [\(III.D.676\)](#).⁶⁷⁶ During the discussions, the CBC reviewed how the Mission Statement should be used to guide the College's decision-making during a period of reduced resources.

Actionable Improvement Plan III.D.1

- None

III.D.1.a

Financial planning is integrated with and supports all institutional planning.

Descriptive Summary III.D.1.a

The College's *Decision Making: A Guide to Planning and Governance* describes both the strategic planning and the budget development process [\(III.D.677\)](#).⁶⁷⁷ Through the structure of the strategic planning process and budget development cycle, all institutional planning is supported by financial planning. The CBC and College use the annual resource requests (ARR) [\(III.D.678\)](#)⁶⁷⁸ data to organize needs identified in program review and wing plans. Institutional planning includes facilities, human resources, staff development, and technology. All institutional planning is rooted in program review with the College mission and goals as foundation.

The College's financial planning process is directly tied to the District budget development calendar, and each college is required to meet the deadlines for tentative and adopted budgets in order to allow for the total budget and financial planning process to be completed. The District Office administers all collective bargaining issues (salaries, benefits, and separation programs). The District budget holds all district wide reserves (6.5% for 2011-2012 and 5.5% for 2012-2013) and accounts, and it funds long-term liabilities in health benefits. The District budget maintains positive cash flow and funds the allocations made to each college through the budget allocation model [\(III.D.679\)](#).⁶⁷⁹

The Vice Chancellor of Administrative Services provides regular presentations on the current fiscal status during Coast Community College District Board of Trustee meetings and District Budget Advisory committee meetings. OCC's College Budget Committee reviews financial status presentations and uses information to form planning assumptions for College planning. College Council and the College Budget Committee receive regular financial reports from the Vice President of Administrative Services. State, District, and College financial data are used to develop the planning assumptions document [\(III.D.680\)](#).⁶⁸⁰

In spring 2012, the College Budget Committee conducted a professional development meeting, called “Spring Training,” with the focus on integrated institutional planning. Representatives from each of the institutional planning committees (Facilities Planning Committee, Technology Planning Committee, Human Resources/Staff Development Committee, Associated Students, and Auxiliary Operations) discussed institutional planning efforts with the support of financial planning. The focus of the integration session was to highlight institutional planning, the budget development and resource allocation process, and how the College might improve integration in future years ([III.D.681](#)).⁶⁸¹

Self-Evaluation III.D.1.a

The College meets the Standard. In the spring and fall 2012, the College Council updated the central governance publication for the College, *Decision Making: A Guide to Planning and Governance*, providing documented procedures on how institutional planning is integrated and supported by financial planning ([III.D.682](#)).⁶⁸²

As part of continuous improvement, the College budget development calendar was adjusted in 2010-2011 so that annual resource requests would be completed in the fall semester. This fall semester submission allowed planning committees more time and provided an improved linkage between planning and resource allocation. Under the previous timeline, submission in the spring semester, the CBC did not have enough time to review the data prior to the summer break, which forced a longer gap between planning and resource allocations. The planning timeline and process will be evaluated in spring 2013 for improvement.

Actionable Improvement Plan III.D.1.a

- None

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

Realistic assessment of financial resources is ongoing and continuous. During these recent times of financial reductions and uncertainty, financial information and communication has increased throughout the Coast Community College District and Orange Coast College. Current financial information is the basis for financial resource availability and communicated throughout the campus community and planning committees. The Orange Coast College *Planning Assumptions* ([III.D.683](#))⁶⁸³ document contains financial information used for institutional planning through program review and wing planning.

District and College administration, the District Budget Advisory Committee, and the College Budget Committee monitor financial information to determine the realistic assessment of revenues and expenditures. Monthly budget reports prepared by the College’s Fiscal Services office are used to review revenues, expenditures, and budgets. College budget reports are shared through the College Council and the College Budget Committee.

College Goal number 12 indicates the desire to pursue a variety of resources to augment, expand, and maintain programs, personnel, facilities, infrastructure, and services [\(III.D.684\)](#).⁶⁸⁴ Over the past three years, the College has planned for the development of additional resources through increased nonresident (out-of-state and international) student fees, increases in facility rentals, and other partnerships. From 2008-2009 to 2011-2012, the College has pursued additional resources and has increased revenues by 17% (from \$6.7 million to \$7.9 million). These additional resources have allowed the College to lessen the impact of state funding reductions on programs and services.

To improve realistic College-wide budgeting, the College Budget Committee recommended a zero-based budget approach to the development of the 2011-2012 budgets. In spring 2011, historical departmental expenditures were reviewed with the goal of determining realistic budgets for instructional and non-instructional supply and other non-salary expenditures. This zero-based approach was time consuming; however, it allowed departments to research historical expenditures to determine if budgets were accurate and properly reflected expected expenses.

The 2002 Measure C general obligation bond has allowed the College to continue to maintain facilities and infrastructure needs. In fall 2011, the College Facilities Committee and College Budget Committee identified a significant savings (budget vs. actual) with the closeout of the Allied Health, Biology, and Consumer Science building. The extra funds were reallocated towards campus priorities in the areas of classroom improvements, facility energy management, and improved instructional technology.

To address long-term facility needs and financial plans, the Coast Community College District Board of Trustees approved placing Measure M, a \$698 million general obligation facilities bond, on the November 2012 ballot. Moreover, the ballot includes the statewide Proposition 30, which will allow additional taxes and restoration of apportionment funding for community colleges. On Nov. 6, 2012, voters approved both Measure M and Proposition 30, which will have a significant, positive impact on Orange Coast College.

Self-Evaluation III.D.1.b

The College meets the Standard. In December 2011, the state revenue projections did not meet the 2011-2012 budget expectations, which resulted in a reduction of approximately \$3.2 million for the Coast Community College District. The District had expected and projected this shortfall and one-time funds had been set aside. In February 2012, the Coast Community College District received an additional one-time mid-year reduction of \$4.5 million, due to lower-than-projected property tax and student enrollment fee revenues. These budget reductions had a significant impact on Orange Coast College, resulting in reduced enrollment for 2011-2012 and 2012-2013 and a reduction in operating revenue.

The Coast Community College District 2012-2013 Adopted Budget reflects a plan to generate a balanced operational budget and reserves in excess of the state's required 5% minimum. The Board of Trustees has designated some of these funds as "stability funds" to ensure the District and colleges can maintain services throughout the 2012-2013 year. These

resources help position the District and the College to meet pending shortfall challenges by allowing for a thoughtful process when it comes to reduction planning.

Throughout these economic difficulties, beginning in 2008, the College and District have monitored funding sources and expenses and have operated in a fiscally prudent manner.

Actionable Improvement Plan III.D.1.b

- None

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, plans, and allocates resources for payment of liabilities and future obligations.

Descriptive Summary III.D.1.c

Long-term fiscal planning at both the District and colleges involves identifying future obligations, meeting financial liabilities, and allocating resources. The Board of Trustees and District Administrative Services identify and coordinate long-range financial planning for health benefits and facility replacement/modernization. The College's Administrative Services (Fiscal Services, Personnel Services, Information Technology, and Maintenance and Operations/Facilities) identify and plan for long-range needs and integrate short-range financial planning.

One of the most significant long-range financial obligations is the funding of post-employment health care benefits. On Sept. 11, 2012, the District office coordinated a joint meeting of the District Budget Advisory Committee (DBAC) and the District Health Benefits committee. The District's Actuarial Accrued Liability (AAL) as of May 1, 2012, is \$99,096,647 (III.D.685).⁶⁸⁵ The District has developed a plan to fund it completely by 2024-2025 (III.D.686).⁶⁸⁶ This plan takes into account the fact that the District has already set aside over \$44 million in an irrevocable trust with the Community College League of California, as well as more than \$9.5 million locally at the Orange County Treasury.

Long-term facility needs have also been identified for the completion of the *Vision 2020* facilities plan. In 2002, the Coast Community College District passed Measure C, a \$370 million general obligation bond, which funded the completion of the College's *Vision 2010 Facilities Master Plan* (III.D.687).⁶⁸⁷ Measure C has provided the College with needed classroom modernization, technology upgrades, and facility infrastructure improvements. In spring 2011, the District and colleges completed the *Vision 2020 Master Plan* document, which identified long-range financial needs for College facilities. In fall 2011, the District office prepared a financial projection of the needs for both facilities and technology through the year 2023 (III.D.688).⁶⁸⁸ This long-range financial need was used in the development of the 2012 Measure M general obligation bond.

The College identifies long-range financial obligations during regular College Budget Committee meetings. One significant recent discussion has been the funding of campus technology needs and replacements. With the 2011-2012 budget, the District office set aside technology funds to assist campus needs; however, due to the 2011 midyear cuts, the District

held the technology funds to increase reserves for the pending budget reductions. At the same time, the College Budget Committee and the Technology Committee worked together to ensure stable funding for technology. Through the Facilities Planning Committee, Measure C dollars were identified for redistribution and included a \$3.4 million allocation for classroom technology replacements and upgrades. This allocation allowed the College to complete the information technology upgrades scheduled for summer 2012 and longer-term information technology upgrades. In addition to Measure C funds, the College has set aside \$2 million in capital outlay funds to meet long-range financial needs for facilities and technology.

Self-Evaluation III.D.1.c

The College meets the Standard. The Board of Trustees has the ultimate responsibility for assuring long- and short-range financial stability. Board Policy 6200 [\(III.D.689\)](#)⁶⁸⁹ describes the board policy for balanced budgets and reserves targets. Regular financial reports are made to the Board of Trustees Audit and Budget Committee, regular meetings of the Board of Trustees, District Budget Advisory Committee, College Council, and College Budget Committee. Long-range financial obligations are identified and funded through the annual budgeting process and adopted budgets [\(III.D.690\)](#)⁶⁹⁰ including the post-employment health benefit liability [\(III.D.691\)](#).⁶⁹¹

Actionable Improvement Plan III.D.1.c

- None

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

In 2008, the College adopted and published the *Making Decisions* document, which described the College planning and governance process. In 2012, this document was renamed *Decision Making: A Guide to Planning and Governance* and revised to include clearer descriptions of the processes and guidelines for planning and budget development at the College [\(III.D.692\)](#).⁶⁹² The revised *Decision Making* document describes the participatory governance processes at Orange Coast College that enable all constituencies to participate in the development of College plans and budgets. Planning committee responsibilities and membership are defined, and a glossary of common terms used in participatory governance and planning is provided as well.

Self-Evaluation III.D.1.d

The College meets the Standard. The College follows its published process for financial planning and budget development. As part of the College's continuous improvement, *Decision Making: a Guide to Planning and Governance* was revised in 2012 to include improved definitions of College planning and resource allocation processes. The revised document clearly defines the roles of constituents and planning committees and how planning efforts are linked to resource allocations. College planning activities have been integrated with resource allocations, and for the past several years, budgets have been

reflective of College planning activities. For the 2012-2013 budget development year, the financial calendar was changed to begin with the fall semester and the completion of the Annual Resource Requests, which are based on departmental program reviews. This change in the financial calendar provided the College Budget Committee additional time to review College resource needs and improve budget development.

Actionable Improvement Plan III.D.1.d

- None

III.D.2

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Descriptive Summary III.D.2

The District and College use Banner Financial and Great Plains software for financial management. Both systems are audited annually by external auditors for proper control mechanisms and proper reporting. For the past six years, there have been no findings related to management financial systems or internal controls.

As part of the Administrative Services (Fiscal Services) three-year wing-plan efforts, in fall 2011 Fiscal Services greatly improved financial reporting by developing monthly electronic budget reports, which are sent to all responsible managers. This budget information allows administrators the ability to monitor current budget information and make sound financial decisions. Each administrator is responsible for monitoring his or her budget and is provided dependable and timely information for sound financial decision making.

Both the Banner Financial and Great Plains financial systems require purchase orders to initiate expenditures. The purchasing systems require an account balance before a requisition can be approved, and the responsible manager and the accounting office must provide approval before purchase orders can be issued. Contract and board approvals are monitored by the College Fiscal Services office to ensure that only approved contract and services are funded and paid.

External auditors review the District and College financial control structure, ensuring that District and College financial statements are accurately reported.

Self-Evaluation III.D.2

The College meets the Standard. The Coast Community College District and Orange Coast College annual financial audits review accounting controls related to financial statements and internal controls mechanisms. The annual financial audits are available to the public through the District's web site. There have been no material findings over internal controls or financial reporting for the past six years [\(III.D.693\)](#)⁶⁹³ [\(III.D.694\)](#)⁶⁹⁴ [\(III.D.695\)](#)⁶⁹⁵ [\(III.D.696\)](#)⁶⁹⁶ [\(III.D.697\)](#)⁶⁹⁷ and [\(III.D.698\)](#)⁶⁹⁸.

Actionable Improvement Plan III.D.2

- None

III.D.2.a

Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Descriptive Summary III.D.2.a

The Audit and Budget committee of the Board of Trustees oversees the District budget process and engages an independent certified public accounting firm to perform annual audits of the District financial statements.

Annual financial audits include all District funds. Separate financial audit reports are prepared for District funds, general obligation funds, and Orange Coast College Foundation funds. Annually, there is also a financial and performance audit of Measure C General Obligation funds.

Annual financial audits are presented to the Audit and Budget Committee of the Board of Trustees and reviewed and accepted by the Board of Trustees. Measure C General Obligation financial and performance audits are presented to the Citizen’s Bond Oversight Committee and reviewed and accepted by the Board of Trustees. Orange Coast College Foundation audits are presented and accepted by the Orange Coast College Foundation Board of Directors.

The College is required, by California law, to expend more than 50% of its general fund apportionment on instructional salaries and benefits, which ensures the allocation of resources needed to support student learning programs. Student support programs are supported by general and other funds.

Self-Evaluation III.D.2.a

The College meets the Standard. For the past several years, the annual external audits have had no material findings over internal controls or financial reports; unqualified opinions have been issued ([III.D.699](#))⁶⁹⁹ ([III.D.700](#))⁷⁰⁰ ([III.D.701](#))⁷⁰¹ ([III.D.702](#))⁷⁰² ([III.D.703](#))⁷⁰³ ([III.D.704](#))⁷⁰⁴ ([III.D.705](#))⁷⁰⁵ ([III.D.706](#))⁷⁰⁶ ([III.D.707](#))⁷⁰⁷ ([III.D.708](#))⁷⁰⁸ ([III.D.709](#))⁷⁰⁹ ([III.D.710](#))⁷¹⁰ ([III.D.711](#))⁷¹¹ ([III.D.712](#))⁷¹² ([III.D.713](#))⁷¹³ ([III.D.714](#))⁷¹⁴ ([III.D.715](#))⁷¹⁵ ([III.D.716](#))⁷¹⁶. The College meets the 50% legal requirement with its allocations. Student support services are maintained at appropriate levels, as documented in Standard II.C.

Actionable Improvement Plan III.D.2.a

- None

III.D.2.b

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary III.D.2.b

The College has had no material findings for the past six years of annual financial audits.

Annually, the District and the College have an external audit firm conduct financial and operational audits of all district funds, auxiliary funds, and general obligation funds. Findings are reported as part of the annual audit report and accepted by the Board's Audit and Budget Committee and the Board of Trustees.

The District Internal Auditor assists with the communication of findings throughout the colleges and helps provide support and guidance in the correction/implementation of audit findings.

When findings do occur, the College goal is not to have repeat findings during the next annual financial audit.

Self-Evaluation III.D.2.b

The College meets the Standard. Responses to external audit findings are comprehensive, timely, and communicated appropriately. The past three audits provide support of the timely resolution of all audit findings:

- 2008-2009: CCCD financial audit (June 30, 2009; pp. 57-62) disclosed four audit findings ([III.D.717](#)),⁷¹⁷ with three of the four findings being from the previous year 2007-2008 financial audit. All issues were resolved in the 2009-2010 financial audit. None of the findings were considered material findings.
- 2009-2010: CCCD financial audit (June 30, 2010; p. 55) disclosed no audit findings ([III.D.718](#)).⁷¹⁸
- 2010-2011: CCCD financial audit (June 30, 2011; p. 58, 62, 63) identified one finding for Orange Coast College ([III.D.719](#)).⁷¹⁹ This finding was related to the Return of Title IV funds and the incorrect calculation of funds returned to the Department of Education. The College responded in a timely manner (Sept. 29, 2011), and the award year had been recalculated and the finding was considered resolved.

Actionable Improvement Plan III.D.2.b

- None

III.D.2.c

Appropriate financial information is provided throughout the institution in a timely manner.

Descriptive Summary III.D.2.c

Financial information is readily available throughout the District and the College and from a variety of sources. Financial information is disseminated at meetings of the Board of Trustees Audit and Budget Committee ([III.D.720](#)),⁷²⁰ District Budget Advisory Committee ([III.D.721](#)),⁷²¹ College Council ([III.D.722](#)),⁷²² and College Budget Committee ([III.D.723](#)).⁷²³ The tentative budget, adopted budget, and all audited financial statements for the District are available on the District's website ([III.D.724](#)).⁷²⁴ Each month, responsible managers are

provided financial reports for their general fund and auxiliary operations. In addition, the Fiscal Services office responds to requests for financial information and provides monthly updates of current financial information.

Self-Evaluation III.D.2.c

The College meets the Standard. Financial information is provided throughout the institution, and regular updates are provided to the District Budget Advisory Committee, College Council, and the College Budget Committee. In addition, budget information is regularly provided by the Vice Chancellor of Administrative Services and discussed at College Council meetings and College Budget Committee meetings. All agendas and presentations are available to all employees on the District website or through the Orange Coast College Portal page.

Actionable Improvement Plan III.D.2.c

- None

III.D.2.d

All financial resources, including short- and long-term debt instruments (such as bonds and certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Descriptive Summary III.D.2.d

All financial resources are used with integrity and in a manner consistent with the Orange Coast College mission and goals. As part of the annual financial audits, all financial resources are audited to standard accounting principles and in accordance with District policies and procedures. The Orange Coast College Foundation supports student scholarships and campus events and promotes the College’s mission through fund-raising efforts. Grants are used in accordance with grant documents, with scheduled grant reporting as required by the granting agencies. For example, as part of the federal Title III grant in 2007, annual reports are required to be submitted at the conclusion of the federal fiscal year [\(III.D.725\)](#).⁷²⁵ In addition, all funds are audited annually by an external audit firm, ensuring that resources are used with proper controls and integrity, in a manner consistent with the mission of the institution.

Self-Evaluation III.D.2.d

The College meets the Standard. All audits of the District and general fund, as well as categorical, foundation, and auxiliary operations, have demonstrated that management practices are done with integrity and within policies and procedures of the Coast Community College District. Moreover, audits of the District general obligation bond are also conducted on an annual basis. Annual audit reports demonstrate that financial resources are used with integrity and consistent with the intended purpose of the funding source [\(III.D.726\)](#)⁷²⁶ [\(III.D.727\)](#)⁷²⁷ [\(III.D.728\)](#)⁷²⁸ [\(III.D.729\)](#)⁷²⁹ [\(III.D.730\)](#)⁷³⁰ [\(III.D.731\)](#)⁷³¹ [\(III.D.732\)](#)⁷³² [\(III.D.733\)](#)⁷³³ [\(III.D.734\)](#)⁷³⁴ [\(III.D.735\)](#)⁷³⁵ [\(III.D.736\)](#)⁷³⁶ [\(III.D.737\)](#)⁷³⁷ [\(III.D.738\)](#)⁷³⁸ [\(III.D.739\)](#)⁷³⁹ [\(III.D.740\)](#)⁷⁴⁰ [\(III.D.741\)](#)⁷⁴¹ [\(III.D.742\)](#)⁷⁴² and [\(III.D.743\)](#).⁷⁴³

Actionable Improvement Plan III.D.2.d

- None

III.D.2.e

The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

Descriptive Summary III.D.2.e

The District and College internal control systems are evaluated annually through an external audit process and are assessed for validity and effectiveness. The results are used for improvement. In addition, the District's internal audit function assists the campus with internal controls when issues are identified through ongoing continuous improvement efforts.

Self-Evaluation III.D.2.e

The College meets the Standard. The College's internal control structure is reviewed during the annual external audit process, and any findings are communicated to responsible parties for correction and implementation.

For the past two audits (2010-2011 and 2009-2010), the College has experienced no findings related to internal control structures ([III.D.744](#))⁷⁴⁴ and ([III.D.745](#)).⁷⁴⁵ For the year ending June 30, 2009, there were two internal control findings from fiscal 2008. Findings were related to the following:

- The Anti-Fraud Program (Finding 8-02, p. 64) ([III.D.746](#)).⁷⁴⁶ This finding was corrected during the 2009-2010 year.
- District Payroll Segregation of Duties (Finding 08-03, p. 65) ([III.D.747](#)).⁷⁴⁷
- District Human Resources Termination (Finding 08-04, p. 65) ([III.D.748](#)).⁷⁴⁸

All internal control weaknesses identified during the annual external audit have been corrected, and no internal control weaknesses have been identified by the audit work conducted for fiscal 2012.

Actionable Improvement Plan III.D.2.e

- None

III.D.3

The institution has policies and procedures to ensure sound financial practices and financial stability.

Descriptive Summary III.D.3

The Coast Community College District has developed Board policies that ensure sound financial practices and financial stability. The Board of Trustees also contracts with an external audit firm to review policies and procedures and receives regular financial reports to monitor financial stability. In addition to the District procedures, Orange Coast College has prepared and updated the OCC Administrative Services Procedures Manual ([III.D.749](#)),⁷⁴⁹

which provides procedures and guidelines for contracts, conference authorizations, budget transfers, purchases, financial inquires, financial reporting, and other campus procedural issues.

The Audit and Budget Committee, a sub-committee of the Board of Trustees, meets regularly to address areas of financial concern, such as District cash flow, reserves, and contingency plans to meet financial reductions and unforeseen occurrences. For the past four years, the District and the College have received reduced state apportionment funding and have been required to reduce class offerings, reduce payroll and benefit costs (implementing retirement incentives and a hiring freeze), and reduced operating expenditures. Throughout this time of financial uncertainty, the College has maintained a positive ending balance, exceeded the College enrollment targets, and continued to address long-range financial obligations, health benefits, facilities, and technology.

Self-Evaluation III.D.3

The College meets the Standard. Board Policy 6200 ([III.D.750](#))⁷⁵⁰ addresses reserve requirements (a minimum 5%, with a goal of 7% of prior-year actual expenditures) with the intent of ensuring financial stability and the ability to meet any emergencies. Board Policy 6300 ([III.D.751](#))⁷⁵¹ addresses the procedural requirements of fiscal management and indicates that financial records must be in compliance with the *California Community College's Budget and Accounting Manual*. Board Policy 2200 ([III.D.752](#))⁷⁵² delineates the Board's authority, responsibilities, and duties, including the review and acceptance of the annual budget process and assurance of the District's fiscal health and stability.

In its adopted budgets, the District and College have demonstrated a conservative approach that has resulted in positive year-end balances. For fiscal 2012, the District year-end balance was \$23,483,778 ([III.D.753](#)).⁷⁵³

Actionable Improvement Plan III.D.3

- None

III.D.3.a

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary III.D.3.a

The District Administrative Services office prepares and regularly updates cash flow projections in order to ensure adequate cash flow throughout the year. The latest cash flow projections were presented to the Board of Trustees on Aug. 15, 2012, and to the District Audit and Budget Committee on Aug. 17, 2012 ([III.D.754](#)).⁷⁵⁴ The mid-August financial update had forecasts for cash flows and reserves with contingency plans to use stabilization funds. The District and College had prepared a risk-management strategy involving reducing course offerings and thereby reducing enrollments to meet the expected workload reductions proposed by the State Chancellor's Office in the event that Proposition 30 were not approved by voters in November 2012. In addition, the District and College established a stabilization

fund or “rainy day” fund of almost \$11 million to meet the anticipated shortfall in the event that Proposition 30 did not pass. However, since Proposition has been approved by voters, the “rainy day” fund will be used either to inject revenues into course offerings, increase enrollments, or to meet expenditure needs for 2012-2013.

Self-Evaluation III.D.3.a

The College meets the Standard. The District and College have implemented and maintained appropriate cash flow and reserves to provide stability. In order to maintain appropriate cash flows and reserves, the College has reduced course offerings in accordance with California Community College system workload reductions and has cut off purchasing early to prepare estimates for end-of-year balances. As part of cost-saving efforts, the District has enlisted a program of reduction efforts, including separation incentives, benefit reductions, and operational cost reductions. The District and College continually monitor actual expenses to budget and prepare monthly cash flow projects for the District Audit and Budget committee with end-of-year projections for the College being reviewed by the College Budget Committee.

Actionable Improvement Plan III.D.3.a

- None

III.D.3.b

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.3.b

The Coast Community College District Board of Trustees is responsible, legally, for fiscal oversight of the College. As part of the Board’s ongoing fiscal oversight, the Board reviews quarterly budget reports ([III.D.755](#)).⁷⁵⁵ All financial aid, grants, externally funded programs, contractual relationships, and auxiliary organizations must be approved by the Coast Community College District Board of Trustees.

The Board of Trustees has oversight over the Orange Coast College Foundation and all auxiliary operations. Each foundation and auxiliary operation has master operating agreements and must be in "good standing" with the Board of Trustees ([III.D.756](#)).⁷⁵⁶ The Orange Coast College Foundation has separate status as a 501(c)(3) 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 meets on a bimonthly basis, and its Finance Committee meets quarterly to review financial information, ensuring that the Foundation’s investments are managed properly ([III.D.757](#)).⁷⁵⁷ Annual financial statements are presented to the CCCD Board of Trustees ([III.D.758](#)).⁷⁵⁸

The College Bursars Office of Administrative Services oversees the finances of all auxiliary operations at the College, with contracts reviewed and approved by the Coast Community College District Board of Trustees. Auxiliary operations of Orange Coast College include the

Associated Students, including the bookstore and Recycling Center, cafeteria, Starbucks, Snack Shack, Children’s Center, Sailing Center, and Co-Curricular accounts, such as Community Education, Arts Pavilion, and Coast Report. The OCC bookstore is outsourced to Follett Bookstore, Inc., and commissions are paid to the Associated Students of Orange Coast College. Auxiliary Operations are audited with the annual external College/District audit. For the past several years, there have not been any findings related to auxiliary operations [\(III.D.759\)](#)⁷⁵⁹ [\(III.D.760\)](#)⁷⁶⁰ [\(III.D.761\)](#)⁷⁶¹ [\(III.D.762\)](#)⁷⁶² [\(III.D.763\)](#)⁷⁶³ and [\(III.D.764\)](#)⁷⁶⁴.

In November 2002, the Coast Community College District passed a General Obligation Bond for \$370 million for specific facility-related projects. Annually, the General Obligation Bond expenditures are audited by an external auditor and audit reports are presented to the Citizens Oversight Committee and the Board of Trustees [\(III.D.765\)](#)⁷⁶⁵.

Self-Evaluation III.D.3.b

The College meets the Standard. The College's Administrative Services wing and CCCD Administrative Services establish and maintain effective internal control procedures that ensure financial integrity. Annually, an independent certified public accounting firm conducts a complete audit of all internal controls. Financial records are completed, and an audit report addresses any 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.

Actionable Improvement Plan III.D.3.b

- None

III.D.3.c

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

Descriptive Summary III.D.3.c

In accordance with GASB 43/45, the District has identified its future liabilities for Other Post-Employment Benefits (OPEB) expenses through analysis by an independent actuary. According to the most recent actuarial report, the District’s Actuarial Accrued Liability (AAL) as of May 1, 2012, is \$99,096,647 [\(III.D.766\)](#)⁷⁶⁶. This amount includes both the Normal Cost and the Past Service Liability for the District’s employees determined using various assumptions for mortality rates, inflation, interest rates, service period, etc. In order to mitigate this liability, the District has developed a plan to fund it completely by 2024-25 [\(III.D.767\)](#)⁷⁶⁷. This plan takes into account the fact that the District has already set aside more than \$44 million in an irrevocable trust with the Community College League of California, as well as more than \$9.5 million locally at the County Treasury. In addition to the current assets, the District’s Board has approved a plan to contribute \$480,000 of lease revenue annually to the fund, as well as reinvest the interest earnings on the

balance already in the accounts, which will result in an estimated \$2 to \$3 million annually, using a conservative estimate of 4% as a rate of return.

Self-Evaluation III.D.3.c

The College meets the Standard. The District has followed the requirements of GASB 43/45 and has developed a plan to fund the liability over the course of the next 15 to 20 years, even though funding is not required under the GASB 43/45 regulations. Barring any changes to the plan made through negotiations, the District has a plan to fully fund the liability and adjusts the plan every two years according to current and projected economic circumstances.

Actionable Improvement Plan III.D.3.c

- None

III.D.3.d

The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

Descriptive Summary III.D.3.d

In accordance with GASB 43/45, the District is required to have an independent actuarial valuation of its Other Post-Employment Benefits (OPEB) liabilities every two years. The District has contracted with an independent contractor to complete its actuarial valuation of its OPEB liabilities every two years since 2002. Once the actuarial valuation is completed, the District re-evaluates its plan to fund the liability and adjusts it accordingly. In accordance with GASB 43/45, the District has identified its future liabilities for OPEB expenses through analysis by an independent actuary.

Self-Evaluation III.D.3.d

The College meets the Standard. The most recent actuarial valuation was completed May 1, 2012, and will be utilized in the determination of the District's plan for OPEB asset/liability by its external auditors.

Actionable Improvement Plan III.D.3.d

- None

III.D.3.e

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Descriptive Summary III.D.3.e

Orange Coast College has no locally incurred debt instruments. The Coast Community College District (Coastline College) has incurred local debt instruments for the completion of the Newport Beach Learning Center and a recent technology upgrade in summer 2012.

Self-Evaluation III.D.3.e

The College meets the Standard. Orange Coast College has no locally incurred debt instruments.

Actionable Improvement Plan III.D.3.e

- None

III.D.3.f

Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Descriptive Summary III.D.3.f

The College has processes in place to monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

The College tracks loan default rates for Direct Loans, Federal Family Education Loans (FFELP), and Perkins Loans.

For Direct Loans and FFELP Loans, the College's default rate management involves the joint effort of the financial aid office and a third-party servicer (Greenwood and Hall). Weekly loads are completed for those students who have come into repayment but have not made a payment within the first 30 days versus the 180th day for the cohort default rate. Students are notified via email, telephone, and USPS. For Perkins Loans, the College's default rate management involves the joint effort of the District financial aid office and a third-party servicer (ACS Education Services). Due diligence is a District responsibility for all three institutions. Prior to a student receiving a loan, the College has instituted a default prevention initiative that includes the following:

- Counseling sessions that include the federally mandated sessions (entrance and exit), but also sessions on financial literacy and the impact student loans may have on the future of a student's financial status. Services are provided through Financial Aid TV online sessions and through the National Student Loan Data System (NSLDS), the Department's site for entrance and exit counseling.
- Mandatory entrance and exit sessions that are required annually. The exit is mandatory before a student receives the second period disbursement.
- A recommended aggregate loan rate of \$12,750 per student. If a student is close or over this recommended loan rate, the student is asked to complete a loan appeal form, which includes the student's future budget upon graduation, reflecting the loan repayment amount.

The College also monitors revenue streams in compliance with federal requirements. Currently, the Perkins Loan portfolio is supported by repayments; there is no capital contribution from the College. ACS and the District have a coordinated effort for repayment and collection activities. The District is responsible for the general ledger and reporting activities regarding loan repayments and funds received through collection activities.

The Department of Education is responsible for the collection of Direct Loans and the remaining FFELP loans through designated servicers. The College works closely with the servicing agencies to locate defaulted students and provide accurate information for the resolution of a student's defaulted status.

Self-Evaluation III.D.3.f

The College meets the Standard. The annual external audit ensures compliance with federal requirements and ensures the District and the College manages student loan default rates. For the past six years, there have been no issues related to student loan default rates or revenue streams, and the College has been in compliance with federal requirements (with one exception, as evidenced by an audit finding in 2010-2011):

- 2008-2009: CCCD financial audit (June 30, 2009; pp. 57-62) disclosed four audit findings ([III.D.768](#)),⁷⁶⁸ with three of the four findings being from the previous year 2007-2008 financial audit. All issues were resolved in the 2009-2010 financial audit. None of the findings were considered material findings.
- 2009-2010: CCCD financial audit (June 30, 2010; p. 55) disclosed no audit findings ([III.D.769](#)).⁷⁶⁹
- 2010-2011: CCCD financial audit (June 30, 2011; p. 58, 62, 63) identified one finding for Orange Coast College ([III.D.770](#)).⁷⁷⁰ This finding was related to the Return of Title IV funds and the incorrect calculation of funds returned to the Department of Education. The College responded timely (Sept. 29, 2011), and the award year had been recalculated and the finding was considered resolved.

Actionable Improvement Plan III.D.3.f

- None

III.D.3.g

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.

Descriptive Summary III.D.3.g

Orange Coast College collaborates with the Coast Community College District office to ensure that all college contracts undergo proper legal review and Board of Trustee approval. All contracts with outside agencies are consistent with the goals of the College and vetted by appropriate members of District Risk Services, District Legal Counsel, Purchasing, and Administrative Services, ensuring that contract language and standards are in place to adequately protect the institution. Agreements with external entities must have approval of the College Business Fiscal office, President, Vice Chancellor of Administrative Services, and the Coast Community College Board of Trustees.

Self-Evaluation III.D.3.g

The College meets the Standard. Orange Coast College follows the Coast Community College District Board of Trustees policies and procedures and the California Community College Chancellor's Office Budget Accounting Manual requirements ([III.D.771](#)).⁷⁷¹ Annually, the College and District are audited to the District policies and procedures, and for the past six plus years there have been no findings or other comments in the annual financial audits.

Actionable Improvement Plan III.D.3.g

- None

III.D.3.h

The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary III.D.3.h

In fall 2011, the College Budget Committee evaluated the College budget allocation process and made suggestions for improvement. As part of the fall evaluation, there was an identified need to have a written document on how the budget allocation and development process works at the College. The College's *Decision Making* document was reviewed and updated in spring 2012 and fall 2012 ([III.D.772](#))⁷⁷² to include an improved budget allocation process, which integrated the College's institutional planning and budget development process. In spring 2012, the College Budget Committee performed a committee self-assessment to review its structure, communication, and responsibilities. As a result of the College Budget Committee's self-evaluation, a number of enhancements were recommended regarding committee membership, communication, and responsibilities. Recommendations were implemented and documented in the revised 2012 *Decision Making: A Guide to Planning and Governance*.

Self-Evaluation III.D.3.h

The College meets the Standard. Through the annual external audit and College Budget Committee self-assessments, the College is actively engaged in evaluating financial management processes, and it implements changes as part of a continuous-improvement model.

Actionable Improvement Plan III.D.3.h

- None

III.D.4

Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Descriptive Summary III.D.4

The College has integrated its institutional planning with financial resource planning. As illustrated in *Decision Making: A Guide to Planning and Governance* ([III.D.773](#)),⁷⁷³ the College planning processes begin with departments and programs completing program reviews on a three-year cycle. Based on the College goals and program reviews, each of the College's four wings develops a three-year plan. Departments then develop their annual resource requests (ARRs) on the basis of their program reviews and the wing plans. The Wing Planning Councils prioritize the ARRAs and forward them for integration and funding to the President's Cabinet and College Council, which seeks input from the Budget, Technology, Facilities, and Human Resources/Staff Development committees.

The College uses a variety of processes to assess regularly the effective use of financial resources, including assessment of student learning outcomes, program review, internal controls, external financial audits, and accreditation self-evaluation. The College uses the results of these evaluations as the basis for continuous improvement. For example, after noticing that some departments were regularly ending the year with substantial balances in their supply accounts, the College Budget Committee recommended and adopted a zero-based budgeting approach for supply and non-salary expenditures for fiscal 2012.

Self-Evaluation III.D.4

The College meets the Standard. Board Policy 3250 ([III.D.774](#))⁷⁷⁴ addresses Institutional Planning and its relationship to financial resource planning. The College has integrated institutional planning with financial resource planning and described its processes in *Decision Making: A Guide to Planning and Governance* ([III.D.775](#))⁷⁷⁵ and specifically in the sections regarding institutional planning, resource allocations, and budget development. As part of the College's systematic evaluation of financial resources, OCC also adopted a zero-based budget approach for fiscal 2011-2012. To improve realistic budgeting, the College Budget Committee recommended a zero-based budget approach to the development of the 2011-2012 budgets. In spring 2011, historical departmental expenditures were reviewed to determine realistic budgets for instructional and non-instructional supply and other non-salary expenditures. This zero-based approach was time consuming; however, it allowed departments to research their historical expenditures to determine if budget allocations were accurate and properly reflected the needs of the departments.

Actionable Improvement Plan III.D.4

- None

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.

Orange Coast College practices participatory governance as mandated by California statute (AB 1725). The College philosophy is that participatory governance is not only legally required but also desirable because it calls for awareness and participation from the four major constituent groups (faculty, classified staff, administrators, and students). By emphasizing teamwork and collaboration, participatory governance creates the environment for members of these four groups to have a vital decision-making role in the College's day-to-day operations as well as an investment in its long-term welfare, thereby making the College a more responsible and vibrant institution.

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 and IV.A.1

Institutional leaders are expected to encourage members of all four constituencies to participate in College decision-making. The underlying belief is that the members of these constituencies have intimate knowledge of their own areas that they can apply to the improvement of those areas.

The College's systematic participative processes are outlined in *Decision Making: A Guide to Planning and Governance*, which also defines "the structure, operational relationships, mechanisms and agreements for making transparent and inclusive decisions at Orange Coast College that affect the well-being of our institution" ([IV.A.776](#)).⁷⁷⁶ In addition, this document explains the College's philosophy for making decisions: "To improve our planning and decision making, Orange Coast College commits itself to a culture of collegiality, inclusiveness, evidence, student learning and assessment, and transparency. This serves the foundation for participatory governance at the college, which values the contribution of each of its constituents—faculty, students, staff, and managers—in the decision making structures and processes that we have adopted" ([IV.A.777](#)).⁷⁷⁷ The *Decision Making* document

delineates the respective roles of faculty, staff, students, and administrators in the decision-making process ([IV.A.778](#)).⁷⁷⁸

In order to assure effective discussion, planning, and implementation, the College relies heavily on a broad-based structure, facilitating decision making with input from members of the different constituencies. To increase communication and transparency among committees, the College has developed and uses an intranet document management system, known as the OCC Portal, for the cataloging and distribution of operational and governance information. The governance committees are listed on the Portal, which also catalogs organizational charts indicating the roles and relationships of the committees in terms of work flow, areas of responsibility, and decision-making authority ([IV.A.779](#)),⁷⁷⁹ information that can also be found in the *Decision Making* document ([IV.A.780](#)).⁷⁸⁰ To provide transparency, each committee is required to have a portal page listing the mission of the committee, along with names and affiliations of its members. Agendas, meeting minutes, and schedules are also included. Many of the portal pages have archives of additional documents related to various tasks the committees have undertaken ([IV.A.781](#)).⁷⁸¹ Finally, to further aid in the communication and transparency of the College's decision making, OCC's website also publishes information on the membership, meeting minutes, and key decisions related to participatory governance committees on campus ([IV.A.782](#)).⁷⁸²

In 2009, the College decided that the Planning and Budget Committee should be separated into two entities, College Council and the College Budget Committee (CBC), both participatory governance committees comprising members from each of the four constituency groups. This change was supported by survey results from the Personal Assessment of the College Environment (PACE) survey conducted in fall 2009 ([IV.A.783](#)),⁷⁸³ which indicated campus-wide dissatisfaction with the organization of the planning and budgeting processes, prompting College Council to create a separate committee to tackle the College budget and representing a major revision to the College's governance structure ([IV.A.784](#)).⁷⁸⁴ Other College-wide committees on campus are composed the same way, including the planning councils from each of the College's four wings (Instruction, Student Services, Administrative Services, and Institutional Effectiveness and Advancement Wing). The College's planning committee structure is outlined in the Planning Committee and Governance Structure Charts in the *Decision Making* document ([IV.A.785](#)).⁷⁸⁵

The role of College Council is to oversee the strategic planning process for the College. Members are appointed by administrators, the Academic Senate, the Classified Forum, and the Associated Students of OCC, though the College Council also relies heavily on input from the four participatory wing planning councils: the Instructional Planning Council, Administrative Planning Council, Institutional Effectiveness and Advancement Planning Council, and Student Services Planning Council. The *Educational Master Plan 2011-2015*, which provides the foundation for the College's planning and decision making, was developed in a campus-wide process facilitated by a working group of the College Council ([IV.A.786](#)).⁷⁸⁶ The College Council used feedback from campus forums, existing planning documents, and internal/external data to develop the College goals; and each of the wing planning councils developed three-year strategic plans to support the College goals, as well as the Coast Community College District's *Vision 2020 Master Plan* ([IV.A.787](#)).⁷⁸⁷ approved

in 2011. These three-year plans are aligned and reviewed with College Council. Besides coordinating strategic planning, the College Council also addresses issues management and communication.

In addition to college-wide committees, the College maintains governing bodies related to specific constituent groups, such as the Academic Senate ([IV.A.788](#)),⁷⁸⁸ representing faculty; the Classified Forum, which has voted to change its status to the Classified Senate ([IV.A.789](#)),⁷⁸⁹ representing staff; and the Associated Students of Orange Coast College (ASOCC) ([IV.A.790](#)),⁷⁹⁰ representing students. In spring 2011, the Staff Development Office surveyed the classified staff to determine the needs and concerns facing this constituency, including how to include them in professional and educational development ([IV.A.791](#)).⁷⁹¹ From the results, the College acknowledged the need to include classified staff in professional and educational development and has developed programs and workshops to facilitate increased involvement of classified staff in governance and college life ([IV.A.792](#)).⁷⁹²

The Academic Senate, which comprises full- and part-time faculty, oversees numerous sub-committees, including the Transparency Sub-Committee, which was formed as a result of a recommendation that the College received after undergoing accreditation in 2006 ([IV.A.793](#)).⁷⁹³ The Transparency Committee meets regularly to address issues related to governance, decision making, and communication of governance processes to the campus community ([IV.A.794](#)).⁷⁹⁴ Faculty involvement in participatory governance is ongoing and improved. In the spring of 2010, the Academic Senate adopted the Academic Senate Handbook ([IV.A.795](#)),⁷⁹⁵ providing detailed information on faculty purview and governance, including the role of the Senate and its sub-committees.

Self-Evaluation IV.A and IV.A.1

The College meets the Standards. Institutional leaders create an environment for empowerment, innovation, and institutional excellence by encouraging all constituent groups to be engaged in the decision-making process at OCC, as evidenced by the roles and processes highlighted in *Decision Making: A Guide to Planning and Governance* ([IV.A.796](#)).⁷⁹⁶ Staff, faculty, administrators, and students are all encouraged 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, as evidenced by the College's committee structure, which is broad-based and promotes decision making through input from members of the different constituencies. This broad-based decision making is confirmed by the Transparency Committee.

Planning committees also conduct self-evaluations on a three-year cycle, in order to ensure that each committee is functioning effectively as a group and that the College's governance processes are working effectively. In 2010-2011, the College Council completed its committee self-evaluation ([IV.A.797](#)),⁷⁹⁷ analyzing both internal (committee members) and external (campus) survey responses against seven organizational factors of effectiveness. This resulted in dialogue and an action plan to continue the committee with several

improvements: clarifying its mission, streamlining committee processes, reviewing its membership, and working on better communication among the committee and the campus. The planning councils and planning committees also completed their self-evaluations and identified similar concerns with membership, internal/external communication, mission, and outcomes. The planning councils completed self-evaluations in 2010-2011, while the planning committees completed self-evaluations in 2011-2012. Using these evaluation findings, the *Decision Making* document was updated to reflect each committee's role, responsibilities, membership, and agenda guidelines. Informal, constituent-based surveys raised similar concerns, with a majority of those surveyed stating that they feel included when they serve on committees. They believed that their opinions were taken seriously and were far less concerned with having a voice than they were with the effectiveness of the committees themselves ([IV.A.798](#)).⁷⁹⁸ However, concerns were expressed that some committees lack direction and identified outcomes. Because of this, committee self-evaluations were implemented and have become standardized since the College last underwent accreditation in 2006 ([IV.A.799](#)).⁷⁹⁹

Some of those interviewed expressed concern that there is duplication of effort among the committees. In an effort to address this, the *Decision Making* document was revised and approved in fall 2012, clarifying committee membership, responsibilities, and member roles, as outlined in the *Planning Council and Committees' Responsibilities, Annual Agenda Guidelines, and Membership* chart ([IV.A.800](#)).⁸⁰⁰

The College believes that having a wide degree of participation is better for the overall health of the institution. In order to encourage broad-based participation in campus committees, the issue of term limits and committee membership was discussed in the Strategic Planning Task Force review of self-evaluation results, inducing the annual review of membership for all planning councils and committees, with members appointed by their respective constituent groups for a two-year cycle, as outlined in OCC's *Decision Making* document ([IV.A.801](#)).⁸⁰¹

Furthermore, the updated *Decision Making* document has been revised to better prepare and encourage new members to serve on committees. In order to expose new members to the roles, issues, and documents related to the committee's purpose and past accomplishments, each committee is required to start the academic year with an orientation and a review of the decision making document. *Decision Making* also now includes an updated glossary of commonly used terms and acronyms ([IV.A.802](#)).⁸⁰² enabling new committee members to acclimate themselves to regularly used committee (and College) terminology. Other groups, such as the College Budget Committee, for example, regularly provide members with study sessions where documents are distributed that help committee members understand the challenges that the College faces. Like committee self-evaluation, these study sessions and the distribution of documents can be regarded as a best practice to be emulated.

The *Focused Midterm Report* 2010 ([IV.A.803](#))⁸⁰³ identified the need for greater transparency in decision making on campus; to address this concern, the Transparency Committee was created to make its processes more transparent and communicate decisions to all College constituents. In addition, the committee was assigned a member seat on the Accreditation Committee ([IV.A.804](#)),⁸⁰⁴ with an Academic Senate mandate to report on and validate Accreditation issues ([IV.A.805](#)).⁸⁰⁵ The Transparency Committee has, since its inception,

participated in the distribution of information to the campus community and has helped with the recent organization of the campus committee structure [\(IV.A.806\)](#).⁸⁰⁶

In addition, the *Focused Midterm Report* 2010 stated that the College needed to update the *Facilities Master Plan* and the *Technology Master Plan* and integrate them into the *Educational Master Plan* [\(IV.A.807\)](#).⁸⁰⁷ Both the Facilities and Technology plans have been updated, and initiatives related to both are now included in the *Educational Master Plan* [\(IV.A.808\)](#).⁸⁰⁸

Actionable Improvement Plan IV.A and IV.A.1

- None

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 their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Descriptive Summary IV.A.2

The College policy on constituent participation in governance is guided by the College's *Decision Making* document. In 2011, *Making Decisions at Orange Coast College: A Guide to College Planning and Decision-Making Processes 2011-2013*, derived from collegial consultation with a representative and inclusive sample of faculty, staff, administrators, and students, underwent a thorough revision by members of the Strategic Planning Task Force (now the College Council Executive Committee), including the Academic Senate President. This revision focused the document on decision making processes, providing updated models for planning and governance, as well as key information related to committees and their respective structures. Titled *Decision Making: A Guide to Planning and Governance* [\(IV.A.809\)](#),⁸⁰⁹ the document includes five main sections:

1. Introduction: OCC Mission Statement and College Values
2. The College Culture: College Philosophy for Making Decisions and Role of Faculty, Staff, Students, and Administrators in the Decision-Making Process
3. Overview of Planning and Sequences for Key College Decisions
4. Planning and Governance
5. Glossary of Commonly Used Terms and Acronyms

Decision Making was revised based on feedback from the Accreditation Coordination Committee in fall 2011 [\(IV.A.810\)](#),⁸¹⁰ as well as the planning councils and committees in fall 2011 and spring 2012 [\(IV.A.811\)](#),⁸¹¹ vetted by these same groups, and ultimately approved by College Council on Sept. 18, 2012. The document addresses the role of each of the four constituent groups (faculty, administrators, classified staff, and students) in campus decision-making and how individuals from each group present new ideas and collaborate when serving on committees that focus on policy and planning, as well as those that are formed for a specific purpose. The *Decision Making* document also details the sequences involved in key College decisions for each of the major decision types, as well as the typical timeline for each process, where applicable.

Self-Evaluation IV.A.2

The College meets the Standard. *Decision Making: A Guide to Planning and Governance* was recently revised to be a more usable and accessible reference document and clearly outlines the College's policies on decision-making processes. The document provides faculty, staff, administrators, and students with distinct roles in participatory governance. It also specifies the manner in which various constituencies bring forward ideas and work together on appropriate policy, planning, and implementation, assuring effective and broad-based participation.

Actionable Improvement Plan IV.A.2

- None

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.

Descriptive Summary IV.A.2.a

Faculty and administrators have substantial and distinct roles in the College's participatory governance structure. In addition to faculty and administrators, staff and students are empowered to voice their ideas, suggestions, and concerns about institutional decisions, particularly in their respective areas of knowledge. The Governance chart in the *Decision Making* document outlines the role each key participatory governance group plays within the College's decision-making structure and its relationship to the administrative structure of the College ([IV.A.812](#)).⁸¹²

The Academic Senate is the primary forum for faculty members, both full- and part-time, to exercise judgment and leadership on issues within their expertise ([IV.A.813](#)).⁸¹³ with the Senate appointing members from within its ranks to serve on college-wide committees ([IV.A.814](#)).⁸¹⁴ In addition, full-time faculty members are required to attend department and division meetings and regularly participate in the governance of their own areas ([IV.A.815](#)).⁸¹⁵ Part-time faculty members are encouraged to attend governance meetings, and their expertise is also welcomed on matters pertaining to the disciplines in which they teach ([IV.A.816](#)).⁸¹⁶

Classified staff members are represented by the Classified Forum ([IV.A.817](#)).⁸¹⁷ which also assigns its constituents to governance committees; however, on June 25, 2012, the Classified Forum voted to transition to a Classified Senate starting in fall 2012 ([IV.A.818](#)).⁸¹⁸ While the staff at the College has always played a role in shared governance, shifting to a senate structure affords more "visibility" to the classified staff and a more defined vision of their role in participatory governance. If enacted, the Classified Senate members will "participate in the development and shaping of institutional planning," "collaborate in budget planning and development," "help create staff development activities, and work to enhance relations with students, faculty, and management." The Senate will also "participate in areas of College operations and performance that impact classified personnel, work on College-wide

campaigns that contribute to student success and institutional effectiveness, and contribute to discussions on academic and professional matters.”

Students are encouraged to provide input into institutional decisions, particularly through the Associated Students of Orange Coast College (ASOCC) [\(IV.A.819\)](#),⁸¹⁹ which represents students on campus. Each member of the ASOCC executive board must participate as a member of a participatory governance committee. Board policy also recognizes the role of student representatives in the “formulation and development of District and College policies and procedures that have or will have a ‘significant effect on students.’ The District is committed to shared governance and views its students as a valued, integral community whose views and ideas are imperative in developing policy and procedure” [\(IV.A.820\)](#).⁸²⁰

In terms of both day-to-day operations and long-range planning, administrators regularly have the opportunity to voice their opinions and use their expertise, as well. They are given this opportunity in myriad ways, including the committee meetings that they chair and attend. They also work collaboratively with faculty, especially department chairs, formerly titled Instructional Unit Assistants (IUAs), on issues such as scheduling [\(IV.A.821\)](#).⁸²¹

The specific roles of the four College constituency groups involved in participatory governance are also clearly defined in *Decision Making: A Guide to Planning and Governance* [\(IV.A.822\)](#),⁸²² which was revised by the Strategic Planning Task Force in summer 2012 and adopted by College Council on Sept. 18, 2012:

Faculty

Faculty members—both full- and part-time—play an important role in all matters of decision making related to governance. They have an especially important role in matters pertaining to instruction, such as curriculum. Moreover, their input is considered especially vital when decisions are being formulated that are directly related to their particular field of expertise. The role of faculty at OCC is composed of carrying out (a) teaching, (b) service, and (c) applied research to improve student or program success as well as in making contributions to their respective academic fields and to the profession. However, of these, the teaching role is the most important because faculty members, as pedagogic subject experts, spend the majority of their time in teaching-related work. Since AB1725 has become a part of the fabric for faculty participation, the need for collaboration has increased.

The overlapping cooperative relationship between the faculty, the Coast Community College District (CCCD) Board of Trustees, college administration and the Union translates academic goals and values into College policy or action. The assumption of authority for each of these stakeholders in our institution derives from the authority vested by state and federal law and administrative policy created by the CCCD Board of Trustees. These policies are carried out by administration in consultation with all constituents.

Staff

Classified staff members are valued for the critical role that they play in providing support to the other three major constituency groups (i.e., faculty, administration, and

students). They are expected to have a strong voice in governance matters because of their unique perspectives, their experience, and their commitment to the overall success and well-being of the College. Classified staff participation in participatory governance shall include the following:

1. College and District encouragement and support of classified staff to engage in participatory governance;
2. Recognition of the need for all College constituencies to participate in the decision-making process;
3. Opportunities for classified staff to participate in the formulation and development of District and College policies and procedures and, in those processes, for jointly developing recommendations for action by the governing board that have or will have a significant effect on classified staff;
4. Participation made possible by support from supervisors that allows and encourages classified participation (e.g., adjusting workloads, exercising flexibility and substitution, etc.)
5. Classified representation and participation on District and College committees;
6. Classified committee members selected by classified employees.

The success of any policy depends upon the process of consensus and its widespread acceptance. While decisions may take longer through this process, they are better decisions because there is broad commitment to their successful implementation.

Students

Students are also valued for their unique perspective. Their equal stake in the College's success and well-being gives them equal responsibility in creating a strong and representative voice. Their participation on committees is intended not only to help the College but also to provide students with experience in governance.

Administrators

Orange Coast College administrators are charged to perform duties unique to their roles on the campus. These duties, which are exclusive to their employment responsibilities as managers, include but are not limited to:

Participatory Governance

1. Consult collegially but expeditiously to serve staff, students, and the community;
2. Ensure that the teaching of students and the quality of programs and services improve through participatory governance processes;
3. Serve as an advocate for all constituencies;
4. Serve on and coordinate campus committees as appropriate.

Planning, Fiscal, & Compliance

1. Anticipate and plan for the future direction of College programs and services;

2. Consider and represent campus-wide needs and interests in the decision-making process;
3. Be accountable for developing and overseeing budgets for College programs and services;
4. Respond to outside regulatory and community agencies.

Human Resources

1. Assist staff to achieve their professional goals and potentials;
2. Carryout the requirements of District contracts, including labor contracts;
3. Coordinate search committees for faculty, staff, and administrative hiring in accordance with shared policies;
4. Fulfill individual contractual obligations for the duration of tenure as administrative employees;
5. Make final selection and/or employment recommendations to District Board;
6. Oversee and approve absences, including personal and professional leaves;
7. Determine and assign duties of faculty and classified staff in accordance to the contracts;
8. Respond to staff and student grievances, as well as resolve personnel conflicts;
9. Oversee conditions of employee working environments;
10. Initiate progressive disciplinary action when necessary.

Self-Evaluation IV.A.2.a

The College meets the Standard. Since 2005, the College has made a concerted effort to increase transparency and provide more clearly defined roles to all constituencies involved in decision making, resulting in the first *Making Decisions* document in 2008; since then, the document has been revised and refined, most recently in fall 2012, with the approval of *Decision Making: A Guide to Planning and Governance* ([IV.A.823](#)).⁸²³

Compared to 2005, most employee groups in 2011 reported an increase in the number of employees in agreement with the statement, “My employee group has a substantive and clearly defined role in institutional governance”:

- Administrators: a similar percentage of administrators agreed in 2011 (64.3% agree, 14.3% neutral) and 2005 (65.0% agree, 20.0% neutral)
- Classified staff: a higher percentage of classified staff agreed in 2011 (29.9% agree, 48.1% neutral) than in 2005 (22.7% agree, 29.5% neutral)
- Faculty: a higher percentage of faculty agreed in 2011 (67.2% agree, 21.9% neutral) than in 2005 (53.7% agree, 35.6% neutral)
- Managers: a higher percentage agreed in 2011 (66.7% agree, 16.7% neutral) than in 2005 (57.1% agree, 14.3% neutral)

Although increases were observed, the low level of agreement from classified staff, in part, prompted the College to focus on ensuring clearly defined roles for all constituency groups,

classified staff included. This need has been addressed through the revised decision-making document. Additionally, a Side Letter of Agreement between OCC and the Coast Federation of Classified Employees exists to encourage classified staff participation: “The College President and the CFCE expect that managers will make every effort to encourage staff participation and accommodate classified employees’ requests to attend, without loss of pay, while also maintaining an adequate level of service in their area of responsibility” [\(IV.A.824\)](#).⁸²⁴ Finally, the Classified Forum has been reviewing its role and is in the process of converting to a Classified Senate, to align with the majority of colleges in California, 60% of which have adopted a senate structure.

Actionable Improvement Plan IV.A.2.a

- Administrators should continue to explore various means of encouraging participation among classified staff members in the governance of the College.

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

Faculty and academic administrators maintain primary oversight of programs and services that support student learning at Orange Coast College. By Board Policy, the Board of Trustees relies on the Academic Senate primarily for advice on the following policies [\(IV.A.825\)](#).⁸²⁵

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Standards or policies regarding student preparation and success
4. Educational program development
5. Faculty roles and involvement in accreditation processes, including self-study and annual reports
6. Policies for faculty professional development activities
7. Processes for program review

By mutual agreement, the Board of Trustees and the Academic Senate also develop policies regarding the following academic and professional matters: grading policies; District and College governance structures, as related to faculty roles; processes for institutional planning and budget development; and other academic and professional matters as mutually agreed upon.

In addition to the Academic Senate, faculty membership on College committees plays an important role in participatory governance where academic matters are concerned [\(IV.A.826\)](#).⁸²⁶ The Instructional Planning Council (IPC) is the group primarily responsible for planning and decision making in the Instructional Wing and includes representatives from a variety of constituencies, including faculty, administrators, and students [\(IV.A.827\)](#).⁸²⁷

However, since the College last underwent accreditation in 2006, the composition of the IPC has been expanded to include greater faculty representation [\(IV.A.828\)](#).⁸²⁸ And along with the program coordinators who represent areas such as program review and online instruction, IPC includes representatives from each of the academic divisions. The Curriculum Committee has a similar structure, although it consists solely of faculty and falls under the purview of the Academic Senate.

Self-Evaluation IV.A.2.b

The College meets the Standard. By Board policy, the College relies on faculty and academic administrators for recommendations about student learning programs and services, particularly through the Academic Senate, the Curriculum Committee, and the Instructional Planning Council.

Compared to the 2005 Employee Survey, the 2011 campus-wide survey reported a higher percentage of faculty agreeing with the statement, “The Academic Senate provides input regarding institutional governance” [\(IV.A.829\)](#):⁸²⁹ in 2011, 86.2% agreed with the statement, while 11.6% were neutral; in 2005, 74.5% agreed, while 21.3% were neutral. Increased percentages were also observed by faculty responding to the comment, “Faculty have ample opportunity for input on matters of curriculum (e.g., design, revision and policy)” [\(IV.A.830\)](#):⁸³⁰ in 2011, 82.6% agreed, while 12.1% were neutral; in 2005, 78.8% agreed, while 13.7% were neutral in 2005.

There is also a perception that increased faculty representation in the membership of the Instructional Planning Council has been beneficial, with more faculty members being involved in strategic planning for the instructional wing [\(IV.A.831\)](#).⁸³¹

Actionable Improvement Plan IV.A.2.b

- None

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.3

At Orange Coast College, the Board of Trustees, administrators, classified staff, and students collaborate in ways that benefit the College. As described in *Decision Making: A Guide to Planning and Governance*, the College adheres to the following principles regarding collegiality and inclusiveness [\(IV.A.832\)](#):⁸³²

The College commits itself to creating a culture of collegiality and respect for all constituents. All participatory governance committees are composed of a variety of constituents, and the chairs of the committees may vary, as well. The College recognizes the value of participation in decision making processes at the College and seeks to encourage faculty, staff, students, and managers to join committees and participate in discussions.

We expect all committee members to respect one another as we share ideas, participate in dialogue, and express views and analyses during meetings. Committee members participate in governance with the understanding that professional disagreements do not warrant incivility. We may disagree with one another; we should express those disagreements; but we should do so in a civil manner. We overcome our disagreements democratically through majority rule. Many of our decisions, however, are reached through consensus, after thoughtful discussions.

Moreover, the governance processes used at the College result in ample dialogue and communication among the College's four main constituency groups: administrators, faculty, classified staff, and students. As mentioned earlier, the main framework that the College uses for decision making is a broad-based committee structure. Dialogue is a regular part of committee meetings, but discussion about College issues and concerns takes place at campus dialogues, town halls, and department and division meetings ([IV.A.833](#)).⁸³³

The newly formed College Council Executive Cabinet (CCEC) has been created with the central purpose of assisting in the development of the College Council's agendas, so that the central issues affecting the College are brought forward in an open and transparent manner. The CCEC comprises the President, Vice Presidents, Academic Senate President, Classified Forum President, one student representative, and representation from Institutional Effectiveness, the OCC Foundation, and Communications and Marketing.

Self-Evaluation IV.A.3

The College meets the Standard. In an environment designed to encourage collegiality and inclusiveness, the governing board, administrators, faculty, staff, and students work together for the good of the institution. The governance processes at the College facilitate discussion of ideas and effective communication among the institution's constituencies.

In addition, the vast majority of those who have been interviewed and surveyed feel that there is ample dialogue on campus. According to the 2010 PACE survey ([IV.A.834](#)),⁸³⁴ the College rates at or above the national benchmark on several communications-related questions:

- OCC's mean agreement rating for sharing information was 3.24, statistically significant and above the national mean at 3.03.
- OCC's mean agreement rating for open and ethical communication was 3.18 and comparable to the national mean at 3.22

Additionally, according to informal constituent surveys, concerns have been voiced about a lack of communication between the College and the District Office, most commonly when policies or procedures are developed without apparent College input ([IV.A.835](#)).⁸³⁵ Ensuring the inclusion of College perspectives in District decision making would address these concerns. To clarify issues of communication, in fall 2012 the District and colleges collaborated on the development of a Functional Map to delineate assigned responsibilities ([IV.A.836](#)).⁸³⁶

In order to ensure that governance structures, processes, and practices are effective, the committee self-evaluation process has been completed by planning councils and planning committees, but has not yet been conducted on other committees. The self-evaluations have yielded important information to improve the effectiveness of each group undergoing evaluation as well as the overall planning structure.

Actionable Improvement Plan IV.A.3

- Create outcomes-based self-evaluations in committees to address productivity questions.
- Establish self-evaluations for standing committees to address structures, communications, processes and procedures, and membership.
- Explore additional methods to ensure College perspectives are represented in District policy and procedure development.

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.

Descriptive Summary IV.A.4

Orange Coast College strives to be as ethical as possible in interacting with external agencies, including the Accrediting Commission for Community and Junior Colleges (ACCJC). This holds true for every facet of the College's relationship with the ACCJC, including implementing recommendations that the Commission makes and notifying the Commission of substantive changes ([IV.A.837](#)).⁸³⁷

In the 2011 employee survey, the majority agreed with the statement, "I believe the College is seriously evaluating itself as part of the self-study process" (75.7% agreed, 16.5% neutral). For example, in 2007 the College received five College recommendations, six District recommendations, and two Commission concerns from the ACCJC during our last comprehensive self-evaluation ([IV.A.838](#)).⁸³⁸ Since that time, the College has been working diligently to address all of these recommendations. For example, the first recommendation addressed the need for the College to identify measurable student learning outcomes for every course. The College completed the task in 2009 ([IV.A.839](#)).⁸³⁹ In 2010, ACCJC accepted the College's focused midterm report and did not require any follow-up action prior to the next comprehensive self-evaluation. Moreover, the College has kept abreast of substantive change requirements, submitting and receiving approval for substantive changes in Distance Education and the Professional Mariner program ([IV.A.840](#)).⁸⁴⁰

To keep the College and community informed about the status of accreditation-related activities, accreditation documents are posted on the College's public website. These include self-evaluation reports, follow-up reports, midterm reports, substantive change submissions and approvals, and commission correspondence ([IV.A.841](#)).⁸⁴¹ Additionally, the College's

comprehensive self-evaluation reports, follow-up reports and midterm reports are catalogued and available in the College's reference collection at the OCC Library [\(IV.A.842\)](#).⁸⁴²

Along with the ACCJC, the College maintains effective and ethical working relationships with other external agencies, such as the Commission on Accreditation of Allied Health Education Programs (CAAHEP) [\(IV.A.843\)](#),⁸⁴³ the California Division of the State Architect (DSA) (which has approval and oversight responsibilities for all campus life safety, structural, and access issues) [\(IV.A.844\)](#),⁸⁴⁴ and the California Community College's Chancellor's Office, which requires periodic reports on College finances, curriculum, and operations.

Self-Evaluation IV.A.4

The College meets the Standard. The College has worked diligently to address the recommendations that it received from the ACCJC in 2007. In addition, the College is complying with all other ACCJC policies. Lastly, the College strives to maintain positive and ethical relationships with other external agencies.

Actionable Improvement Plan IV.A.4

- None

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.

Descriptive Summary IV.A.5

Since the College submitted its 2006 Self Study, measures have been taken to ensure the regular review of processes related to governance and decision-making. These measures include committee self-evaluations and regular campus surveys [\(IV.A.845\)](#).⁸⁴⁵ The self-evaluation process is an objective review of the internal mechanisms of each committee, as well as the effectiveness of planning committees navigating through the College's decision-making processes. The evaluation process began in 2010-2011, and each committee will conduct a self-evaluation every three years. Additionally, an employee climate survey is also conducted on a regular two-year cycle [\(IV.A.846\)](#).⁸⁴⁶ The analysis and resulting dialogue on these results have formed the basis for improvements in the College's participatory governance and decision-making processes. The revision and subsequent adoption of the *Decision Making* document in fall 2012 is also a major step toward the institutionalization of participatory governance processes that are widely understood and periodically evaluated by the College community [\(IV.A.847\)](#).⁸⁴⁷

The College has also made strides towards using assessment results as the basis for institutional change. For example, when the Instructional Planning Council underwent self-assessment in 2010, many of those surveyed felt that the council membership should be reconstituted to include more faculty members [\(IV.A.848\)](#).⁸⁴⁸ That change has been approved and implemented [\(IV.A.849\)](#).⁸⁴⁹ with council membership in 2011-2012 modified to include

at least one faculty member from each of the College's 10 divisions (previously, IPC membership included just three standing faculty representatives), giving faculty an increased role in an area that falls under their purview.

Self-Evaluation IV.A.5

The College meets the Standard. The College has made progress toward performing regular reviews of participatory governance and decision-making, using self-assessment as a basis for implementing change. By the time of the mid-term report in 2015, every college-wide committee will have undergone self-assessment that includes an examination of how it addresses participatory governance and decision making. The self-assessment should also address what changes, if any, are necessary and how they will be accomplished. The College has made committee self-assessment in regard to participatory governance and decision-making a routine part of its operating structure. In the coming years, it will be the role of the Office of Institutional Effectiveness to collect these self-assessments and then publish the results.

Actionable Improvement Plan IV.A.5

- None

IV.B BOARD AND ADMINISTRATIVE ORGANIZATION

In addition to 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 institutions. Multi-College Districts/systems clearly define the organizational roles of the District/system and the Colleges.

The legal basis and authority of the Coast Community College Board of Trustees are derived from California Education Code Section 70902 ([IV.B.850](#)).⁸⁵⁰ The duties and responsibilities of the Board of Trustees are outlined in the same section.

Board Policy 2201 delegates authority to the Chancellor of the District to administer the policies adopted by the Board ([IV.B.851](#))⁸⁵¹ and to execute all decisions of the Board requiring administrative action ([IV.B.852](#)).⁸⁵² The Board also grants the Chancellor the authority to delegate any powers and duties entrusted to him to enhance organizational functioning while remaining ultimately responsible for the execution of such delegated items. The Chancellor is expected to perform the duties contained in the job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The goals for job performance are developed and jointly agreed to by the Board and the Chancellor. As described in the District-wide Functional Map ([IV.B.853](#))⁸⁵³ and in Board policies, the organizational roles of the District and the Colleges are clearly defined.

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.

Descriptive Summary IV.B.1

The Board of Trustees is the publicly elected body of representatives from the community, consisting of five members. The Board sets such policies as are necessary to govern the conduct of the District as outlined in California Education Code Section 70902 ([IV.B.854](#)).⁸⁵⁴ The Board is subject to the provisions of the Constitution of the State of California, the Rules and Regulations of the Board of Governors of the California Community Colleges, and its own policies and procedures ([IV.B.855](#)).⁸⁵⁵ The policies adopted by the Board are consistent with the provisions of law but do not encompass all laws relating to the District's activities. The Chancellor has the responsibility for carrying out the policies established by the Board through administrative procedures. Students and employees are expected to adhere to the policies established by the Board and to abide by the administrative procedures and regulations designed to implement the policies, as well as all provisions of law pertinent to their activities.

The Board is committed to fulfilling the responsibilities outlined in California Education Code Section 70902 ([IV.B.856](#)).⁸⁵⁶ which include representing the public interest; establishing policies that define the institutional mission; and setting prudent ethical and legal standards for District operations. The Board also hires the Chancellor and delegates power and authority to the Chancellor to effectively lead the District, assure fiscal health and

stability, monitor institutional performance and educational quality, and advocate for and protects the District [\(IV.B.857\)](#).⁸⁵⁷

The Board has the responsibility to establish a search process for the District Chancellor, which complies with relevant regulations, and to select and hire the Chancellor. After the retirement of the previous Chancellor, which was announced in January 2011 and became effective June 30, 2011, the Board utilized Board Policy 7909 [\(IV.B.858\)](#)⁸⁵⁸ for the Search and Selection of Executive Management, approved in November 2007, to conduct its search. The Board suggested the formation of a search committee with representation from all constituent groups of the District and the community. The Board secured the services of a consultant who worked closely with this committee, assisting in formulating the strategy for reviewing applications, selecting interviewees, conducting interviews with the search committee, selecting finalists, and managing Board interviews with the finalists. The process culminated with the Board's selection of the new Chancellor, who started on Aug. 3, 2011.

The evaluation of the Chancellor is conducted annually. The process for the annual evaluation is outlined in Board Policy 2435 Evaluation of the Chancellor [\(IV.B.859\)](#).⁸⁵⁹ As stated in the policy, "The Board of Trustees shall conduct an evaluation of the Chancellor at least annually, using an evaluation process developed in cooperation by the Board of Trustees and the Chancellor. Such evaluation will be based on the job description, Board-adopted goals, job performance, including strengths and weaknesses, and will consider any requirements set forth in the employment contract with the Chancellor."

Self-Evaluation IV.B.1

The College meets the Standard. The Board of Trustees establishes policies at open board meetings with a well-publicized agenda, where all constituent groups have an opportunity to address the board. All board policies, including Board Policy 7909 for the Search and Selection of Executive Management, are available on the District's public website [\(IV.B.860\)](#).⁸⁶⁰ The evaluation of the Chancellor is conducted by the Board of trustees in a closed session, without input from the public.

Actionable Improvement Plan IV.B.1

- None

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

The Coast Community College District Board of Trustees is an independent board with a five-member team elected at large, but each member represents a defined segment from the District community that includes the cities of Seal Beach, Garden Grove, Huntington Beach, Westminster, Stanton, Fountain Valley, Costa Mesa, Newport Beach, and portions of surrounding communities [\(IV.B.861\)](#).⁸⁶¹ Board elections are held in even-numbered years with staggered four-year terms of office [\(IV.B.862\)](#).⁸⁶² There is also a student trustee elected annually by members of the District Student Council. The student trustee has advisory voting

rights [\(IV.B.863\)](#).⁸⁶³ The Board of Trustees carries out the philosophy, mission, and priorities of the Coast Community College District through the execution of defined policies and responsibilities.

At the core of the Board is its continuing commitment to focus on the community, which it has served since the District's founding in 1947. The Board members are active participants and citizens in the community. The Board encourages the attendance of the public at the open board meetings. The Board president sends reports to the community regarding the good works of the Coast Colleges [\(IV.B.864\)](#).⁸⁶⁴

The public may view Board agendas and minutes posted on the District Web site, attend open Board meetings, and address the Board on agenda items. The Board appoints citizens on all appropriate committees, such as the Citizens' Oversight Committees for the Measure C bond and strategic planning committees. Citizens are also appointed to major District search committees such as for the Chancellor, the College Presidents, and the Vice Chancellors.

Self-Evaluation IV.B.1.a

The College meets the Standard. While the Board has struggled to act as a whole, it has recognized this and schedules retreats and study sessions to reconcile differences, develop working relationships with one another and senior level managers, and adopt a common direction. Such retreats are devoted to a variety of topics, including mission and vision, goal setting, and accreditation. The College appreciates the Board's efforts to improve communication and encourages the continuation of retreats and study sessions.

It should be noted that the minutes for the Board meetings do not include information about discussions or deliberations that take place, thus making it difficult for citizens to inform themselves. Three years ago, the Board decided to release only action minutes of their meetings; however, recordings of each meeting are retained for up to 30 days after each meeting. During reviews of drafts of the institutional self-evaluation, where the concern about the limitation of action minutes was noted, the Board Accreditation Committee, and the Board as a whole, discussed this issue and was responsive [\(IV.B.865\)](#).⁸⁶⁵ In response to this concern, the Board voted at the Aug. 1, 2012, meeting to have more detailed minutes for topics related to student success, instructional programs, student services, budget and fiscal stability, board policies, planning, student learning outcomes and other topics of interest. For those topics, more detailed minutes would be prepared to capture a summary of the discussion of the Board. The change in minutes has been implemented and is reflected in the level of detail that has been incorporated, starting with the minutes of the Aug. 1, 2012, Board meeting [\(IV.B.866\)](#).⁸⁶⁶

Actionable Improvement Plan IV.B.1.a

- None

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

The District's Vision and Mission Statements and Values and Principles, which are posted on the District website, are as follows:

Vision Statement

Coast Colleges provide excellence, innovation and success in education to inspire and transform lives in our local and global community.

Mission Statement

Coast Colleges offer inspiration, innovation and meaningful learning experiences to its diverse and changing community and prepares students to achieve success in post-secondary, career and technical and life-long educational opportunities.

Values

We value:

1. The mission and responsibilities of our profession;
2. Student success;
3. Support of teaching and learning excellence;
4. Learning, fairness, unity and continuous improvement;
5. A collaborative, institutional culture;
6. Support of students, faculty, management and staff;
7. Active outreach;
8. Professional integrity;
9. A transparent, accessible and balanced governance structure.

Principles

- Learning: Student-centered and outcome-based for optimal success.
- People: Respect for and commitment to invest in people.
- Focus: Vision inspired, student centered and goal driven by strategic master plans.
- Agility: Flexible, responsive and courageous when needs require change in practices and conditions.
- Integrity: Truthfulness is the first and most important trait to good institutional citizenship.
- Collaboration: Shared responsibility and teamwork across disciplines, departments, divisions, colleges and districts.
- Engagement: Broad-based involvement of stakeholders to encourage optimal decision-making.
- Diversity: Reflect inclusiveness with all ethnic, socio economic, educational, abilities and cultural backgrounds.
- Equity: All staff serves and contributes to our students' success with equal importance.
- Unity: The importance of the collective good and bond is greater than the gain of individuals, departments, colleges.

Goals

1. Develop and enforce student-centered and student-first attitudes, processes, decisions, policies and culture.

2. Increase student success rates by adopting proven best practices and program designs.
3. Increase access and success to meet the changing students' needs of our community.
4. Provide leadership in addressing regional workforce training and development needs.
5. Embrace and increase the diversity of faculty, staff, administration and curriculum.
6. Invest in the professional and leadership development of all staff.
7. Create an institutionalized practice and culture of evidence in decision making.
8. Encourage and support creativity, flexibility and innovation.
9. Engage and invest in entrepreneurial activities to increase and diversify revenue streams.
10. Maximize the appropriate and strategic utilization of technology.
11. Enhance international educational learning opportunities for students, faculty and staff.
12. Achieve long-term financial stability and decrease reliability on state funding.
13. Strengthen and increase strategic alliances and partnerships in local and global communities.

The Board maintains broad oversight of the District's educational programs through Board policies that establish standards for graduation, curriculum, and program development. The Board is also directly responsible for guaranteeing the District's institutional integrity. It does so by periodically reviewing and approving the District's Vision and Mission Statements, Values and Principles. These are posted to the District website and provide guidance for actions of the Board. They define the District's role in and commitment to "provide excellence, innovation and success in education to inspire and transform lives in our local and global community" ([IV.B.867](#)).⁸⁶⁷

The curriculum approval process further details the Board's role in ensuring the quality of the District's academic offerings. In accordance with state law, each College's Academic Senate's Curriculum Committee manages curriculum changes and development of new courses and programs. These are reviewed by the College Presidents and the Chancellor and ultimately approved by the Board ([IV.B.868](#)).⁸⁶⁸

At its regular, special, and committee meetings, the Board reviews reports and presentations on instruction and student services, College and District operations, strategic planning updates, and formal budgets. The Board gives approval for all educational programs and construction of all facilities. The Board reviews and approves changes to the District and college budgets throughout the year, which supports the goal of addressing the priorities and improving student learning programs. As a result of Title 5 changes, curriculum standards have been adopted that expand the Board's role in approving stand-alone programs and courses.

Annually, updated college-based program reviews ensure the relevancy and quality of educational programs. The District *Educational Master Plan, Vision 2020*, was developed through institutional dialogue and provides the context for policy and funding decisions made by the Board.

Self-Evaluation IV.B.1.b

The College meets the Standard. The College has curriculum approval procedures and program review procedures, which have been developed through collegial consultation

between the Academic Senate and the Board's designee (college managers). The College offers periodic reports to the Board on the instructional programs and student services offered to students to ensure their quality and integrity. Through the District and college planning and budget development process, the College is assured that the resources are in place to support its programs and services.

Actionable Improvement Plan IV.B.1.b

- None

IV.B.1.c

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary IV.B.1.c

The Board reviews and approves the annual District budget. The Board reviews financial reports for the District, authorizes expenditures for the construction and maintenance of facilities, and approves all educational programs.

The Board, through the work of its committees, including Accreditation, Career Technical Education, Land Development, Legislative Affairs, Budget and Audit, and Personnel, ensures the high quality of the District's educational programs and oversees the financial health and integrity of the District, confirming that practices are consistent with policies [\(IV.B.869\)](#).⁸⁶⁹ The Board is kept apprised of the District's and College's outcomes, development, and issues in numerous ways. Trustees are regularly provided information on current issues, new activities, and program changes in communications from the Chancellor and in Board meetings through reports, presentations, and Board agenda items for both information and action.

The Board assures the fiscal integrity of the District through the regular review of the budget, through the development and application of Board-adopted budget guidelines and by requiring a minimum contingency reserve. Legal matters of the District are discussed in both open and closed sessions of Board meetings as appropriate and allowed by law. When necessary and appropriate, the Board consults with legal counsel to ensure the integrity of its decisions. The Board conducts closed sessions for decision making related to legal matters such as personnel evaluation and disciplinary actions, negotiations, and the advice of counsel on pending litigation.

Self-Evaluation IV.B.1.c

The College meets the Standard. While the Board has ultimate responsibility for educational quality, legal matters, and financial integrity, it allows for input from the College through a variety of mechanisms identified in the descriptive summary. Actions by the Board are final and not subject to any other body once a decision has been made. During the past three years, a District Budget Advisory Committee, composed of representatives from all three Colleges, has met to advise the Board, through the Chancellor, on both long-term and short-term budgetary matters. This committee has also provided opportunities to the College to learn more about the budget development process and external and internal budgeting concerns.

Actionable Improvement Plan IV.B.1.c

- 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

Board policies series 2000 stipulate the Board's size, duties, responsibilities, structure, committees, and operating procedures. Board Policies 2010: Board Membership and 2100: Board Elections stipulate that the Board consists of five members elected by the citizens of the Coast Community College District to serve four-year terms. Per Board Policy 2100: Board Elections, elections to office for three trustees shall alternate with election to office for two trustees ([IV.B.870](#)).⁸⁷⁰ Board Policy 2105 also stipulates that a student trustee is elected for a one-year term beginning June 1. The District Student Council elects the student trustee, who may cast an advisory vote and does not participate in closed sessions ([IV.B.871](#)).⁸⁷¹

Self-Evaluation IV.B.1.d

The College meets the Standard. Board policies, agendas, and minutes are posted on the District website. The District website is publicly accessible to all employees and community members.

Actionable Improvement Plan 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.

Descriptive Summary IV.B.1.e

The Board's Code of Ethics sets forth the operational and ethical responsibilities of the Board members ([IV.B.872](#)).⁸⁷² The Board's meeting times and procedures are well established, and the Board operates consistently with them.

Because the District has previously opted to subscribe to the Community College League of California's (CCLC) "Policy and Procedure Service," the Board adopted many of the policies related to the Board itself made available through this service. Legal counsel has reviewed these policies to ensure their overall accuracy and use of appropriate language.

The District has made efforts to engage in a process to review and update Board policies and recommend new ones, as needed. Due to turnover in some of the executive positions, many of the existing policies have not been reviewed in recent years. In April 2011, each of the three Vice Chancellors developed a schedule for the review of the Board policies pertinent to the areas under their purview. However, these schedules have not been followed and the review has fallen behind.

As of December 2011, a renewed effort and priority have been placed on updating the previously established schedules and ensuring that the review of existing policies proceeds according to the updated schedules. In order to clarify and formalize the process by which existing board policies and administrative procedures are revised, or new ones are created, the District, through discussions in the Chancellor's Cabinet and in Board meetings, developed and implemented in February 2012, Administrative Procedure 2410: Board Policies and Administrative Procedures ([IV.B.873](#)).⁸⁷³ The process defined in this administrative procedure has since been followed.

The Vice Chancellor of Educational Services and Technology provided analyses and recommendations regarding development of new board policies and administrative procedures that are required ([IV.B.874](#)).⁸⁷⁴ A consultant from CCLC participated in the March 21, 2012, Board study session and discussed with the Board effective practices for the development and revision of board policies and procedures ([IV.B.875](#)).⁸⁷⁵

After further review and analysis of the current structure and numbering of existing board policies and administrative procedures, the Vice Chancellor of Educational Services and Technology also provided an extensive analysis with recommendations for changes in the current structure, numbering and, in some cases, content of board policies in order to fully implement the CCLC structure and numbering format as well as consistency with CCLC in terms of the content of board policies and administrative procedures ([IV.B.876](#)).⁸⁷⁶ The Board approved at the Aug. 1, 2012, meeting to implement the proposed recommendations, and work is under way to implement them.

Self-Evaluation IV.B.1.e

The College partially meets the Standard. The Board does largely follow its policies, but there are many procedures that still need to be developed and policies that need to be revised and updated. As noted, a renewed effort is under way to implement the revised schedule. The newly developed administrative procedure AP 2410 clarifies the process by which existing Board policies and administrative procedures are reviewed or new ones developed ([IV.B.877](#)).⁸⁷⁷

Actionable Improvement Plan IV.B.1.e

- Complete the review of all existing board policies by the end of spring 2013.

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

The Board allocates travel and educational funds for its members on an annual basis and has established an annual cap of \$5,000 per trustee. Members of the Board have travel expenses paid whenever they travel as Board representatives, engaging in Board development or performing services directed by the Board ([IV.B.878](#)).⁸⁷⁸ In addition, the Trustees are members of professional organizations, such as the Community College League of California (CCLC), and have opportunities for personal education and development. Over the last five

years, two current and former Board members have served on the Board of the California Community College Trustees, in addition to CCLC's Advisory Committee on Education Services.

The Board conducts retreats and study sessions on topics of interest in their scope of responsibilities. Orientation of new Board members is accomplished through meetings with the Secretary of the Board, the Board President, individual Board members, and various administrative staff. New members also receive District background information and materials published by the CCLC. In addition, newly elected and/or appointed Trustees are supported and encouraged to attend the new trustee orientation program established by the CCLC and held on an annual basis in conjunction with the League Legislative Conference.

Self-Evaluation IV.B.1.f

The College meets the Standard. New trustees meet with District staff members, attend board retreats, and attend the League's new trustee orientation. They read information about the College and District provided to them in a trustee handbook. Because Board members are elected in staggered terms, a continuity of membership is assured even though a new member may come aboard. Additionally, board members are invited to attend many college functions, during which they can learn about the educational programs and services of the College.

Actionable Improvement Plan IV.B.1.f

- None

IV.B.1.g

The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary IV.B.1.g

The Board of Trustees engages in a process of self-evaluation for assessing board performance. Board Policy 2745 establishes the expectation for the Board to conduct a self-evaluation "in order to identify strengths and areas in which it may improve its functioning" ([IV.B.879](#)).⁸⁷⁹ The policy outlines the process for conducting the self-evaluation. The Board conducted its most recent self-evaluation at the meeting on Oct. 17, 2011, as well as subsequent meetings at which the Board discussed the results of the self-evaluation ([IV.B.880](#)).⁸⁸⁰

Self-Evaluation IV.B.1.g

The College partially meets the Standard. The Board has a self-evaluation process, which is clearly defined and published as a board policy. However, the board does not strictly follow its policy. For example, the policy states that the Board shall approve an evaluation instrument during a September meeting of odd-numbered years. This did not happen in September of 2011. The policy also states that board members will complete the self-evaluation and submit their responses to the board secretary at least ten days prior to the evaluation meeting so that tabulated responses can be presented to the Board president. The Board president is responsible for providing a summary to the Board in the form of a written communication to be provided to the board at an agenda meeting, as the board is subject to the Brown Act. In 2011, the Board completed and submitted the self-evaluations at the

evaluation meeting in October 2011. At the March 21, 2012, and May 16, 2012, meetings, the Board continued to discuss their results, but did not adopt any action plans to improve their functioning as the Board Policy states [\(IV.B.881\)](#).⁸⁸¹

Actionable Improvement Plan IV.B.1.g

- The Board will model best practices of continuous improvement by completing its evaluation process and taking appropriate action in response to the evaluation summary.

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 Board of Trustees Code of Ethics was originally adopted in 1991 and was revised in 1997 and again in 2007 and in 2012 [\(IV.B.882\)](#).⁸⁸² It delineates the ethical standards that the members of the Board are expected to follow and steps for addressing ethical violations, which were developed and added to the policy in 2007. There are also two Board policies for the disclosure of any conflicts of interest [\(IV.B.883\)](#).⁸⁸³

Self-Evaluation IV.B.1.h

The College meets the Standard. The Board of Trustees has a Code of Ethics, which outlines the steps taken to address ethical violations. The policy was discussed and adopted in an open board meeting. No claims of ethical violations have been made since its adoption.

Actionable Improvement Plan IV.B.1.h

- None

IV.B.1.i

The governing board is informed about and involved in the accreditation process.

Descriptive Summary IV.B.1.i

The Board of Trustees is an active and informed participant in the accreditation process. The Board of Trustees is regularly informed of the new accreditation requirements and accreditation processes in other Colleges in the system by the Chancellor, Vice Chancellor of Educational Services and Technology, and college representatives. In January 2009, the Board created a committee of the Board specifically focused on accreditation. The charge and role of this Board committee are described in Board Policy 2223: Board of Trustees' Accreditation Committee [\(IV.B.884\)](#).⁸⁸⁴ In addition to the meetings of this Board committee, discussions related to accreditation are scheduled with the full Board in study sessions for the Board as a whole to review drafts of the institutional self-evaluations for re-affirmation of accreditation and other accreditation-related reports [\(IV.B.885\)](#).⁸⁸⁵ At the Nov. 14, 2011, meeting of the Board Accreditation Committee, the then-Interim Vice Chancellor of Educational Services (currently Vice Chancellor of Educational Services and Technology) and college representatives reviewed and discussed with the Board members the status of accreditation and timeline for institutional evaluations for each College; the process,

coordination, and approach to developing the institutional self-evaluations and integration of materials, writing and evidence from and about the District; the status of the District-related recommendations from the 2007 Comprehensive Accreditation visit; the ACCJC Policy and Procedures for Evaluation of Institutions in Multi-College Districts; the sections from the ACCJC Guide to Evaluating Institutions regarding Standard IV.A and Standard IV.B [\(IV.B.886\)](#).⁸⁸⁶ At the Feb. 7, 2012, meeting of the Board Accreditation Committee, the Interim Vice Chancellor of Educational Services provided materials and discussed Board policies and administrative procedures that are needed in support of the accreditation Standards, a revised draft of the functional map delineating roles and responsibilities between the District and the College. The College President provided a status update on the institutional self-evaluation. The Board, as a whole, held study sessions on accreditation on Feb. 8, 2012, March 21, 2012, and Aug. 1, 2012 [\(IV.B.887\)](#).⁸⁸⁷

Throughout the accreditation time span since the last visit, the Board has received regular updates on the accreditation process and reviews and approves, as necessary, the self-evaluation, mid-term reports, progress reports, and accreditation-relayed substantive change requests at its open meetings.

Self-Evaluation IV.B.1.i

The College meets the Standard. The Board of Trustees' Accreditation Committee meets regularly: the meetings are open to the public; and it hears reports from the College on the institutional self-evaluation and timelines, as well as reviews draft self-evaluations. The Board occasionally places accreditation on the agenda at its meetings, as well. The full Board then reviews the draft self-evaluation document from the College and makes recommendations to the College on its contents, and listens to reports on the progress made by the College, as well as any recent actions by the ACCJC [\(IV.B.888\)](#).⁸⁸⁸

Actionable Improvement Plan IV.B.1.i

- None

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

Board Policy 7909 describes the responsibility of the Board of Trustees in the search and selection of the Chancellor. In 2011, the Board selected a new Chancellor for the District. The process involved a national search, evaluation and selection of final candidates by a search committee composed of College constituents, and then selection of the Chancellor by the Board of Trustees.

The Board conducts an evaluation of the Chancellor at least annually. The evaluation must comply with any requirements set forth in the contract of employment with the Chancellor as well as Board Policy. The Board evaluates the Chancellor using an evaluation process, which is described in Board Policy 2435. The performance goals and objectives are developed jointly between the Chancellor and Board. The evaluation is conducted in closed session.

The Board delegates authority to the Chancellor and College President in Board Policies 2430 and 2201 [\(IV.B.889\)](#).⁸⁸⁹ The policy states that the Chancellor possesses the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The Chancellor may delegate any powers and duties entrusted to him by the Board, but he is specifically responsible to the Board for the execution of such delegated powers and duties. Additional policies illustrate the delegation of authority. For example, Board Policy 7111 authorizes the Chancellor to employ certificated temporary staff [\(IV.B.890\)](#);⁸⁹⁰ Board Policy 7112 [\(IV.B.891\)](#)⁸⁹¹ authorizes the Chancellor to employ classified staff; Board Policy 7113 [\(IV.B.892\)](#)⁸⁹² authorizes the Chancellor to accept written resignations from certificated and classified staff. Such policies ensure that the Chancellor is empowered to hire selected personnel in a timely fashion when managing resignations and retirements.

The Chancellor operates within and with a clearly-defined and articulated governance process beginning with the main participatory governance committee, the Chancellor's Cabinet, which meets on a monthly basis [\(IV.B.893\)](#).⁸⁹³ It is composed of District and College constituent groups, including the executive managers, the presidents of the academic senates, the presidents of the classified forums, the presidents of each union or employee association, and a representative of the student government. As such, the Board expects the Chancellor to consult with College and District constituents on district-wide decisions, including institutional planning, budgeting, and adopting policies and procedures to promote the mission and goals of the District and College.

In our multi-college district, Board Policy 7909, described above in the selection of the Chancellor, also describes the process by which the Board of Trustees selects the College President. The College followed this policy in 2010 when OCC's current College President was hired. The Board has no policy governing the evaluation of the College President. However, there is an administrative procedure for evaluating all management employees, which applies to the College President.

Self-Evaluation IV.B.1.j

The College partially meets the Standard. The policies and procedures are in place for the selection of the Chancellor and College President. These have been implemented within the last two years. The Board clearly follows these policies.

Board Policy 2435 states in part: "The Board of Trustees shall conduct an evaluation of the Chancellor at least annually using an evaluation process developed in cooperation by the Board of Trustees and the Chancellor. Such evaluation will be based on the job description,

Board-adopted goals, job performance, including strengths and weaknesses, and will consider any requirements set forth in the employment contract with the Chancellor.”

The Board appears to be evaluating the Chancellor on a monthly basis, as this item appears regularly on the Board agenda during closed session. In 2010, the evaluation of the chancellor appeared no less than thirteen times on the Board agenda. In June 2012, the Board President noted that “the current Chancellor requested this in order to discuss his goals and objectives to make certain he is within the parameters and direction expected by this Board.” At the June 27, 2012, Board Accreditation Committee Meeting, it was decided that Board Policy 2435: Evaluation of the Chancellor should be updated to reflect the actual practice of the Board in its evaluation of the Chancellor.

The College is concerned about the Board’s delegation of authority to the Chancellor. For example, the previous Chancellor wrote a letter to the Board, which she read publicly and asked to include in the Board minutes, objecting to a proposed resolution at the April 6, 2011 meeting. The resolution, justified as a response to the ongoing budget crisis, would have put an immediate halt to transfers of management employees. One of the points made by the Chancellor, in her letter, was that the resolution interfered with the responsibility of administrators to operate the District and Colleges. Additionally, the proposed resolution would have disregarded the results of the participatory governance process set up at the College to determine which positions are absolutely necessary for the College’s operations despite the budget crisis. The Board of Trustees did table the resolution. The Chancellor and a Trustee then worked on revising the resolution in light of the negative feedback from district and College constituents; the revised resolution passed unanimously at the May 4, 2011, meeting ([IV.B.894](#)).⁸⁹⁴

Actionable Improvement Plan IV.B.1.j

- The College encourages the Board continue to work on clarifying the delegation of authority through the development of an administrative procedure related to BP 2201.

IV.B.2

The President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary IV.B.2

The President is the head of the College’s executive team and chairs the College Council, the College’s central planning unit, and is responsible for planning, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Self-Evaluation IV.B.2

The College is well run and has utilized its planning council, the College Council, and participatory governance structure to make timely adjustments to operations and budget allocation during budget reductions during the past few years. However, the College Council struggles with its role as the main planning committee on the campus. It is in the process of implementing its action plans, the result of a committee self-assessment and gap analysis

(described in IV.B.2.a). As it makes its way through this process, it will likely become a more effective committee.

Actionable Improvement Plan IV.B.2

- None

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

The President's role and authority is described in Board Policy 2430 ([IV.B.895](#)).⁸⁹⁵

The President is the head of the College’s administrative structure with an executive leadership team consisting of the Vice President of Instruction, Vice President of Student Services, and Vice President of Administrative Services. The College’s executive leadership team meets weekly.

The President is assisted by executive assistants, the Executive Director of Institutional Advancement, Director of Communications and Marketing, and the Executive Director of Institutional Effectiveness and Planning.

The President and each of the Vice Presidents serve as the administrative head of an administrative area often referred to as a wing. Each administrative wing has a complementary planning council to facilitate participatory governance.

<u>Administrative Area</u>	<u>Participatory Governance</u>
President’s Wing	Institutional Advancement and Effectiveness Planning Council
Instructional Wing	Instructional Planning Council
Student Services Wing	Student Services Planning Council
Administrative Wing	Administrative Planning Council

The President also serves as a member of the Coast Community College executive leadership team composed of the Chancellor, Vice Chancellor of Instruction and Technology, Vice Chancellor of Human Resources, Vice Chancellor of Administration, and the Presidents of Coastline Community College and Golden West College as part of a functional matrix management structure. The District executive team meets weekly.

Self-Evaluation IV.B.2.a

The College meets the Standard. In the spring of 2010, the College underwent open dialogue led by the College Council about its organizational structure and made changes to combine instructional divisions in light of the current budget reduction.

1. Fine Arts was combined with the Library under one dean
2. Business and Computer Science was combined with Technology under one dean.

3. Physical Education and Athletics was combined with Consumer and Health Sciences under one dean.
4. Social and Behavioral Sciences, the College's Student Success Center, and large group instruction were combined under one dean.

In response to District retirement incentives and working under a District wide hiring freeze, additional interdepartmental restructuring occurred in response to multiple retirement programs and employee retirement/transition that prompted cross-training, and changes in work flow.

The College Council and its four planning councils conducted self-evaluation during the 2010-2011 fiscal year. The President's Planning Council (PPC) was renamed the Institutional Advancement and Effective Planning Council. Professional Development and IT were moved to the Administrative Services Wing. Each of the College's three Vice Presidents has a functional coordinating relationship to a District Vice Chancellor; the Vice Presidents of Instruction and Student Services to the Vice Chancellor of Educational Services and Technology, and the Vice President of Administrative Services to the Vice Chancellor of Administration.

The President is supportive of professional development; the Vice President of Instruction and the Vice President of Administrative Services each completed doctorates in the spring of 2011. The Vice President of Student Services completed a doctorate in May 2012. Additionally, the President, the Vice Presidents of Instruction and Administrative Services, the Executive Director of Institutional Effectiveness, the College Program Review Coordinator, and the College's Student Learning Outcomes Coordinator all attended accreditation training and served on visiting committees.

The President delegates authority to the Vice Presidents for the operation of their areas of responsibility.

Actionable Improvement Plan IV.B.2.a

- None

IV.B.2.b

The President guides institutional improvement of the teaching and learning environment by the following: a) establishing a collegial process that sets values, goals, and priorities; b) ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; c) ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and d) establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary IV.B.2.b

The main planning body of the College, the College Council, is charged with coordinating the development and monitoring the implementation of the College's strategic plan, the *Orange Coast College Educational Master Plan*. The College Council created a steering committee called the Strategic Planning Task Force (SPTF), to oversee the College's

planning processes, and to lead the revision the College's *Educational Master Plan (IV.B.896)*.⁸⁹⁶

The members of the task force include the Vice Presidents of Instruction, Student Services, and Administration, the President of the OCC Academic Senate, the College's Director of Information Technology, the Program Review Coordinator, and the Student Learning Outcomes and Assessment Coordinator. The membership composition was selected to ensure that we used evidence and were appropriately focused upon student learning in our planning efforts.

The SPTF developed a participatory and collegial process to evaluate and revise (when appropriate) the College's Vision, Mission, Values, and Goals. The Office of Institutional Effectiveness, which includes the College's research office and reports directly to the President, led the planning efforts and focused the committee membership on internal and external data and the analyses of institutional performance throughout this process.

The SPTF held 21 College-wide forums based on the themes that emerged from the CCCD *Educational Master Plan 2020* and guided the development of the College's goals as published in the OCC Educational Master Plan 2015.

The *Educational Master Plan* and its goals are reviewed on an annual basis to monitor its implementation and to assess achievement. The current *OCC Educational Master Plan 2015* was approved by the College Council on March 6, 2012, and the CCCD Board of Trustees on March 7, 2012 (*IV.B.897*).⁸⁹⁷

The SPTF engages in assessment of the College's planning and has recommended changes in the planning process to the College Council. The College planning processes have shifted away from an incremental/less-than-integrated planning and budgeting approach to a strategic one, by focusing on data and evidence to ascertain student need and to enhance student learning.

The College Council is charged with the responsibility to assure resource allocation is based on integrated planning.

Self-Evaluation IV.B.2.b

The College has matured its processes for integrated planning and resource allocation since the last visit by the ACCJC. In response to specific recommendations, the College separated planning and budgeting by creating two separate entities, the College Council (Planning) and College Budget Committee (Budgeting), to ensure that planning with an appropriate focus on student learning was driving the budget rather than budget concerns driving planning processes. The College Budget Committee has served the College during the most recent reductions in state funding, making recommendations on budget allocation and considering revenue-generating opportunities. The College continues to improve the coordination of the planning process across all four planning councils, and planning does appear to be driving the budget.

The College Council has developing an integrated planning calendar to coordinate the development of the planning and budgeting processes.

Actionable Improvement Plan IV.B.2.b

- None

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

The President is committed to fully complying with local, state, and federal laws and regulations and, as such, is assisted by the Vice Presidents and managers throughout the College and District. The President and the Colleges' executive team set high standards and expectations for compliance and encourage all personnel to exceed minimum standards in maintaining the public trust.

For example, the College routinely conducts training for managers, unit leads, and student leaders in business, budgeting, personnel matters, and in avoiding conflicts of interest. The College is responsive to the requirements of institutional and programmatic accreditation as well as state and federal mandates.

Board policies are the basis for College processes and procedures. District policies are reviewed by the District to ensure compliance and current practices based on policies published on the CCLC's policy service. The Vice Chancellor of Instruction and Technology has been assigned the responsibility for reviewing board policies and working through the CCCD Chancellor's Cabinet so that stakeholder input is included prior to forwarding recommendation to the Chancellor and then the Board.

Self-Evaluation IV.B.2.c

The College meets the Standard. The President works to ensure that institutional practices are consistent with the mission. The College Council recently revised the mission of the College to focus on student needs in the decision-making process. The decision-making policy and participatory governance manual were revised in fall 2012 ([IV.B.898](#)).⁸⁹⁸ The President is responsible for the implementation of institutional practices that are consistent with the College procedures and District policy.

The President serves on the CCCD Chancellor's Cabinet and participates in the District planning processes, in the revision of District policies, and guiding College policy review procedures to ensure that they are consistent with institutional values, mission, external standards, and regulatory requirements.

Actionable Improvement Plan IV.B.2.c

- None

IV.B.2.d

The President effectively controls budget and expenditures.

Descriptive Summary IV.B.2.d

The President effectively controls the budget and expenditures by working closely with the Vice President of Administrative Services (VPAS). They work collaboratively in developing the College budget and monitoring College revenues and expenses through the governance structures at the College.

Annual resource requests (ARR) are based on program review, consolidated, and then prioritized within each of the four administrative wings [\(IV.B.899\)](#).⁸⁹⁹ Each administrative wing prioritizes the requests, via the wing planning council. The College's executive team prioritizes the resource requests from the four planning councils and then presents the consolidated prioritization requests to the College council for further consideration. The College Council reviews the recommendations and forwards them to the President. The President then sends the priorities to the College Budget Committee for funding.

Self-Evaluation IV.B.2.d

The College meets the Standard. The College has struggled with its finances throughout California's current fiscal crisis, a situation that is compounded by personnel costs that hover around 90% of the total budget. The College budget has been reduced from \$80.6M in 2008-2009 to \$75.2M for 2011-2012. Despite this pressure, the College has maintained healthy ending balances. During this same period of time, the College added line items for technology renewal and an innovation fund that would have been previously left for the ending balance.

At the recommendation of the College Council, the College Budget Committee, led by the VPAS, has adopted a zero-based budgeting approach to manage non-personnel items. At the same time, the Board of Trustees has implemented an external hiring freeze to contain personnel costs. The College President and VPAS are actively working to increase supplemental revenues and to control expenditures in a period of declining state revenue.

The College is committed to making decisions to benefit students and meet their needs despite the budget constraints that the College is facing. The College president and VPAS work well together and want to ensure that the College community is informed about the latest internal and external budget information and decisions.

Actionable Improvement Plan IV.B.2.d

- None

IV.B.2.e

The President works and communicates effectively with the communities served by the institution.

Descriptive Summary IV.B.2.e

The College President works with the OCC Foundation and the Communications and Marketing Director to effectively serve the community. The President periodically meets with city, county, and state officials to advocate on behalf of the institution and to develop working relationships with community officials. In addition, the College maintains advisory committees with Career Technical Education Advisory Boards. The President meets monthly with the College's foundation and its executive committee.

The President's role in community relations is informed by his extensive experience in the academic community, which includes serving as an officer in the American Association of Community Colleges (AACC), in national-level initiatives with the American Council on Education (ACE), and tenure as institutional director of government relations at another College.

To ensure that the College is working with the community, the Institutional Advancement and Effectiveness Planning Council developed a community outreach plan under the direction of the Executive Director of Institutional Advancement and the Director of Communications and marketing will develop a community relations plan in the spring of 2012, the purpose of which is to identify key stakeholders and organizations.

As part of the College reorganization discussions in 2010 and the College strategic planning discussions in 2011, the President held forums, which appear to be an effective platform for interaction with the College. At the start of each academic year, the President holds Focus Day activities, shares College goals for the year, host a breakfast and luncheon, and schedules time for division meetings.

In the fall of 2011, the College conducted an external and internal communications audit ([IV.B.900](#)).⁹⁰⁰ The audit revealed that communications were not audience specific, and important information was lost by the volume of communications. Internal constituents stated a preference for receiving information from their direct supervisor and had a high regard for the College's weekly e-newsletter, *Coast to Coast*. External constituents received general information, as well and showed a preference for audience-specific information and channels. Generally, the amount of e-mail is prolific, and individuals expressed a preference for more personal and specific information.

In general, the College is highly regarded. A survey conducted to evaluate the level of support for a new District bond in 2012 showed that the public image of the College improved over the past ten years. The Director of Marketing is working to create and implement a comprehensive communication structure (spring 2012) for the College.

Self-Evaluation IV.B.2.e

The College meets the Standard. The President is actively involved with the community and strives to continually enhance the image and reputation of the College. The President supports the continuous improvement of the College's communications and evaluates the institution's relationship with the community and improves relations with key organizations.

Actionable Improvement Plan IV.B.2.e

- None

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.

IV.B.3.a

The District/system clearly delineates and communicates the operational responsibilities and functions of the District/system from those of the Colleges and consistently adheres to this delineation in practice.

Descriptive Summary IV.B.3 and IV.B.3.a

A new Chancellor was selected in May 2011 and assumed the position on Aug. 3, 2011. The District decision-making structure includes the Presidents' Council, which meets every Monday afternoon for three hours with the Chancellor, the three vice chancellors, and the three College presidents. It reviews and implements the Board of Trustees' policies and divides its agendas into operational and strategic foci, depending on the meeting. It also reviews current issues with District-wide implications and advises the Chancellor accordingly.

All District office managers meet with the Chancellor once a month. These meetings serve as a means to enhance communication and coordinate District projects, issues, and planning.

The Chancellor has established three major stretch goals for the District:

- Attain a 60% completion rate for students by the year 2014
- Attain a 15% international student population by the year 2020
- Be the most desirable employer by the year 2015

These goals are in addition to the strategic goals outlines in *Vision 2020*, the District strategic plan adopted in June 2011 ([IV.B.901](#)).⁹⁰¹

District policies, practices and actions delineate the functions of the District and the responsibilities of the colleges in the delivery of instruction and student services, human resources, fiscal services, technology, and facilities. They also describe the roles and responsibilities of the Chancellor and of the presidents of the three Colleges in the District.

Faculty, management, and staff representatives are involved at all levels of the delivery system. Participatory governance rests on the scope of District-wide committees. The District-wide Functional Map lays out the delineation of roles and responsibilities between the Colleges and the District ([IV.B.902](#)).⁹⁰² It defines functional areas and the roles and responsibilities the Colleges and the District have relative to each respective functional area. The Chancellor, as CEO of the District, and the vice chancellors reporting to him implement Board policies. The College President, as CEO of the College, has clear roles and reports to the Board through the Chancellor. The facilitating and resolution component is the Chancellor's Cabinet, which is fully representative and facilitates clear communication. It is in the Chancellor's Cabinet and in the other District advisory committees that continued dialogue about the roles of District/Colleges and the effectiveness of that functional relationship are assured.

Through collaboration and discussion, the District and the three Colleges outline who is responsible for what, and where decisions will be made. They share these plans with the various constituency groups. When adjustments are made, these changes are communicated to faculty and staff through the distribution of organizational and functional charts. College presidents and the presidents of the academic senate, faculty and classified unions and student association are members of the Chancellor's Cabinet, which directly advises the Chancellor, and thus the Board, on matters of the District and the Colleges.

Self-Evaluation IV.B.3 and IV.B.3.a

The College meets the Standards. The District system clearly delineates and communicates the functions of the District and the responsibilities of the Colleges in their various operations. Paying additional attention to coordinating and integrating services and activities within the District office, this determination guides a range of changes made at the District level to assure that this delineation of functions is made clear and that it is communicated effectively to District faculty and staff. Every step is served well by the participatory governance commitment.

Actionable Improvement Plan IV.B.3 and 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 provides the infrastructure and leadership in advancing its mission:

Coast Colleges offer inspiration, innovation and meaningful learning experiences to its diverse and changing community and prepares students to achieve success in post-secondary, career and technical and life-long educational opportunities.

District Operation and Services

District Operation and Services includes the following units:

- Chancellor's Office
- Educational Services and Technology, which includes the District Information Services department
- Human Resources
- Administrative Services
- Fiscal Services
- Facilities & Operations
- Board Office
- District Foundation

Description - Chancellor's Office

The Chancellor is the CEO of the District and provides leadership for the District in advancing its mission. The Chancellor's Office provides District master planning and community relations. It oversees state and federal relations, legislative advocacy, public affairs and media relations, and foundation strategic leadership and fundraising. The Chancellor's Cabinet, chaired by the Chancellor, is the overarching participatory governance committee for the District and provides the linkage back to the Colleges.

The three vice chancellors and the director of the District foundation are members of the Chancellor's Cabinet and, through them, their advisory committees, such as the District Budget Advisory Committee, are also represented. Core contributors to the Chancellor's Cabinet are the three Colleges through the College presidents, and the presidents of the academic senates, faculty and classified unions and student associations.

Description – Educational Services and Technology

The Division of Educational Services and Technology provides oversight, coordination, and support for instructional, student services, and career technical education programs across the District, as well as for grant development, educational and strategic planning, institutional research, international programs, and economic and partnership development. The Division of Educational Services and Technology provides support and coordination for College accreditation and integration of District related information in the College institutional self-evaluations.

The division also provides leadership for the strategic planning, development, implementation, and support of district-wide information and learning technologies for instruction, student services and administrative and operational systems.

The District Information Services unit reports to the Vice Chancellor of Educational Services and Technology.

The District Information Services is charged with information systems, networks, and communication and computer services. The department makes specific recommendations to the District Executive Team on the use of technology throughout the District regarding both

ongoing activities and future direction. Each College also has its own information technology staff and operations.

The largest technology project in recent years has been the implementation of the Banner Enterprise Resource Planning System and the Luminis portal, MyCoast. The portal system is available to all students, faculty, and staff. All major components of the system, student, financial, and human resources, are up and running and the District Information Services is working with teams of staff members and faculty from the Colleges to monitor the systems and troubleshoot problems. The District Information Services is currently engaged in many major projects, including the implementation of DegreeWorks, an online student education plan and degree audit system; the consolidation and enhancement of PowerFAIDS, financial aid software; implementation of Banner Student Accounts Receivables for financial aid awarding and disbursement, starting with the 2013-2014 financial aid award cycle, and others.

The District-wide Functional Map provides additional information on the services provided by the District Educational Services and Technology [\(IV.B.903\)](#).⁹⁰³

Description – Human Resources

The Coast Community College District employs approximately 2,400 full- and part-time employees. It is the focus of the District to provide an educational and employment environment that is committed to high quality, equal opportunity, and diversity.

Directed by the Vice Chancellor of Human Resources, this unit is responsible for personnel services, benefits, employment services, training and development, classification and compensation, labor and employee relations, and diversity and equal opportunity in the workplace. It facilitates the recruitment, selection, and evaluation of personnel, as well as the implementation of Board hiring, diversity policies, and administrative procedures. It is responsible for all contract positions to ensure that funding is authorized and the positions are approved in compliance with Board policy.

Human resources handle all grievances, complaints, and litigation related to personnel actions. Human resources coordinate all bargaining and meet-and-confer sessions with employee organizations. The Vice Chancellor serves as chief negotiator for the District with teams drawn from central services and College administrators. The District-wide Functional Map and the narrative in Standard III.A provide additional information on the services provided by the District Human Resources.

Description – Administrative Services

The Vice Chancellor of Administrative Services is the chief business officer of the District and is responsible for accounting, budget, environmental compliance, hazardous materials and safety management, safety services, finance, payroll, and risk management. In addition to these areas, Administrative Services manages the District's facilities, operations, and construction management. The Vice Chancellor chairs the District Budget Advisory Committee, which meets once a month. He oversees the development of the annual budget and the distribution of state funds and local resources in accordance with the *District*

Strategic Plans Vision 2020 [\(IV.B.904\)](#),⁹⁰⁴ *Vision 2020 Facilities Master Plan* [\(IV.B.905\)](#),⁹⁰⁵ and the annual goals and objectives of the Colleges and District services. With advice from the District Budget Advisory Committee and the Chancellor's Cabinet, the Vice Chancellor allocates financial resources to each College in consultation with the chancellor, presidents, vice chancellors, and vice presidents. All budget documents are easily found online at the website, as well as current and previous state budget information [\(IV.B.906\)](#).⁹⁰⁶ See also IV.B.3.c, IV.B.3.d.

Budget Operations: Administrative Services is responsible for coordinating the development of the District's annual budget. Working closely with the vice chancellors and College vice presidents, it reviews budget policy and budget scenarios with the vice chancellor, who then makes recommendations to the Presidents' Council (composed of the Chancellor, the three vice chancellors, and the three College presidents) and to the Chancellor's Cabinet. A tentative budget is prepared by the budget office in conjunction with the Colleges for Board approval in June. A final budget is prepared in August. The budget office also prepares the three quarterly reports. The District Budget Advisory Committee, chaired by the Vice Chancellor, reviews budgets regularly and makes suggestions and raises concerns.

Accounting Services is responsible for the accumulation and distribution of District-wide financial information for both internal and external use. It provides an array of fiscal support services, including accounts payable, accounts receivable, financial analysis and cashier services, as well as general accounting services. It prepares the annual financial statements in accordance with generally accepted accounting principles. The department also prepares state-mandated reports, such as the annual Financial and Budget Report; Quarterly Financial Status Report; and Estimated Enrollment Fee Revenue Report, in accordance with instructions issued by the California Community Colleges Chancellor's Office.

Payroll Services functions as the administrator for net pay and tax withholdings. Working in coordination with the human resources department, payroll staff computes and distributes employee compensation in accordance with District policy, federal and state laws, California Education Code, and contractual agreements. All payroll-related processing for probationary, permanent, and temporary employees is handled in central services. Part-time faculty, overload, and student employees' assignments are handled at each College.

The Risk Management Department's mission is to provide a safe environment conducive for work and learning, and to protect and preserve District property and assets. Responsibilities include purchasing and managing insurance, managing property and liability claims, providing safety training for faculty and staff, and maintaining compliance with OSHA regulations.

Purchasing: Administrative Services facilitates purchasing and the competitive procurement of goods and services. The facilities and operations function provides maintenance and repair services at the District office, as well as custodial services and grounds maintenance. Each College also has its own maintenance and operations departments.

The construction management function executes the capital construction program, as well as major renovation, repair, and maintenance projects.

The District Information Systems is charged with information systems, networks, and communication and computer services. The department makes specific recommendations to the District Executive Team on the use of technology throughout the District regarding both ongoing activities and future direction. Each College also has its own information technology staff and operations.

The District-wide Functional Map and the narratives in Standards III.B and III.C provide additional information on the services provided by the District Administrative Services.

Description – Board Office

The staff of the Board Office reports to the Board of Trustees and provides Board meeting support, including agendas and minutes for Board meetings, and, in collaboration with the Chancellor and Vice Chancellors, supervision of Board policies and administration procedures. The Board Office also assists the Board of Trustees with various projects and provides administrative assistance for Board travel.

Description – District Foundation

The vision of the District Foundation is “to encourage innovative and creative educational growth in the District by providing training and development opportunities for faculty and staff to enhance their capabilities, and continuously improve student instruction” [\(IV.B.907\)](#).⁹⁰⁷ The District Foundation believes the path to providing educational opportunities to Orange County students is through faculty and staff. Developing the knowledge and skills of colleagues gives them the tools they need to open up a world of opportunity to their students. This is accomplished through:

- New curriculum for the new economy
- International education
- Educational products focusing on new ways to learn
- Distance education development

The District Foundation is opening the doors of opportunity to District faculty and staff by encouraging innovative and creative educational growth. Through grants, training opportunities, and research partnerships, the Foundation is committed to enhancing the capabilities of the District's most important resource: its people. The Foundation provides funds for staff to participate in:

- Research projects
- Curriculum development
- Professional growth
- Training
- Further education
- Consultant teams in technical and research areas

The District Foundation partners with local businesses to provide the skills training their employees need to stay competitive in an increasingly global market. These partnerships are essential in keeping our local economy strong, and in providing opportunities for College faculty and staff to create new ideas, new curricula, and innovative ways to bring education to the marketplace. By bringing together technical experts from the Colleges and creating consultant teams, the Foundation provides local expertise to local businesses and opportunities for faculty and staff to apply their research to real business situations.

The District Foundation covers a range of functions: organization and leadership, major gifts, annual giving, planned giving, fundraising strategies, outreach and events, and results and goals. The foundation is served well by its organization. The foundation board of directors comprises nine influential members of the local and District community, who understand the key roles that the Coast Colleges play in the region. The foundation board is also committed to raising awareness and generating the philanthropic support for all three Colleges.

Self-Evaluation IV.B.3.b

The College meets the Standard. The District has a comprehensive set of services. Not only does it offer a full range of services, but it does so with creativity, innovation, real concern for the users, and with dedication and enthusiasm.

Actionable Improvement Plan IV.B.3.b

- None

IV.B.3.c

The District/system provides fair distribution of resources that are adequate to support the effective operations of the Colleges.

Descriptive Summary IV.B.3.c

The District provides fair distribution of resources that support the effective operations of the Colleges. The inadequacy of funding is due to the State of California and not to the District budget process. The District uses a fair and consistent full-time equivalent student (FTES)-based formula for allocation of resources. Funds are allocated utilizing the District's designed budget principles and formulas. Members of the District Budget Advisory Committee, the Presidents' Council and the governing councils of the three Colleges review the process regularly.

The District planning and budgeting processes are guided by the *District Strategic Plan Vision 2020*, the District Mission and Vision Statements, and related implementation strategies. The budget development is based on principles, guidelines, and priorities set up by *Vision 2020* and College plans.

The budgetary guiding principles are as follows:

- One-time revenues will be allocated to one-time expenditures.
- On-going expenditures shall be covered from on-going revenues.
- Year-end balances are not budgeted for ongoing expenses.
- Contractual obligations and fixed costs are budgeted first.

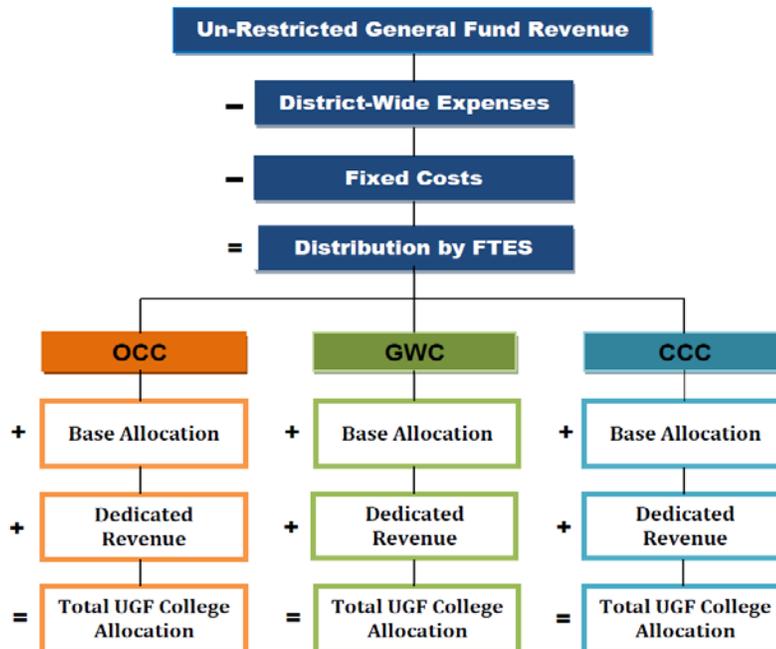
- Funds are budgeted where they are expected to be spent so as to minimize transfers and protect budget integrity.
- New positions must be fully funded, including salary, benefits, and support expenses.
- Decisions on new positions must be made in the context of statutory and regulatory requirements.

Budget prioritization criteria are as follows:

- Health and Safety
- Mandates
- Contractual obligations
- Recommendations from District Budget Advisory Committee (DBAC)
- Standard IVB3 Administrative Organization (District)

The District budget allocation model is depicted in the charts below:

<u>Included</u>	<u>Excluded</u>
<ul style="list-style-type: none"> • Unrestricted General Fund • Apportionment <ul style="list-style-type: none"> - Base Allocation - FTES Revenue • Lottery • Part-Time Faculty Parity • Interest Income • Joint Use Development • La Habra Rentals • KOCE Debt Payment 	<ul style="list-style-type: none"> • Categorical Funds • Grant Funds • Enterprise Funds • Other “Dedicated” Revenue



OCC=Orange Coast College, GWC=Golden West College, CCC=Coast Community College, UGF=unrestricted general fund

Practices are consistent with the law and sound fiscal management, and ensure that fiscal plans provide for contingencies and reserves as much as possible. Human resource planning is integrated with budget planning. The Vice Chancellor of Administrative Services chairs the District Budget Advisory Committee and is a member of the Chancellor's Cabinet. The District Human Resources division has worked closely with the budget leaders to implement two early retirement initiatives and the related consequences created as a result.

Staff, faculty, and management have had appropriate opportunities to participate in and influence the development of College financial plans and budgets. The Colleges distribute the resources utilizing resource guiding principles. Even in tough financial times, through the program reviews, the resource allocation process fairly provides for materials, equipment, and personnel.

The Chancellor has responsibility for the oversight and allocation of resources to the Colleges. Each College prepares an annual budget that is reviewed and approved by the Chancellor and his cabinet. Formulas for resource allocation have long been in place and developed by the District and worked through with governance groups to direct this process. Within the fiscal constraints the District faces, each program and its leaders are able to advocate for their needs. The District Budget Advisory Committee advises the Chancellor. Its members include management, faculty, staff from each College, as well as union representatives.

Allocation of human resources and facilities resources is designed to be an equitable and sound process, based primarily on negotiated formulas and procedures. With the current budget shortfall, allocation reductions have been fair and consistent with the mission, and have followed District goals to avoid the layoff of the permanent workforce and provide the least disruption to delivery of instructional and student support services. Strategies to reduce expenditures have included canceling of classes for which the Colleges will not be funded by the state, a temporary hiring freeze, early retirement incentives, and renegotiation of health benefits. In student services, there have been reductions as well, with the College reducing the hours of operation for services, and reducing the scope of some services, due to significant reductions of matriculation funds. Every effort has been made to minimize the impact of these reductions on students, and to support matriculation costs using other funds.

Self-Evaluation IV.B.3.c

The College meets the Standard. The District provides a fair distribution of resources, and in the current budget shortfall, that means a fair distribution of funding reductions. The Colleges have been able to continue offering their instructional programs and student support services at a reduced core level; however, it has been a hardship in terms of workload for faculty and staff.

Actionable Improvement Plan IV.B.3.c

- None

IV.B.3.d

The District/system effectively controls its expenditures.

Descriptive Summary IV.B.3.d

Fiscal solvency responsibility rests on the Board, the Chancellor, and the Vice Chancellor of Administrative Services. Board Policy 6200: Budget Preparation ([IV.B.908](#))⁹⁰⁸ and Board Policy 6300: Fiscal Management ([IV.B.909](#))⁹⁰⁹ establishes the Board-approved budget preparation criteria and standards for fiscal responsibilities. Those criteria and standards include:

- The annual budget shall support the District's master and educational plans.
- Assumptions upon which the budget is based shall be presented to the Board for review.
- By May 1 of each year, the Board will be provided with a schedule that includes dates for presentation of the tentative budget, required public hearing(s), and approval of the final budget. At public hearings, interested persons may appear and address the Board regarding the proposed budget or any item in the proposed budget.
- Unrestricted general reserves shall be between 3% and 5% of prior year unrestricted actual expenditures (the proposal is to change the minimum level of reserves to 7%).
- Changes in the assumptions upon which the budget is based shall be reported to the Board in a timely manner.
- Adequate internal controls exist.
- Fiscal objectives, procedures, and constraints are communicated to the Board and employees.
- Adjustments to the budget are made in a timely manner, when necessary.
- The management information system provides timely, accurate, and reliable fiscal information.
- Responsibility and accountability for fiscal management are clearly delineated.
- The records of the District shall be maintained pursuant to the California Community Colleges Budget and Accounting Manual.
- As required by law, the Board shall be presented with a quarterly report showing the financial and budgetary conditions of the District.

The Board, Chancellor, Vice Chancellor of Administrative Services, College Vice Presidents of Administration, and College fiscal directors have established effective processes to evaluate significant changes in the fiscal environment in order to make necessary and timely financial and program changes. The Vice Chancellor of Administrative Services sends regular updates from several sources on the most recent steps and decision on the California budget. The California budget is a moving target, but the District has been knowledgeable and alert to any exigencies, and has planned for and/or anticipated them. Each College is responsible for its respective budget, but the Vice Chancellor of Administrative Services ensures that the Colleges and District services function within allocated budgets. The District is on stable fiscal ground.

The Vice Chancellor relies on the District Budget Advisory Committee and the Chancellor's Cabinet to raise questions, and on the Chancellor's Staff to contemplate issues, and

communicate news and plans. He and the Chancellor work closely with the presidents and vice presidents of administration for the Colleges to ensure that participatory governance is followed and also that all are informed on the directions in which the District is moving. For example, at the November and December 2011 meetings of the District Budget Advisory Committee, the Vice Chancellor of Administrative Services discussed the budgeting principles, criteria and priorities as well as the expected reductions in state funding for 2011-2012 based on the scenarios included in the Governor's budget for 2011-2012 ([IV.B.910](#)).⁹¹⁰

The District uses multiple strategies to achieve its current level of financial stability. This approach begins with compliance with District policy and procedures regarding fiscal management procedures, which include internal practices of monitoring expenditures to assure that they are consistent with allocations and account balances, especially in the current environment of readjusted allocations. This plan is accomplished in real time by supervisors and managers as they monitor the accounts for which they are responsible. The District took steps to cut spending over the past three years. It instituted a temporary freeze on hiring, has kept essential positions vacant for as long as possible, has implemented early retirement incentives, and reduced health-care costs. The District's internal auditor monitors fiscal management. In the most recent external audit, there were no negative material findings. The District had no instances of non-compliance or other matters that are required to be reported under government auditing standards.

The administration of Measure C funds for new facilities or renovations for the District has also been administered responsibly, as attested to regularly by the quarterly reports posted on the District web site ([IV.B.911](#)).⁹¹¹ District facilities management oversees the build-out, with consultants for specific areas of project management. The Measure C Citizens' Bond Oversight Committee oversees the entire process. An independent audit reflected sound financial practices. As a result of its sound financial practices, the District has a high bond rating. The Citizens' Bond Oversight committee reviews project costs and provides project oversight.

Self-Evaluation IV.B.3.d

The College meets the Standard. The financial condition of the State of California is an enormous challenge for community colleges, and thus for the Coast Community College District. Finance is one of the greatest challenges the District and the Colleges face today. Fiscal resources continue to decline, as does state funding. The Board and the District gather a range of information, stay alert, and formulate contingency plans regarding allocation and budget control. It is predicted that this situation will continue for several years. The District has relied on a wide and comprehensive establishment of Board financial policies covering the widest range of issues. Thus far, with the talent, thought, energy and the dedication of staff, faculty, and administrators, the District has been able to support its mission.

Actionable Improvement Plan IV.B.3.d

- None

IV.B.3.e

The chancellor gives full responsibility and authority to the presidents of the Colleges to implement and administer delegated District/system policies without his/her interference and holds them accountable for the operation of the Colleges.

Descriptive Summary IV.B.3.e

Consistent with Board Policy 2430 Delineation of Authority to District Chancellor and College Presidents, the Chancellor gives full responsibility and authority to the presidents of the Colleges to implement and administer delegated District policies without his interference and holds them accountable for the operation of the Colleges ([IV.B.912](#)).⁹¹² Although still new to the position, the Chancellor is demonstrating a practice of noninterference with the presidents as they lead their colleges. The College presidents are active on the Chancellor's Cabinet, during which policies and the operation of the individual colleges and centers are discussed. The Chancellor meets regularly with the presidents, and they often join forces as a team to further major District-wide strategic goals and initiatives.

The Chancellor utilizes the presidents' evaluations to determine the success of the operation of the individual colleges, as well as Board reports, State of the Colleges reports and observable proactive leadership. Board agenda items and presentations reflect the successful operation of the individual colleges ([IV.B.913](#)).⁹¹³

Self-Evaluation IV.B.3.e

The College meets the Standard. The Chancellor provides thoughtful and proactive leadership for the District and allows each College to operate under the leadership of their respective presidents. He has acted in a manner consistent with Board Policy 2430 and has delegated appropriate authority to the presidents.

Actionable Improvement Plan IV.B.3.e

- None

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 District acts as the liaison between the Colleges and the Board of trustees and exchanges information and thinking on a regular basis. The Chancellor and District office staff facilitate the decision analysis and communication flow between and among the Colleges and the Board of Trustees. This action is accomplished through the governance and committee structure of the Colleges and District. Excellence in the District rests on innovation, teamwork, and the removal of obstacles to success.

College constituents and District managers sit on District-level participatory governance committees described in section IV.B.3.b. The Chancellor's Cabinet provides access to the Presidents' Council and the Board of Trustees. The College presidents are members of the

Chancellor's Cabinet, as are the presidents of the academic senate, student senates, and employee group representatives. They communicate their needs and critical thinking through this forum.

They use a range of communication and strategies to ensure the flow of information from the Colleges to the Board and from the Board back to all College employees. The Chancellor sends a weekly News Brief to all District office and College employees ([IV.B.914](#)).⁹¹⁴ The Chancellor reaches out to the constituencies by attending, based on invitation, meetings of College Academic Senates and other College governance committees. He is focused on increasing collaboration among the three Colleges to further the mission of the District and the service to and success of the students. For example, on Dec. 2, 2011, the Chancellor convened a joint meeting of the Student Success Committees from the three Colleges to foster inter-College collaboration to better use the Colleges' resources to serve our students and increase their success through the Persistence, Acceleration, Completion framework. In September 2011, the Chancellor took the Presidents' Council on a retreat. Together they focused on energizing the meetings, and strategizing the issues of immediate importance and those of longer-term importance.

The three Vice Chancellors meet regularly with the College Vice Presidents and with other College staff, as appropriate, to facilitate District-wide coordination and achievements of District-wide planning goals and various initiatives and projects. For example, the Vice Chancellor of Educational Services and Technology has been working with the College Vice Presidents and Directors of International Student Programs to facilitate the planning necessary to move towards achieving one of the Chancellor's stretch goals to reach 15% international student body by 2020 ([IV.B.915](#)).⁹¹⁵

Self-Evaluation IV.B.3.f

The College meets the Standard. The District Office provides guidance and support in setting and communicating expectations of educational excellence and integrity throughout the District and assures support for the effective operation of the Colleges.

Actionable Improvement Plan IV.B.3.f

- None

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 the basis for improvement.

Descriptive Summary IV.B.3.g

The Board of Trustees evaluates District governance, decision-making structures and processes on an as-needed and as-requested basis to ensure that they assist the Colleges in meeting their educational goals. As part of the accreditation self-evaluation in each cycle, faculty, staff, and students are also surveyed at each College to determine whether they think the governance and decision-making structures appear to be clear and effective.

In a routine manner, processes and procedures are reviewed at the various advisory boards meetings, and changes are made. These groups include the Chancellor's Cabinet and the District Advisory Budget Committee. The Board takes a special interest in recommendations and concerns from the community.

The District-wide Functional Map outlines the way in which the District currently allocates responsibility among the District and the Colleges for the many operational functions of the District. The document indicates whether the Colleges or the District has responsibility for a particular operational function and includes definitions of those responsibilities. The mapping document will be the subject of ongoing dialogue both at the College and throughout the District, in order to produce as clear a picture as possible of how operational responsibility in the District is assigned.

Self-Evaluation IV.B.3.g

The College meets the Standard. Continuous evaluation of processes and structures has led to a range of actions by the District and/or the Chancellor, and the Colleges. The District has assessed and acted upon data to improve services. The District evaluates District role delineation, governance, and decision-making structures and processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals. However, these evaluations have taken a primarily informal route without a systematic and consistent mechanism such as an administrative program review. The Chancellor and the District Executive staff have discussed and agreed to take steps towards developing and implementing a program review process for the District Office major areas in 2013-2014. The District, under the leadership of the Board and the new Chancellor, is looking ahead.

Actionable Improvement Plan IV.B.3.g

- The College recommends that the District Office develop and implement an administrative program review process for self-improvement of its services to the Colleges.

EVIDENCE

STANDARD I.A

- ¹ OCC Website, Mission Statement, President's Page
- ² OCC *College Catalog*, Mission Statement, Page 4
- ³ *Educational Master Plan*, Mission Statement, Page 3
- ⁴ College Council meeting minutes, Feb. 7, 2012
- ⁵ Board of Trustees meeting minutes, April, 4 2012
- ⁶ OCC Atlas 2011-2012, Page 59
- ⁷ Title III Grant
- ⁸ Student Success Center Student Analysis
- ⁹ *Educational Master Plan*, Internal/External Scan, Page 16
- ¹⁰ Support Services Student Surveys
- ¹¹ Support Services Student Surveys
- ¹² Board of Trustees meeting minutes, April 4, 2012
- ¹³ OCC Website, Mission Statement, President's Page
- ¹⁴ OCC College Catalog, Mission Statement, Page 4
- ¹⁵ OCC Class Schedule, Mission Statement, Page 1
- ¹⁶ *Educational Master Plan*, Page 5
- ¹⁷ *Decision Making: A Guide to Planning and Governance*, Institutional Effectiveness, Planning Documents:
- ¹⁸ College Council meeting minutes, Nov. 1, 2011
- ¹⁹ College Council meeting minutes, Feb. 21, 2012
- ²⁰ Program Review – Instructional Program Review Forms (V) Planning:
- ²¹ *Educational Master Plan*
- ²² Resource Request Process
- ²³ Division of Counseling and Special Services Meeting Minutes, August 30, 2012
- ²⁴ Instructional Planning Council meeting minutes 3/16/11 and 4/20/11
- ²⁵ 2012 Summer Schedule
- ²⁶ 2011 Fall Schedule of Classes
- ²⁷ 2012 Fall Schedule of Classes
- ²⁸ Mission Statement
- ²⁹ Employee Survey

STANDARD I.B.

- ³⁰ Program Review Document IV: SLOs/PSLOs – PR Assessment Planning
- ³¹ Program Review Document IV – SLOs and Assessment, 2011-2012
- ³² Instruction Planning Council (IPC) Meeting Minutes 9/5/2012
- ³³ IPC Minutes 12/8/2011
- ³⁴ *Decision Making: A Guide to Planning and Governance*: ARR process, page. 15
- ³⁵ OCC Committee Self Evaluation Process
- ³⁶ Committee Self Evaluation Action Plans
- ³⁷ Campus Reorganization Forum Schedule
- ³⁸ Forum Announcement Campus Email
- ³⁹ Announcements for Budget Forums [2011-2012]
- ⁴⁰ Forum Announcement Email
- ⁴¹ *Decision Making: A Guide to Planning and Governance*
- ⁴² *Educational Master Plan 2011-2015*, Page 8

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- ⁴³ BRIC TAP Initiative (Bridging Research Information & Culture Technical Assistance Program), Institutional Effectiveness Planning Documents:
- ⁴⁴ Program Review Documentation
- ⁴⁵ IPC Meeting Minutes, 9/21/2011
- ⁴⁶ *Educational Master Plan*
- ⁴⁷ College Council / Strategic Planning Task Force minutes in spring 2012
- ⁴⁸ *Decision Making: A Guide to Planning and Governance*, Annual Planning Timeline, Page 23
- ⁴⁹ 2012-2015 Three-Year Plans
- ⁵⁰ *Educational Master Plan 2011-2015*, and *Decision Making: A Guide to Planning and Governance*
- ⁵¹ Three-year plans 2012-2015 for Administrative Services, Instruction, Institutional Advancement and Effectiveness, and Student Services
- ⁵² *Decision Making: A Guide to Planning and Governance*, Strategic Planning Process Chart
- ⁵³ *Decision Making: A Guide to Planning and Governance*, Strategic Planning Process Chart
- ⁵⁴ *Educational Master Plan*
- ⁵⁵ Annual Resource Review (ARR) process
- ⁵⁶ *Decision Making: A Guide to Planning and Governance: Annual Budget Review and Development Process Timeline*, Page 23.
- ⁵⁷ *Decision Making: A Guide to Planning and Governance*, Page 16
- ⁵⁸ OCC Planning Assumptions
- ⁵⁹ *OCC Atlas 2011-2012*
- ⁶⁰ Program Review Guidelines
- ⁶¹ Full-Time Hiring Criteria/Rubrics, IPC Meeting Minutes/Documents 2/8/2012 and 4/25/2012
BP 7816 Faculty Hiring Policy/Procedure/Process
- ⁶² Enrollment Allocation Model
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- ⁶⁴ Fall 2010 Evaluation results
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- ⁶⁶ Strategic Planning Task Force Meeting Minutes, 7/6/2012
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- ⁶⁸ Strategic Planning Task Force Meeting Minutes, 7/6/2012
- ⁶⁹ Campus Survey Results
- ⁷⁰ *Decision Making: A Guide to Planning and Governance*, Program Review Flow Chart, Page 25
- ⁷¹ OCC Portal, Program Review
- ⁷² SLO and Assessment Completion Reports
- ⁷³ *OCC Atlas 2011-2012*
- ⁷⁴ Program Review Evaluation Survey
- ⁷⁵ Program Review, OCC Portal
- ⁷⁶ SLO Assessment Portal Page
- ⁷⁷ *Decision Making: A Guide to Planning and Governance*, Strategic Planning Process, Page 22
- ⁷⁸ PACE survey 2009
- ⁷⁹ PACE survey 2010
- ⁸⁰ IPC Meeting minutes
- ⁸¹ OCC Committee Self Evaluation Guidelines
- ⁸² College Council Summary, October 2, 2012 and IPC Committee Self Evaluation Action Plans
- ⁸³ Communications Audit
- ⁸⁴ Program Review Survey Results
- ⁸⁵ Academic Senate minutes, April 10, 2012
- ⁸⁶ Institutional Advancement and Effectiveness 2010 Survey

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⁸⁸ College Council minutes, September 20, 2011
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⁹⁰ Institutional Effectiveness Planning Calendar and Institutional Effectiveness Comprehensive Calendar
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⁹³ 2011 Accreditation Survey
⁹⁴ College Council Summary Minutes 5-15-2012
⁹⁵ Strategic Planning Task Force Meeting Minutes
⁹⁶ SLO Job Description
⁹⁷ Program Review Calendar
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¹⁰⁰ Annual Resource Requests (ARR) Process
¹⁰¹ Academic Senate, College Council, planning council and Program Review Committee

STANDARD II.A

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¹⁰³ Curriculum Summary Report, 2010-2011
¹⁰⁴ *OCC Atlas*, 2011-2012
¹⁰⁵ CAARC and Planning Assumptions, *Educational Master Plan*, Page 48
¹⁰⁶ *Decision Making: A Guide to Planning and Governances*, SLO Assessment integrating in planning/budget and program review, page 15
¹⁰⁷ Program Review, Instruction Program Review Form Document IV
¹⁰⁸ Student Learning Outcomes Assessment Committee
¹⁰⁹ Online Advisory Board, Distance Education Guidelines, Document Library
¹¹⁰ Blackboard Exemplary Course Rubric, Online Advisory Board – Rubrics for Course Evaluations
¹¹¹ Teaching and Learning Online (TLO), Online Advisory Board, Faculty and TLO Training
¹¹² *Educational Master Plan*, 2012
¹¹³ *Educational Master Plan*, External Demographic Data to Identify Student Needs, Page 16
¹¹⁴ *OCC Atlas*, 2011-2012
¹¹⁵ *OCC Atlas*, 2011-2012, pg. 30
¹¹⁶ Assessment Center
¹¹⁷ Children's Center
¹¹⁸ Counseling Services
¹¹⁹ Extended Opportunity and Services (EOPS):
¹²⁰ International Center
¹²¹ Puente Program
¹²² Special Student Services
¹²³ Student Success Center
¹²⁴ Transfer Center
¹²⁵ Veterans Services
¹²⁶ Program Review, Instruction Program Review Form Document IV
¹²⁷ OCC Fall 2012 Schedule of Classes
¹²⁸ Program Review, V. Planning Example, Instructional Program Review Forms
¹²⁹ Substantive Change Proposal: Online Education, Online Advisory Board, 5/27/2011
¹³⁰ ACCJC approval of Substantive Change

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- ¹³³ Blackboard Exemplary Course Rubric, Online Advisory Board – Rubrics for Course Evaluations
- ¹³⁴ Teaching and Learning Online (TLO), Online Advisory Board, Faculty and TLO Training
- ¹³⁵ Student Technology Survey
- ¹³⁶ *OCC Catalog, Counseling* page 155
- ¹³⁷ Student Success Center
- ¹³⁸ Special Program and Services
- ¹³⁹ The Puente Program
- ¹⁴⁰ Program Review Committee Meetings, May 17, 2010
- ¹⁴¹ Curriculum Committee Portal
- ¹⁴² Online Advisory Board Portal
- ¹⁴³ SLOAC: GE outcome statements for the College's AA and AS degrees
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- ¹⁵¹ Focus Day 2012 PowerPoint Presentation
- ¹⁵² Curriculum Committee Portal
- ¹⁵³ Curriculum Approval Good Practices
- ¹⁵⁴ OCC Catalog (pp. 105-106)
- ¹⁵⁵ English Course Outlines of Record (CORs)
- ¹⁵⁶ Instructional Program Review Overview
- ¹⁵⁷ OCC Academic Senate Resolution #F11-02, Academic Senate Meeting Minutes, 9/20/2011
- ¹⁵⁸ *Educational Master Plan*
- ¹⁵⁹ Program Review Timeline
- ¹⁶⁰ Program Review Document IV 2012
- ¹⁶¹ 2011 Program Review and SLO Assessment Cycles
- ¹⁶² Program Review Document IVs
- ¹⁶³ SLO Assessment Database
- ¹⁶⁴ ISLO, CSLO and PSLO Status Report
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- ¹⁶⁶ Course Outline of Records (COR)
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- ¹⁶⁸ *OCC Catalog, General Education*, p. 34-42
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- ¹⁷⁵ 2012 Institutional Student Learning Outcomes
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- ¹⁷⁹ *OCC Catalog 2012-2012*, General Education Degree Requirements, Pages 36-42
- ¹⁸⁰ *OCC Catalog 2012-2013*, Certification of Achievement Career Programs, Pages 52-58
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- ¹⁸² *OCC Catalog*, 2012-2013, Career Education Programs with External Accreditation Requirements
- ¹⁸³ Vocational Technical Education Act Core Indicator Report
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- ¹⁸⁸ Transfer Center
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- ¹⁹⁰ *OCC Catalog*, 2012 - 2013 Certificate Awards, Page 29
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- ¹⁹³ *Orientation Guide*
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- ¹⁹⁵ CSU General Education Requirements
- ¹⁹⁶ IGETC Requirements for US and CSU Schools
- ¹⁹⁷ Course Requirements for CSU and UC Articulation
- ¹⁹⁸ Private Schools with Articulation Agreements
- ¹⁹⁹ Online newsletter
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- ²⁰¹ Task List for Transfers
- ²⁰² CSU and UC Articulation Agreements
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- ²¹⁴ Board Policy 3050
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²³⁶ OCC Online Application
²³⁷ Enrollment Management Committee
²³⁸ Curriculum Committee
²³⁹ College Council
²⁴⁰ Enrollment Management plan
²⁴¹ Enrollment Management Committee-Mapping processes
²⁴² Program Review
²⁴³ Student Services Program Review
²⁴⁴ Instructional Program Review
²⁴⁵ Student Learning Outcomes Advisory Committee
²⁴⁶ Degree Works
²⁴⁷ IT Projects
²⁴⁸ Social Connections at Orange Coast College
²⁴⁹ Student Services program review and Student Learning Objectives
²⁵⁰ Academic Honors Society
²⁵¹ Assessment Center
²⁵² Associated Students – ASOCC
²⁵³ CalWorks/CARA
²⁵⁴ Campus Safety
²⁵⁵ Children’s Center
²⁵⁶ Counseling Services
²⁵⁷ Counseling Services Online Counseling
²⁵⁸ Extended Opportunity and Services (EOPS)
²⁵⁹ Financial Aid
²⁶⁰ Financial Aid Counseling
²⁶¹ Financial Aid TV
²⁶² International Center
²⁶³ Library
²⁶⁴ Alumni Association, the Emeritus Institute, and the Friends of the Library
²⁶⁵ Orange Coast College Bookstore
²⁶⁶ OCC Bookstore Online
²⁶⁷ Puente Program
²⁶⁸ Scholarship Program

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270 Student Computing Center
271 Student Health
272 Student Success Center
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274 Veterans Services
275 Title III Committee
276 Student Survey
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279 Program Effectiveness
280 Student Life Program Review
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283 OCC Course Catalog, 2012-2013, Procedure and Policies, Page 13
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290 Financial Aid Consumer Information
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292 Complaint Form
293 Catalog Update Request Memo
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297 ASSOC Committee Application
298 Online Orientation
299 Parent Handbook
300 Special Programs
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305 Financial Aid Appointment Scheduling
306 Counseling Appointments
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308 Parking and Public Safety:
309 Student Health Center
310 OCC Mobile Apps
311 Service Complaint Form
312 Mission Statement:
313 ASOCC Special Events
314 OCC Events Calendar
315 Counseling Services
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- 317 Counseling meeting agenda and minutes, February 23, 2012
 - 318 EOPS Application
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 - 333 Languages Courses
 - 334 English as a Second Language (ESL) Courses
 - 335 Study Abroad Program
 - 336 Orange Coast College Non-Discrimination Statement
 - 337 Assessment Results
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 - 339 CCCD Retention and Destruction of Records policy
 - 340 Security and Confidentiality Agreement for BANNER Systems Information
 - 341 FERPA
 - 342 FERPA Manual
 - 343 Student Services Program Review
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