ACCJC

EXTERNAL PEER REVIEW REPORT

Orange Coast College
2701 Fairview Road
Costa Mesa, CA, 92626

This report represents the findings of the peer review team that visited
Orange Coast College from February 25 – 28, 2019

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Summary of Peer Review Report

INSTITUTION: Orange Coast College

DATE OF VISIT: February 25 – 28, 2019

TEAM CHAIR: Marvin Martinez

An eleven-member team of educational professionals and one representative from the Commission visited Orange Coast College from February 25 - 28, 2019, to assess how well the College is meeting the Accrediting Commission for Community and Junior Colleges (ACCJC) Standards, Eligibility Requirements, and policies. This peer review team, through review of the College's Institutional Self-Evaluation Report, provided evidence, and interviews with College constituents, developed recommendations to encourage institutional improvement and commendations of outstanding practices.

In preparation for the visit, the peer review team members attended an ACCJC all-day training session on February 5, 2019, and studied Commission training materials and manuals prepared for visiting teams. The team chair also attended an all-day training session specifically for chairs held on December 5, 2018.

The team chair and team assistant conducted a pre-visit to Orange Coast College on February 7, 2019, to meet with the College president, the accreditation liaison officer, and staff from the College to discuss the logistics for the upcoming site visit and changes that had occurred since the writing of the report. The chair and assistant toured the campus during that visit.

Prior to the visit, peer review team members carefully read the 2018 Institutional Self-Evaluation Report (ISER) and assessed the various forms of evidence provided by the College. The peer review team members completed two written evaluations of the ISER and identified areas for further inquiry and clarification. On the first day of the visit, the team met to review and discuss the written materials and evidence provided by the College, as well as other materials submitted to the ACCJC since its last comprehensive visit in 2013. There was an additional meeting of peer review team members assigned to Orange Coast College, Coastline College, and Golden West College on that day to coordinate a visit of the Coast Community College District Office.

During the visit, the peer review team conducted more than 44 individual and small group interviews, visited more than 20 face-to-face classes and 15 distance education classes.. The team met with all segments of the College and District, including faculty, classified staff, students, administrators, and community members. The team participated in a tour of campus facilities conducted by the president and had unrestricted access to College facilities and resources throughout the visit. Additionally, peer review team members visited the Sailing

Center to assess compliance with the Standards and Eligibility Requirements at that site. The team conducted two open forums which provided an opportunity for students, community members, and campus staff to meet with the members of the team.

The peer review team found the Orange Coast College ISER to be generally well-organized and clearly written. This made it relatively easy for the team to focus on a small number of issues for clarification and inquiry.

The peer review team found the president, administration, faculty, classified staff, and students at the College be welcoming, friendly, and accommodating. All College employees were responsive to team requests and eager to assist. In particular, the Dean of Research, Planning, and Institutional Effectiveness and the Administrative Assistant from the Office of Instruction were outstanding in supporting the team in their scheduling requests, evidence requests, and general needs. The team was treated with utmost hospitality from the College throughout the visit.

The College facilities were appropriate for the team, and the team room was conveniently located, comfortable, and conducive to the work of the team. The College also arranged for a team work room at the hotel which was used each day for team meetings and as a place for peer review team members to work together in the evening. This location was also well equipped by the College's Information Technology staff to support the work of the team.

The entire visit was well organized and collegial. The peer review team was impressed by the openness and trust apparent among the administration, faculty, classified staff, and students. This culture appears to be the cornerstone of the many innovative practices, programs, and services that the team observed throughout its visit.

The peer review team was well received and able to complete its scheduled review.

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Major Findings and Recommendations of the
2019 Peer Review Team

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College Commendations

College Commendation 1
The close collaboration of faculty, administrators, and classified staff, in particular, the Office of Institutional Effectiveness, Program Review coordinators, and SLO coordinators, has resulted in exemplary planning processes, published data, and training that support College constituents in meeting the goals and mission of the College. (I.B.5, I.B.7, I.B.8)

College Commendation 2
The College's commitment to a comprehensive professional development program for all employee groups that is based on a robust needs assessment process and that is routinely evaluated is leading to a culture of continuous quality improvement. (III.A.14)

College Commendation 3
The College is commended for fostering an environment where innovation is encouraged and for establishing a culture of collaborative leadership throughout the entire ranks of the College, including managers, faculty, and staff. The result is a host of exemplary programs and services that reflect a sustained commitment to innovation and institutional improvement. (IV.A.1)

College Recommendations to Improve Quality:

College Recommendation 1
In order to improve institutional effectiveness, the team recommends that the College systematically take appropriate measures to improve performance in programs and areas that fall below the College's institution-set standards. (I.B.3)

College Recommendation 2
In order to improve institutional effectiveness, the peer review team recommends that the College more systematically implement strategies to mitigate performance gaps in learning outcomes and achievement for subpopulations of students. (I.B.6)

College Recommendation 3
In order to improve institutional effectiveness, the team recommends that the College revise the existing process for the replacement of aging technology to ensure that technology can support college operations, programs, and services. (III.C.2)

District Commendation

District Commendation 1

The chancellor is commended for his ability to promote a calming leadership style and to communicate effectively about College and District governance roles, resulting in a climate that emphasizes a strong sense of confidence about College and District operations. (IV.D.2, IV.D.4)

District Recommendations to Improve Quality:

District Recommendation 1
In order to improve institutional effectiveness, the peer review team recommends that governing board policy be revised to reflect the District's commitment to academic freedom for all constituencies, including students. (I.C.7)

District Recommendation 2
In order to improve institutional effectiveness, the team recommends the District should ensure audit findings are responded to and resolved in a timely manner. (III.D.7)

Introduction

Orange Coast College (OCC) is a public community college located in Costa Mesa, California, and is one of three colleges in the Coast Community College District, the eighth largest California district by unduplicated headcount as of fall 2018. The District serves an ethnically and socio-economically diverse student body residing across nine communities with approximately 770,000 residents as of early 2018. Half of students enrolled at the College reside outside this service area. Demographics continue to shift at the College with Hispanic/Latino-identifying students, 34.8 percent of students in fall 2017, becoming the majority group over White/Non-Hispanic students during the last few years.

The College's main campus included 83 buildings spread over 166 acres at the time the Institutional Self-Evaluation Report was written, and the number of buildings continues to grow as a result of tax-payer investment in the District through two bond measures. Part of the California Community College System, the College has an enrollment of approximately 18,000 full-time equivalent students, served by roughly 272 full-time faculty, 520 part-time faculty, 322 classified staff, and 52 managers and educational administrators. The College was founded in 1947.

Orange Coast College offers a variety of educational opportunities to its community, including degrees, certificates, career-technical education, basic skills education, and coursework leading to transfer to four-year institutions. The College serves this breadth of purposes well with more than half of its students taking coursework in career-technical education and more than 1,470 transfers to four-year schools in 2015-16.

In addition to the main campus site, Orange Coast College offers classes and programs at the Sailing Center located in Newport Beach. This includes sailing and aquatic kinesiology classes and a crew athletic program supported by 40 instructional vessels and a dedicated Nautical Library. More than 50 percent of two Professional Mariner programs can be completed at the site. The College's Distance Education is growing but a relatively small portion of overall operations at 3.3% of enrollment in fall 2017.

The College has experienced a short transition in leadership with an interim president assuming leadership on November 7, 2018 after the departure of the previous president who served for nine years. The search for a permanent president is expected to be completed in summer 2019, and those interviewed during the visit indicated that the interim president has brought stability to this presidential transition.

As a result of the 2013 comprehensive evaluation team visit, the Accrediting Commission for Community and Junior Colleges took action to reaffirm Orange Coast College's accreditation. The College submitted its Midterm Report in spring 2016, and its Institutional-Self Evaluation

Report in December 2018. The peer review team visit and this report are in response to the College's most recent Institutional Self-Evaluation Report.

Eligibility Requirements

Eligibility Requirement 1: Authority

The peer review team confirmed that Orange Coast College is a state institution authorized to operate as a post-secondary, degree-granting institution. The College is under the oversight of a duly elected governing board, the Board of Trustees of the Coast Community Colleges.

The College meets this Eligibility Requirement.

Eligibility Requirement 2: Operational Status

The peer review team confirmed that the College is operational and provides educational services to 22,292 students enrolled in degree applicable credit courses during fall 2017.

The College meets this Eligibility Requirement.

Eligibility Requirement 3: Degrees

The peer review team confirmed that that College offers more than 100 two-year degree programs with the vast majority of enrolled students being degree or transfer seeking. During academic year 2017-18, 2,348 degrees were awarded.

The College meets this Eligibility Requirement.

Eligibility Requirement 4: Chief Executive Officer

The team confirmed that the College has a chief executive officer appointed by the governing board, whose full-time responsibility is to the College, and who possesses the requisite authority to administer board policies. Neither the District chief executive nor the College chief executive officer serves as the chair of the governing board. The institution informs the Commission immediately when there is a change in the chief executive officer.

The College meets this Eligibility Requirement.

Eligibility Requirement 5: Financial Accountability

The College, through the Coast Community College District, undergoes an external audit through an independent auditor, Clifton Larson Allen LLP every September. The most recent audit report concluded no findings for the College's financial operations, although findings and recommendations concerning District-level procedures were identified. After review of annual independent audits, the peer review team found that the College is in compliance with Title IV requirements.

The College meets this Eligibility Requirement.

Public Notification of an Evaluation Team Visit and Third Party Comment

[Regulation citation: 602.23(b)]

Evaluation Items:

☒ The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.

☒ The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.

☒ The institution demonstrates compliance with the *Commission Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

Conclusion Check-Off (Mark One):

☒ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

☐ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but follow-up is recommended.

☐ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements

Narrative (add space as needed):

The peer review team found the College to be in compliance with the *Commission Policy on Rights and Responsibilities of the Commission and Member Institutions*.

Standards and Performance with Respect to Student Achievement

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Evaluation items:

☒ The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)

☒ The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)

☒ The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)

☐ The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

Conclusion Check-Off (mark one):

☐ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

☒ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

☐ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

The peer review team examined the institution-set standards and summary data on course completion rates, licensure pass rates, and job placement rates. Job placement rates fell below the institution-set standards in several programs. The team did not find evidence of the institution taking appropriate measures in areas where its performance is not at the expected level. The team recommends that the College systematically take appropriate measures in areas where its performance falls below their institution-set standards.

Credits, Program Length, and Tuition

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Evaluation Items:

☒ Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)

☒ The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)

☒ Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)

☒ Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)

☒ The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

Conclusion Check-Off (mark one):

☒ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

☐ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

☐ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):
The College awards credit based on the Carnegie Unit, which is consistent with other California Community Colleges, and publishes its written policies and procedures for determining a credit hour. Each associate degree program has a minimum of 60 semester credit hours for completion regardless of modality. Tuition and fees, including any exemptions, are published online, in the Schedule of Classes, and in the Catalog.

Transfer Policies

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Evaluation Items:

☒ Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)

☒ Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)

☒ The institution complies with the *Commission Policy on Transfer of Credit*.

Conclusion Check-Off (mark one):

☒ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

☐ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

☐ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

The peer review team that transfer policies are appropriately disclosed in the College catalog, among other places. These policies contain information about the criteria the College uses to accept credits for transfer and the College complies with *Commission Policy on Transfer of Credit*.

Distance Education and Correspondence Education

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Evaluation Items:
For Distance Education:

☒ The institution demonstrates regular and substantive interaction between students and the instructor.

☒ The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)

☒ The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.

For Correspondence Education:

☐ The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)

☐ The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.

Overall:

☒ The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)

☒ The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

Conclusion Check-Off (mark one):

☒ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

☐ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

☐ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

☐ The college does not offer Distance Education or Correspondence Education.

Narrative (add space as needed):
The peer review team finds that the College requires a separate curriculum review of course proposed to be offered via distance education. The Curriculum Handbook states that the same standards of course quality apply to distance education courses as apply to traditional courses. The College requires and defines regular and substantive interaction for distance education classes. The Curriculum Handbook includes examples of best practices for maintaining regular and substantive interaction. In addition, curriculum review, program review, and faculty evaluation all examine regular and substantive interaction. The College further requires that this interaction be initiated by the instructor. The peer review team confirmed that faculty training is provided on regular and substantive interaction in distance education. The peer review team observed online sections and found evidence of regular and substantive interaction initiated by the instructor.

Student Complaints

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Evaluation Items:

☒ The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.

☒ The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

☒ The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.

☒ The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)

☒ The institution demonstrates compliance with the *Commission Policy on Representation of Accredited Status and Policy on Student and Public Complaints Against Institutions*.

Conclusion Check-Off (mark one):

☒ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

☐ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

☐ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):
The peer review team reviewed the College's policies and procedures for handling student complaints, as well as a sample of complaints from the last seven years and found the complaint process to be in compliance with Commission policies and the Standards. Further, the College posts information on all associated accreditation bodies with appropriate contact information.

Institutional Disclosure and Advertising and Recruitment Materials

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Evaluation Items:

☒ The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)

☒ The institution complies with the *Commission Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status.*

☒ The institution provides required information concerning its accredited status. (Standard I.C.12)

Conclusion Check-Off (mark one):

☒ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

☐ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

☐ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

The peer review team confirmed that the College provides accurate, current, and appropriately detailed information about its programs, locations, policies, and accredited status through the College website, catalog, and schedule of classes. The College complies with the *Commission Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status.*

Title IV Compliance

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Evaluation Items:

☒ The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)

☒ If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)

☒ If applicable, the institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)

☒ If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)

☒ The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

Conclusion Check-Off:

☒ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

☐ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

☐ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):
The peer team reviewed and evaluated Orange Coast College for Title IV Compliance as required by the Commission through Standards III.D.15 and III.D.16. The team found that the institution meets the requirements.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations

Orange Coast College demonstrates its commitment to student learning and achievement through its stated mission, which specifically focuses on "empower[ing] students." The mission identifies the types of credentials the College offers and includes a priority of an equitable climate. The College provides an abundance of student achievement data for use during planning and evaluation processes, such as Program Review and Outcomes Assessment. Each department and service explicitly identifies a mission aligned to the College mission, and the College's resource allocation process reviews requests in the context of this alignment. The College mission is reviewed every three years and is widely published through the website, the College catalog, and in some College facilities.

Findings and Evidence

The mission statement of Orange Coast College describes the institution's commitment to serving the needs of all its students as well as specific populations. The mission includes a reference to the "global community" which is particularly relevant given that the College serves more than 1,200 international students annually. The mission describes the College's educational purpose, types of credentials offered, and commitment to student learning and achievement through "fostering a respectful, supportive, participatory, and equitable campus climate of student engagement and academic inquiry." (I.A.1)

The College publishes, uses, and reviews comprehensive environmental, enrollment, achievement, student learning, and equity data that are aligned with the components of the mission. Clear College planning and resource allocation processes such as Program Review, Outcomes Assessment, and Annual Resource Requests are outlined in the College's Decision Making: A Guide to Planning and Governance. The peer review team confirmed through interviews and examining Program Review, Outcomes Assessment, and Annual Resource Requests documents that the College uses student achievement and student learning data to determine how effectively it is accomplishing its mission and that the mission directs institutional priorities. (I.A.2)

The College's mission guides the participatory governance development of the Educational Master Plan, and this plan contains goals and objectives which are then linked to the College mission. As part of Program Review, the College's departments and services each review and revise a department mission that is aligned to the College mission. The peer review team observed a number of these departmental missions that are well-aligned with the College mission. The College's Wing Planning Councils provide oversight to ensure that departmental goals and requests support the mission, student learning, and achievement. (I.A.3)

The College mission is found on the College website, in the catalog, and is posted in some campus buildings. The College has a three-year cycle for reviewing its mission and it was reviewed in fall 2015 with approval by the governing board in May 2016. The mission was reviewed again in fall 2018 as part of the Educational Master Plan. Through a participatory governance decision it was decided to complete the review during spring 2019. (I.A.4)

Conclusion
The College meets the Standard.

I.B: Assuring Academic Quality and Institutional Effectiveness

General Observations
Orange Coast College has well-developed and richly documented planning processes to support academic quality and institutional effectiveness. There is ample evidence that institutional effectiveness is discussed at key planning councils and participatory governance committees. Data is disaggregated and made available for planning purposes through Program Review, ad hoc requests, and regularly-published reports such as the Orange Coast College Atlas.

Although the peer review team observed the College was engaging in substantive dialog about student outcomes and achievement, they also observed a lack of evidence of the implementation of strategies to mitigate identified performance gaps in learning and achievement for subpopulations of students.

Findings and Evidence
The peer review team observed evidence of appropriate dialogue about institutional effectiveness embodied within the Program Review process. This process continues to spur discussion across the College, including within the Administrative Services Planning Committee, Student Services Planning Council, Institutional Effectiveness Council, Instructional Planning Council, and the Academic Senate.

The team reviewed substantive documentation within the TracDat system of the student learning outcomes process at the course, program, and institutional levels. Tracing these reports over several years demonstrates a sustained dialogue and in interviews, the team determined that such dialogue is on-going and widespread. The team finds that discussion of and training around student equity are integrated with discussions of student learning. Consideration of equity groups and potential barriers are included in the Program Review guidelines for 2015-16. (I.B.1)

The peer review team verified that the College defines and assesses student learning outcomes for all instructional programs and student and learning support services. This assessment is completed on a regular outcomes assessment cycle aligned with and incorporated into the Program Review process. (I.B.2)

The College establishes institution-set standards for student achievement that are appropriate to the College's mission and publishes them in the Educational Master Plan. The College measures and reports core indicator trend data over multiple years in the Core Indicators & Institution-Set Standards document. It also establishes and publishes institution-set standards defined for some career-technical education programs regarding licensure and job placement rates. The peer review team found several instances where a program has fallen below the institution-set standard and yet there was no evidence of actions to bring the program above standard. As a result of this finding, the team is recommending follow up in the checklist Standards and Performance with Respect to Student Achievement and the team recommends that the College

consistently take appropriate measures in areas where its performance is not above the institution-set standard. (I.B.3)

The peer review team observed that a breadth of student assessment data is collected and made available to the campus community. The College's Program Review, Outcomes Assessment, and Annual Resource Requests processes are excellent examples of how the College organizes institutional processes to support learning and achievement. As part of these processes, faculty, staff, and administrators must review appropriate date linked to student learning and achievement. (I.B.4)

The College's Program Review process explicitly aligns department and unit missions to the overall College mission, and in doing so allows for an assessment of the College mission. The College consistently coordinates the key elements of planning, program review, student learning outcomes, and achievement data in order to assess how well it achieves the College Mission. As part of the Program Review process, departments and units review student learning outcomes data, achievement data, and their own goals and objectives. The team confirmed that relevant data is disaggregated by delivery mode, including online and hybrid modalities, to the extent possible. The team was particularly impressed by the coordination of processes, including the depth and breadth of the assessment of learning outcomes and student achievement data within program review. Although not perfect, the team found the effectiveness of these processes and the support for these processes from the Office of Institutional Effectiveness to be exemplary. (I.B.5)

The College tracks and reports achievement and outcomes data for disaggregated student groups through the Program Review process. The team found evidence of some programs addressing performance gaps through various strategies, for example, Accounting in its Program Review midterm update noted, "one modality that is significantly lower [in success rate] than other modalities is online [... and as a result we are] no longer offering ACC 102 online." Although several examples like this were found, the peer review team did not find evidence of consistent development of implementation strategies to address performance gaps when they exist. Rather, many Program Reviews noted the existence of a performance gap with no strategy associated to mediate the gap. In interviews, the team confirmed that the implementation of strategies for closing performance gaps is uneven across the College. In order to increase effectiveness and better serve all students, the team will recommend that the College implement strategies to mitigate performance gaps wherever they occur. (I.B.6)

The College regularly evaluates its policies and practices across all areas of the institution to ensure effectiveness through a variety of surveys, constituent focus groups, and dialogue at committee meetings. The College coordinates a review of planning policies and practices, from the perspective of the Office of Institutional Effectiveness, student learning outcomes, and program review. A District wide evaluation schedule is published in the Decision Making: A Guide to Planning and Governance document. The peer review team found that College reviews institutional effectiveness policies and practices every three years as part of the published

Comprehensive Evaluation of Processes timeline. As a result, the College moved from a three-year Program Review cycle to a six-year cycle with a Midterm Review during its last comprehensive evaluation. (I.B.7)

The College broadly communicates the results of its assessment and evaluation activities to participatory governance groups and other College constituents. These groups discuss results and set appropriate priorities. Online tools and publication on the College website also provide the campus community with access to planning processes and related data reports. The team was particularly impressed by the breadth of well-designed data reports made available, such as the Orange Coast College Atlas and OCC Core Indicators & Institution-Set Standards reports. (I.B.8)

The peer review team observed that the College engages in continuous, broad based, systematic evaluation and planning. Processes for Program Review and Annual Resource Requests are well-documented, widely available, and clearly linked to the College's mission. The planning processes encompass the needs for educational programs and services and for human, physical, technology, and financial resources. Although the team confirmed that current processes adequately address long-range needs, the fact that the review of program-level data is only required every six years raises concerns about addressing short-range needs without the benefit of student outcome and achievement data. (I.B.9)

Conclusion
The college meets the Standard

College Commendation 1
The close collaboration of faculty, administrators, and classified staff, in particular, the Office of Institutional Effectiveness, Program Review coordinators, and SLO coordinators, has resulted in exemplary planning processes, published data, and training that support College constituents in meeting the goals and mission of the College. (I.B.5, I.B.7, I.B.8)

College Recommendation 1
In order to increase effectiveness, the team recommends that the College systematically take appropriate measures to improve performance in programs and areas that fall below the College's institution-set standards. (I.B.3)

College Recommendation 2
In order to increase effectiveness, the peer review team recommends that the College more systematically implement strategies to mitigate performance gaps in learning outcomes and achievement for subpopulations of students. (I.B.6)

I.C: Institutional Integrity

General Observations

Orange Coast College communicates relevant policies, procedures, its mission, program learning outcomes, student achievement data, total cost of attendance information, and codes of conduct through its College catalog and website. Although the governing board's academic freedom policy guarantees faculty academic freedom, this guarantee does not extend to students or other constituencies.

Findings and evidence

The College's catalog is updated annually and is available online. It clearly presents students and the public with course listings, degree and certificate purpose and requirements, details of student and learning support services, program learning outcomes, policies, procedures, and the College mission statement. This document is complete, well-organized, accurate, and student-friendly with a "Don't Worry. You're Ready. You've Got This!" message indicating the College's commitment to student success prominently placed at the beginning of the catalog. Information about the College's accreditation status relative to the Commission as well as other agencies is easily found in the first few pages of the catalog. Accreditation status can also be found within one-click of the College's primary web address. (I.C.1, I.C.2, I.C.4)

The College, through public mechanisms such as the Student Success Scorecard and the State DataMart, communicates student achievement data. In these instances, links to these outside websites are provided on the College website. The College also provides a variety of achievement data through its Orange Coast College Atlas, OCC Snapshot, and other reports and documents which are readily available on the website. (I.C.3)

The peer review team confirmed that the College reviews its website, catalog, and schedule of classes annually to verify accuracy. Institutional policies, procedures, and publications undergo regular evaluation every three years, as published in the Timeline of Continuous Improvement Processes in the OCC Decision Making: A Guide to Planning and Governance document. (I.C.5)

The team confirmed by examining the College catalog and website that tuition and other costs are clearly and accurately disclosed. The Orange Coast College Net Price Calculator, available through the College website, allows students to estimate the costs of textbooks, tuition, local room and board, as well as potential financial aid awards. Material fees for individual courses are also clearly stated in the course schedule. (I.C.6)

The peer review team reviewed Board Policy 4030 which details the College's commitment to academic freedom, as well the responsibilities associated with that freedom. This policy clearly and effectively articulates the District's commitment to faculty free pursuit of knowledge, but makes no mention of this freedom extending to students and other constituencies as required by the Standard. The board policy on academic freedom appears in the faculty contract and College catalog. (I.C.7)

Policies and procedures regarding honesty, responsibility, academic integrity, student behavior, and consequences for dishonesty can be found in the Board Policies, the College catalog, the Student Code of Conduct, and Administrative Procedures. The governing board's academic freedom policy, mentioned above, requires that faculty distinguish between personal convictions and professionally accepted views. (I.C.8, I.C.9)

The College does not require any conformity to specific codes of conduct nor seek to instill a particular world view or belief system. (I.C.10)

The College has no foreign operations. (I.C.11)

The College certified compliance with all Commission requirements and reports this compliance on the College website. The peer review team found the most recent Institutional Self-Evaluation Report to be in compliance with Commission requirements, and further, the team found that the College made every effort to fulfill team requests related to their Commission duties during the peer review team visit. (I.C.12)

The College demonstrates honesty and integrity in its relationships with external agencies, and compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. The College makes accreditation information publicly available through the catalog and its website. (I.C.13)

The College's publicly-elected board is responsible for ensuring commitment to high quality education, student achievement, and student learning. The College has no external investors and hence has no commitment to external interests besides the voting public. (I.C.14)

Conclusion
The College meets the Standard.

District Recommendation 1
In order to improve effectiveness, the peer review team recommends that governing board policy be revised to reflect the District's commitment to academic freedom for all constituencies, including students. (I.C.7)

Standard II

Student Learning Programs and Support Services

II.A: Instructional Programs

General Observations
Orange Coast College provides a wide range of instructional programs, including associate degrees, transfer degrees, and career-technical education certificates, that are aligned with the College mission, driven by faculty, and serving the educational needs of the community. The College has a robust program review and learning assessment cycle to assure the relevancy, rigor, and breadth of their academic programs and support services.

Findings and Evidence
Orange Coast College (OCC) demonstrates that all instructional programs, regardless of location or means of delivery, are aligned with its mission and uses its mission as the basis for adopting new programs. Curriculum Committee minutes, the Curriculum Committee Handbook, and an interview with the Curriculum Committee Chair demonstrated to the peer review team that faculty thoroughly discuss how program goals and objectives support the College mission.

The College ensures all instructional programs are appropriate to higher education through documented six-year comprehensive and midterm Program Review cycles, and a comprehensive Program Viability process. Achievement data demonstrate that programs requirements are attainable. After reviewing program reviews and program learning assessment results in TracDat, the College's learning assessment platform, the peer review team confirmed that all programs have identified learning outcomes and instructional programs culminate in students' attainment of these outcomes. The team reviewed the College's OCC Atlas and previous year's Annual Report which summarizes the total number of degrees, transfers, pass rates in licensure examinations, and certificates awarded. Annual achievement data from the last three years show that degrees, certificates, and transfer rates exceed the college's institution-set standards in those areas. Job placement data is lower than institution-set standards in some career-technical education (CTE) areas.

The College's two Professional Mariner programs, 50 percent or more of which can be completed at the Sailing Center, fully participates in the College's Program Review and Outcomes Assessment processes described above. (II.A.1)

Departmental meeting minutes, discipline-specific CTE Program Advisory Committee minutes, Curriculum Committee minutes, and "Closing the Loop" SLO discussions documented in TracDat reviewed by the peer review team demonstrated that faculty are directly responsible in assuring that content and methods meet accepted academic and professional standards. During Program Review, discipline faculty evaluate courses and programs to assure currency and

relevance. Faculty evaluation forms, both for face-to-face and distance education (DE) instruction, ask how learning outcomes assessments were used to improve student learning. Distance Learning Faculty Evaluation Reports also require the instructor to reflect on the adaptability of teaching methods to learning needs of students. The College's thorough Program Review process, described in detail in Standard I.B, utilizes faculty analysis of learning outcomes and achievement data. The team observed many documented examples of how this analysis led to reflection on the currency of courses and programs and development of strategies to promote learning and student success. CTE Program Advisory Committee minutes document input from industries annually. In addition, the District has a biennial program review. (II.A.2)

The peer review team found that the College has a robust process, documented through TracDat, for regularly assessing learning outcomes for courses, programs, certificates, and degrees. The team reviewed a sample of course outlines and syllabi that included Course Student Learning Outcomes (CSLOs). The college's TracDat system documents CSLOs being assessed during a regular three-year cycle. The Faculty Handbook lists the expectation for all course outcomes to be listed on course syllabi, and faculty submit syllabi to their supervisors. Program Student Learning Outcomes (PSLOs) are identified for every certificate and degree, and are listed in the catalog. The College just recently completed its second PSLO assessment with over 93% mapped to CSLOs with complete assessments. Ninety-eight percent of CSLOs, as documented in TracDat, are assessed with narratives related to "closing the loop." Faculty evaluations assure that course outcomes are both covered during instruction and are listed on syllabi. Formative and summative assessments of learning outcomes are performed and documented in the Assessment Toolbox document. Program mapping is utilized to show how CSLOs support PSLOs. The College's learning outcomes are the same regardless of the mode of delivery or location of offering. (II.A.3)

Pre-collegiate level curriculum is distinguishable from college level through the College's numbering system and clear designation of noncredit courses in the schedule of classes, catalog, and course outlines of record. The peer review team examined various support programs that are linked to basic skills courses. Assessment of support programs, such as the Math Jam, demonstrate how that support program directly impacts the knowledge and skills of the college-level curriculum. Course sequences, particularly in math, show how the basic skills courses support college-level curriculum. The College publishes its process and criteria for determining the type and delivery mode of courses offered. (II.A.4)

The peer review team examined the College's instructional programs, including degrees and certificates, and determined that they comply with Title 5 requirements and Board Policies. Each degree meets the minimum requirement of 60 units, including a minimum of 18 units of general education. The Curriculum Committee minutes reflect review and assurance of degrees following the appropriate General Education (GE) pattern, and CTE advisory committee minutes reflect that curriculum for CTE programs and courses are discussed with community advisory committees and external agencies. Program Review ensures courses are offered with sufficient frequency for timely completion. Regularly assessed CSLOs and PSLOs documented in TracDat

monitor the synthesis of learning, but there are varying degrees of analysis exhibited by discipline faculty. The College's Curriculum Handbook and Program of Study descriptions demonstrate the expectations for approval of each program, including appropriate sequencing, course-level outcomes mapping to program-level outcomes, and General Education guidelines, as appropriate. The College does not offer baccalaureate programs. (II.A.5)

The College catalog presents sequencing for programs, and students can also see the pattern of courses needed to earn a degree through CurricUNET. The College adopted a year-ahead scheduling process to further assist students' course planning. The team reviewed semester-based plans for some programs which informs students of the necessary courses for their program and in which semester those courses should be taken. Scheduler's Forum minutes are evidence of the College's efforts each semester to ensure classes are in alignment with student needs, and that all certificate and degree programs can be completed in a reasonable time. (II.A.6)

The College offers small lecture, large lecture, lab, hybrid, internships, clinical practice and online formats. Different delivery modes, as represented in TracDat, are assessed during Program Review and learning outcomes assessment. The peer review team determined that faculty and staff have opportunities for professional development related to equity through the Tenure Track Faculty Academy and New Employee Orientations. The College also lists strategies to address inequities and remediation of disproportionate impact through its Student Equity Plan and Learning Support Services, but the team found inconsistent use of those strategies when reviewing Program Review documents. The College has a Faculty Online Coordinator who meets with online learning faculty and staff to establish guidelines for regular assessment of online teaching. The College offers distance education instructors training related to the Canvas platform and effectiveness in distance education delivery. Faculty must complete a "Strategies of Teaching and Learning" or equivalent online course before being permitted to develop and teach a course online. The Online Advisory Board Committee, an interdisciplinary group, also supports the quality of distance learning. The team observed that there are established Curriculum Committee protocols and policies for approving courses delivered through distance education as well as ensuring that substantive interaction is initiated by the instructor. The Distance Learning Faculty Evaluation Report enquires about the "instructor's adaptability of teaching methods to learning needs of students". Achievement data is disaggregated by subpopulations and reviewed during Program Review, but the peer review team found uneven analysis of this data performed across departments. (II.A.7)

The College does not use department-wide course or program examinations or assessment of prior learning. (II.A.8)

The peer review team examined a sample of course-level learning outcomes listed in course outlines of record and confirmed that they reflect the skills and knowledge of students that result from meeting course objectives. Course credit, degrees, and certificates are awarded on the basis of obtaining those outcomes which are mapped to program outcomes. The TracDat system

documents strategies proposed by faculty to increase the attaining outcomes by students. The College abides by the Title 5 requirement and its Administrative Procedure 4020 regulation in awarding a unit of credit for each 54 hours of student work which conforms to the Carnegie Unit, and the Curriculum Committee is empowered to verify adherence to this regulation. The College does not offer courses based on clock hours. (II.A.9)

The peer review team found that transfer-of-credit policies to other institutions, including the University of California system (UCs) and California State University system (CSUs), are clearly posted in the catalog, the schedule of classes, and online via the Transfer Center webpage. The catalog also advises students to submit transcripts from other regionally accredited colleges and universities to the Enrollment Services Office for evaluation. The College's Academic Petition provides more information on how courses from other institutions are accepted. The Transfer Center offers direction to students in using Assist.org, which show equivalent courses between the UCs and CSUs, and some private college articulation agreements. Courses numbered A100 or above transfer to the California State University system. The College participates in the District wide curriculum alignment task force every semester to ensure course alignment and acceptance of credit throughout the District. The College also discloses its policies for accepting credit for military study, Advanced Placement, International Baccalaureate, Licensure Credit, and the College Level Examination Program. (II.A.10)

The peer review team observed that the College's Institutional Student Learning Outcomes (ISLOs) include statements addressing competency in communication, critical thinking, analytical reasoning, quantitative literacy, society and arts, ethical reasoning, diverse perspectives, and personal development. General Education outcomes are mapped to ISLOs and are listed in the catalog under the General Education requirements for all degrees. ISLOs are assessed indirectly through the Community College Survey of Student Engagement (CCSSE) survey and directly through Educational Testing Services' HEIghten Assessments. The team reviewed minutes from the Academic Senate and Curriculum Committee documenting discussion on aligning General Education outcomes to the College's General Education requirements in its local degrees. (II.A.11)

The College's graduation requirement for an associate degree includes GE coursework. The Curriculum Committee's GE philosophy is listed in the Curriculum Handbook, College catalog, and in the Coast Community College District Board Policy. The College has GE outcomes that align with local GE patterns and are mapped to the ISLOs. Through the review of Curriculum Committee minutes and an interview with the Curriculum Chair, the peer review team obtained the criteria the Curriculum Committee uses to determine the appropriateness of a proposed course for a particular GE category. The College's ISLOs and GE outcomes are mapped to the requirements listed in the Standard. (II.A.12)

The peer review team found the requirements of each program listed in the College catalog and determined that all degree programs focus upon at least one clearly identified field of study. The

College assures courses support defined program outcomes, listed in the College catalog and in TracDat, of each degree by mapping CSLOs to program-level outcomes. Where appropriate, "capstone" courses are identified to assure career readiness or mastery of requisite skills. Achievement rates and outcomes assessments are monitored by modality, and strategies documented in TracDat are developed to further the achievement of student learning outcomes. (II.A.13)

The team visited a multitude of CTE programs and were impressed by the variety, quality, and collaborative nature of the offerings. The team also reviewed minutes from discipline-specific CTE Program Advisory Committee meetings and verified that competency levels and measurable outcomes are determined through faculty expertise, input from industry representatives, and recommendations from advisory boards. CTE student success is monitored using the State Scorecard measures. Program outcomes discussion is part of advisory meetings and expected competency levels are informed by professional advisory groups, the OCC Career Center, the OCC Internship Office, and faculty discipline discussions on employment standards. The team verified that a Federal Gainful Employment statement is on the website for every certificate program. (II.A.14)

The College has an established protocol for Program Viability and discontinuance of instructional programs. The discontinuance process includes procedures to provide enrolled students a means to complete their educational path in a timely manner with a minimum of disruption, including the possibility of finishing at another institution. The Curriculum Committee Chair described to the team the committee's requirement for discipline faculty to submit their plan on how students currently in a program to be discontinued will be able to complete their educational plan. (II.A.15)

The team reviewed TracDat and confirmed that Program Review takes place every six years with a mid-term review in year four, and that annual planning updates exist and are up-to-date for the majority of instructional programs, including the Professional Mariner programs which are unique to the Sailing Center. Faculty create and align annual planning strategies to college goals and resource requests after analyzing assessment and achievement data supplied by the Institutional Effectiveness Office into TracDat. Interviews with the Program Review Faculty Coordinator and Dean of Research, Planning & Institutional Effectiveness identified that peer review committees provide feedback to each department's Program Review. Comprehensive evaluation recommendations are shared with the College Council, Wing Planning Councils, Classified Senate, and Academic Senate. CTE programs are evaluated during biennial reviews. The team reviewed midterm reports from 2018 and saw substantive dialogue regarding outcomes and achievement data for many instructional programs. The "Closing the Loop" section also includes a question regarding impact of the online modality. Interviews with Assessment and Improvement Coordinators and the Program Review Committee Chair indicated that the College is trying to promote a cultural shift in how data is analyzed and can be applied in the creation of more robust improvement strategies. (II.A.16)

Conclusion
The College meets the Standard.

II.B Library and Learning Support Services

General Observations
With a clear emphasis on access and equity, Orange Coast College (OCC) provides students, faculty, and staff with a robust array of library and support services, including a large campus library, a Nautical Library located at the Sailing Center, computer labs, a Student Success Center, an Honors Center, Equity Labs, Disabled Students Programs and Services (DSPS), and a Veterans Resource Center. The peer review team observed that library and learning support services appear to put students at the center of their missions and goals.

The team reviewed relevant evidence, including unit Program Reviews and Outcomes Assessments, student and faculty surveys, reports regarding student usage of services, and contracts with third-party agencies. The evidence provided illustrates that the College Library relies on the appropriate expertise of instructional and library faculty to maintain high quality, current collections characterized by depth and variety. Evidence also shows that the library and other learning support services utilize student surveys and faculty surveys to inform selection and maintenance of educational equipment and materials to support student learning and to make needed improvements.

Findings and Evidence
The peer review team found that Orange Coast College (OCC) provides students, faculty, and staff with a robust array of library and learning support services. Library services are sufficient in quantity, currency, depth, and variety to support the College's educational programs. The Library also provides online services for students, including "Ask a Librarian" reference, research guides, videos, FAQs, and online checkout renewal.

The College's Student Success Center (SSC) provides peer tutoring, workshops and seminars, computers, and a collection of commonly used textbooks. Distance education students have access to tutoring through a platform called Brainfuse Tutoring. Among the college's learning support services are an Honors Program, a Veterans Resource Center, Disabled Students Programs and Services (DSPS), and Equity Labs which provide learning assistance such as textbooks to disproportionately impacted populations. Learning support services also include a library computer lab, a Mathematics, Business and Computing Center (MBCC) computer lab, and a Visual and Performing Arts Mac lab.

The team confirmed that the Library's collection continues to increase as has student use of library copiers and printers, reference desk help, and the number of library lectures and workshops. There is also a Nautical Library located at the Sailing Center that maintains a library collection on topics relevant to marine studies, recreational boating, and related topics. The Nautical Library was determined to offer comparable services to those enrolled in the Professional Mariner programs. (II.B.1)

The peer review team found that the Library expanded its online database collection in recent years, adding such resources as Kanopy, Oxford English Dictionary Online, Academic Search Ultimate, and Nature archives. The mission of the Library is explicitly aligned with that of the College. The Library and other learning support services put students at the center of their missions and goals. The Library fully participates in the Program review and Annual Resource Requests (ARR) processes. The main criteria of material acquisition is the alignment with College curriculum. (II.B.2)

The team reviewed library and learning support services Administrative Unit Outcomes (AUOs) and Program Reviews and found that, as part of the AUO process, students, faculty, and staff are surveyed about library services and processes, helping to ensure currency and quality of service. The peer review team found that the library and learning support services draw upon the on the expertise of faculty, staff, and students and utilizes up-to-date quantitative and qualitative data as evidenced in their respective AUOs. Librarians regularly review the usage statistics of the current online resources and decide whether to maintain or discontinue subscriptions up for renewal. Also, Library assessment data is used to assist in purchasing decisions, build support for funding requests, monitor staffing levels, and analyze use of Library services. The MBCC Computing Center also participates in the College's Program Review and the AUO assessment processes to evaluate its effectiveness. Likewise, the SSC initiated student surveys to evaluate the quality of services provided. In response to feedback, both the Library and the SSC made changes to their hours of operation. The team observed that DSPS responded to enrollment and accommodation data in its effort to meet student learning outcomes. (II.B.3)

The Library increases access via its participation in the Cal-West Consortium which allows for library patron access to collections at Orange Coast College Golden West College, Fullerton College, and Cypress College libraries. The team found that the Library collaborates with other institutions as a crucial means of sustaining its services. For example, 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 as a way to share resources, services, and collections. All external relationships have received approval from each impacted department, division, the president, and District governing board before implementation. The security of the Library's electronic resources is maintained through the College's Information Technology department and physical resources are tagged with magnetic strips that prevent theft. The evaluation of Library resources is described above. (II.B.4)

Conclusion
The College meets the Standard

II.C: Student Support Services

General Observations
The peer team review found evidence that the College regularly evaluates student support services to promote student development and student learning consistent with the College's mission. The evidence provided shows that the College uses data to continuously improve the quality of student support programs and services. The College provides equitable services regardless of location and means of delivery while ensuring these services are germane and reliable for each location or mode of delivery. Furthermore, the College provides a wide variety of strong co-curricular programs such as athletics and student clubs designed to promote the social and cultural dimension of the educational experience. The responsibility and control of these programs, including finances, are with the College.

The College provides counseling and academic advising services to support student development and success through specific programs, specialized counseling, and the wide use of technology. Additionally, the peer team review confirmed that the College offers counseling and orientation services that guide students on academic topics such as graduation and transfer requirements. Evidence reviewed shows that the College adheres to the District adopted admission policies and procedures. Information on clear pathways to degree and certificate completion are published on the website and in College catalog.

The team reviewed the admissions and assessment practices to validate their effectiveness. Evidence shows that the District has well-established Board Policies and assessment practices that are reviewed on a regular basis. The enactment of Assembly Bill 705 no longer requires colleges to use assessments for course placement in English and mathematics. Currently, the College is using multiple measures to place students. The College maintains student records confidentiality, permanently, and securely by scanning and archiving records digitally. Additionally, the District has adopted Records Retention and Destruction policies that are FERPA compliant. Class 1 paper records via microfilm prior to 1989 are stored at Golden West College.

Findings and Evidence
The College demonstrates that it regularly evaluates the quality of student support services. The College has an established process through Program Review and Outcomes Assessment processes that links service goals to the mission of the College, uses the Community College Survey of Student Engagement (CCSSE) and other local surveys to assess outcomes, and then links planning strategies to resource allocation. Minutes provided from the Student Services Planning Council show that members participated in goal setting and discussed strategies to link various College support programs. The College uses evaluation data to make improvements in service delivery to students and to identify performance gaps where they exist. During the Program Review process, services are provided with data disaggregated by modality, time-of-

day, age, ethnicity, and gender and through this data the unit evaluates the quality of their service and demonstrates how the service supports student learning. (II.C.1)

The peer review team verified that all student support services have outcomes. The College terms these either administrative unit outcomes (AUO) or program student learning outcomes (PSLO). The assessment of these learning outcomes is generally achieved through local surveys, the CCSSE, and Program Review analysis. The team found that the College regularly evaluates the quality of student support services to ensure they support learning through the Program Review process. The peer review team was particularly impressed with the wide use of technology by the college to gather student feedback on services. The College has many online forms available to students and they use many different software programs such as DegreeWorks to support the achievement of student support service outcomes. (II.C.2)

The College assures equitable access to all of its students to appropriate and reliable services regardless of location or mode of delivery. The College utilizes an online admission application and an online student orientation for onboarding of new students, particularly those in distance education. Students who prefer a face-to-face modality still have access to in-person orientations. Through its online portal, MyOCC, the College evaluates individual student needs and determines appropriate services to meet those needs. Students have access to in-person counseling, and as of summer 2019, the College plans to offer online counseling, specifically for distance education students, through a platform called Cranium Café. The College also implemented Campus Logic which allows students to upload verification documents for financial aid and the verification process can be fully completed online.

The College provides specialized student support services to students who are disproportionately impacted in order to reduce student equity gaps. The College implemented a comprehensive and integrated equity plan through a College wide inclusive and collaborative process to address performance gaps among student demographic groups identified as disproportionately impacted. Programs such as Extended Opportunities Programs and Services (EOPS), Guardian Scholars, and a Veterans Resource Center offer support services such as laptop lending programs, access to required supplies, book vouchers, mentoring, tutoring, and specialized counseling to provide tailored support to these groups.

Students enrolled in the Professional Mariner programs receive counseling services at the Sailing Center at least three times per semester and referrals to online or main campus services are provided.

The peer review team found evidence that the College makes an institutional effort to provide equitable access to appropriate, comprehensive, and reliable services regardless of whether a student is a traditional student, a distance education student, a student primarily completing coursework at the Sailing Center, or a student who is disproportionately impacted in some equity measure. (II.C.3)

The College provides co-curricular programs and athletic programs suited to the institution's mission and has full control of these programs, including their finances. The College offers a wide variety of activities for students through their robust Associated Students of Orange Coast College (ASOCC) and boasts over 70 active student clubs for academic and scholastic, cultural, religious, vocational, and recreational interests. The peer review team observed that the College has a strong student commitment to student government and student clubs. ASOCC has an updated Student Club Handbook that is helpful to students in the operations of their clubs. In addition, the College has a vibrant and thriving Athletic Department with 25 teams serving male and female students. Athletic coaches are required to attend annual training from the California Community College Athletic Association (CCCAA) that includes topics such as eligibility, academic standards for athletes, and recruitment of athletes. Athletes are required to attend mandatory eligibility meetings which include Title IX training and the discussion of policies and procedures relevant to their participation in athletics. The Athletic Director and coaches are employees of the College and report directly to the College administration. (II.C.4)

The College offers counseling and academic advising services to support student success. The availability of specialized counselors to specific programs and the wide use of technology fully support student development and student learning. The peer review team confirmed that counselors participate in weekly case study sessions to prepare faculty and personnel for advising roles and this shows the College commitment to preparing counselors for their advising function. Furthermore, formal interventions were implemented to assist students on academic or progress probation. Counseling and orientation services ensure that students are aware of requirements for their programs of study and receive timely, useful, and accurate information about these requirements, including graduation, and transfer policies. (II.C.5)

The peer review team found that the College adheres to the District adopted admissions policies consistent with its mission that specify the qualification of students appropriate for its programs. Board Policy 5010, Admissions and Concurrent Enrollment, was updated in 2018. Admission information, degree, and certificate requirements and academic policies are posted online on the District website, the College website, and in the catalog. Some specialized programs such as Allied Health have additional admission requirements and these are clearly stated in the catalog. The College uses Navigate OCC to advise students on District and College policies, procedures, and educational programs offered. In addition, all degrees, certificates, and transfer programs are publicized with program-specific materials in the catalog that clearly show pathways to completion. (II.C.6)

The College regularly evaluates the admissions and placement instruments and practices to validate their effectiveness and to minimize bias. The District has established board policies and assessment practices that are reviewed regularly to meet the regulations established by the California Community Colleges Chancellor's Office (CCCCO). With the implementation of California Assembly Bill 705, the College is no longer required to assess students into mathematics and English coursework. In this new paradigm, the College is providing course

placement through multiple measures that take into account high school grade point average and coursework. (II.C.7)

The peer review team found that the College has established safeguards to ensure that the student records are maintained safely and confidentially. The District adopted Board Policy and Administrative Procedures such as the Records Retention and Destruction policies that comply with Family Rights Education and Privacy Act (FERPA) and Title 5 regulations that ensure student privacy and safeguard the release of student records. The District and the College also have a well-established process to provide access to student records systems such as Banner, SARS, BDMS, Maxient, DegreeWorks, Argos and other platforms. Requests for student data requires authorization from the appropriate department personnel who manages the data consistent with best practices common among community colleges and FERPA. Students are informed of the FERPA rights through the College website and the catalog as well as written notification to all students on an annual or semester basis. The College's Student Services units use a combination of paper records and electronic systems to maintain records. In addition, the college has Class 1 paper records since before 1989 and transcripts in microfilm backup spools stored at Golden West College. (II.C.8)

Conclusion
The College meets the Standard.

Standard III

Resources

III.A: Human Resources

General Observations
Orange Coast College (OCC) has clearly articulated processes for the selection of personnel, including faculty, staff, and administrators as evidenced by information posted on the website, Administrative Procedures, and Board Policies. Board Policies reinforce the strict compliance with the principles embodied in California and federal legislation concerning fair employment practices and civil rights. Professional development is comprehensive, of a high quality, and continually assessed for effectiveness.

Findings and Evidence
The Coast Community College District Board of Trustees delegates authority to the District chancellor to establish personnel recruitments for all types of employees. Job descriptions and employment opportunity announcements are publicly available and posted online at the Coast Community College District website. Board Policies and Administrative Procedures clearly outline the hiring processes and procedures for all employees. Job descriptions reflect the mission of the College, as well as reflect the duties, responsibilities and authority prescribed for the position. The peer review team examined job descriptions and verified through interviews the use of District policies to conduct screening processes that followed Board Policies and Administrative Procedures.

Recent institutional improvements have occurred in the formation and revisions of job descriptions. Starting in December 2015, the College engaged in a lengthy classification study that resulted in the revision of job descriptions for classified managers, classified staff, and confidential staff. In 2017, a cross-functional team of College representatives attended training sponsored by the University of Southern California Center for Urban Education (CUE) to learn about equity-minded hiring practices. After that conference, the College revamped its standard job announcement for faculty positions to include equity-minded language and a tone of inclusiveness. (III.A.1)

The District follows the statewide Academic Senate established minimum qualifications for hiring faculty. The College Academic Senate endorsed and follows the faculty hiring procedures that the College uses to ensure that qualified and knowledgeable personnel are hired in Board Policy 7120c and Administrative Procedure 7120c. Job descriptions include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and activities that contribute to the mission of the College and District. Faculty job descriptions include the development and review of curriculum and programs as well as the assessment student performance. The recent equity-centered changes to faculty job announcements make it clear that the College seeks teaching candidates with a commitment to

equitable attainment of student learning outcomes. Each announcement states that the department:

> "shares OCC's unwavering commitment to equitable outcomes; inclusive practices; and rich racial, ethnic, and socioeconomic diversity. Ideal candidates for this position share OCC's devotion to educating and improving the lives of our representative student, employee, and community populations." (III.A.2)

Staff, administrators, and management who are responsible for educational programs and services meet the minimum qualifications as outlined in the job descriptions. Board Policies and Administrative Procedures prescribe the recruitment and selection for executive management, classified staff, and confidential employees. Interviews with College staff indicate that staff and managers are hired to achieve objectives in the mission statement of the College, help the College sustain institutional effectiveness, and to improve academic quality. This is documented prior in this report, where staff, faculty, and managers have developed and implemented high quality programs that help students achieve their learning objectives. (III.A.3)

Coast Community College District has an established process, Administrative Procedure 7902, to ensure that minimum qualifications are met by faculty and staff and to ensure they have earned degrees from institutions that have a recognized accreditation status in the United States. A process has been established to identify those from non-US institutions as having successfully met equivalency. A review of the faculty credentials identified in the College catalog, as well as foreign degree equivalency reports, provides evidence that the faculty of the College meet this standard. (III.A.4)

The District has an established policy for the evaluation of District managers, faculty, and staff. Classified employees are evaluated in the first six months of employment and annually thereafter, per the Classified Employees Contract. Faculty are evaluated per the faculty contract which outlines a process for those faculty who are part time (50-67%), temporary (2 out of 6 semesters), part time under 50% load, and contract faculty members (tenure track). Faculty evaluations include a Distinct provision for evaluation of distance education course sections when faculty teach online. Educational administrators are evaluated no less than once every two years according to the Educational Administrator Review. The team reviewed evidence to document that evaluations in all categories are generally up to date. (III.A.5)

The College employs a sufficient number of full time and part-time faculty to meet its mission and assure the quality of its programs. The College employs 269 full time faculty. The governing board authorized the College to maintain 2% over the Faculty Obligation Number (FON), a number established in state of California regulations for monitoring and budgeting purposes. At the time of the team visit, the District was 9.7% over the FON, with 10 new positions approved to be hired in the 2018-19 academic year. Ten faculty were lost to attrition and were also scheduled to be replaced. To supplement its full-time contingent, the College employed roughly 540 part-time faculty at the time of the visit. The team validated that the

number of faculty overall is similar to other comparably sized districts operating in the California Community College system. (III.A.7)

The College has processes in place for the orientation, oversight, evaluation, and professional development of part-time faculty. The College provides opportunities for part-time faculty integration through new employee orientation in the fall and spring semesters. Departments offer individual onboarding and orientation. Part-time faculty are evaluated following the negotiated contractual processes described earlier. Part-time faculty are represented in Academic Senate and are eligible to serve as department chairs, program coordinators, and club advisors. Professional development opportunities for faculty and staff are open to all part-time faculty and the team found evidence of a robust professional development program at the College. (III.A.8)

The College uses its Program Review process to identify areas that need additional classified staff support. The college reorganized its support departments in response to Program Review. In interviews with classified staff the team found that they generally believe staffing levels are appropriate and adequate to support the operations of the College and the mission. The team found no evidence to contradict this. (III.A.9)

The College uses its Program Review process to identify areas that need additional administrators. An example is the creation of a dean position dedicated to large group instruction, instructional innovation, online learning, the Library, the Student Support Center, tutoring, and basic skills in response to a particular Annual Resource Request. When administrative vacancies arise the District and College move to fill such vacancies in a timely fashion. At the time of the writing of the Institutional Self-Evaluation Report there were 54 managers across the campus and the team finds this level of staffing to be sufficient for supporting the College and its mission. (III.A.10)

The District has established Board Policies and procedures addressing personnel available for review on the District website. Board Policies are reviewed and revised as needed in a four-year cycle. Campus constituencies indicate that Board Policies are administered consistently and equitably. (III.A.11)

The College has some practices that support diversity. Employees sitting on a hiring committees are required to attend diversity training before participating. Hiring committees are not required to have a diverse composition of their membership. In order to improve its record with respect to employment equity and diversity, the College may wish to consider implementing practices to diversify hiring committees. The College regularly assesses the composition of their faculty, staff, and administrators relative to community and student demographics. Constituents at the College indicated that there is a concern about expanding the diversity of the College to match the diversity of the student population in the future. (III.A.12)

The District has an ethics policy, Board Policy 3050 and Administrative Procedure 3050, that is thorough and clearly addresses the District's "ethical expectations." This policy applies to all

District employees and outlines consequences for violations. Policies and procedures are in place to report ethics violations, and disciplinary actions are outlined when violations occur. (III.A.13)

The College has a robust professional development program for all College constituents. The College uses Cornerstone to market, evaluate, and keep track of professional opportunities for the College community. The peer review team was particularly impressed by the breadth of professional development activities available to all employees as well as students. Class Climate is used to complete evaluations on all professional development activities and the team found this to be outstanding in its ability to organize and evaluate the effectiveness of offerings. Results of these evaluations are consistently used as a basis for improvement of professional development activities. (III.A.14)

The District keeps the official records for all personnel at the District office location. A process is in place to ensure that records are secure and employees have access to their personnel records as prescribed by the law. Records are kept in a locked room at the District office that is only accessible to the District's Office of Human Resources, Payroll, Benefits, and Risk Services. Those wishing to view their records are able to do so, with a District human resources representative present. (III.A.15)

Conclusions
The College meets the Standard.

College Commendation 2
The College's commitment to a comprehensive professional development program for all employee groups that is based on a robust needs assessment process and that is routinely evaluated is leading to a culture of continuous quality improvement. (III.A.14)

III.B: Physical Resources

General Observations
The College, supported by the District, has adequate, safe, and sufficient physical resources such as facilities, equipment, and land, to support its mission and educational programming. The College, embodied in the Educational and Facilities Master Plans, and District have well-established policies and procedures to plan for the expansion of physical resources to meet changing needs. District Measure M bond money is supporting the expansion of College physical resources and accounts for total cost of ownership by setting aside $60 million to replace or repair facilities and equipment.

Findings and Evidence
The College has strategies in place to assure safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. For example, as the campus constructs new buildings and modernizes and maintains existing physical space, facilities are designed and constructed to meet or exceed Division of State Architect standards. This assures access, safety, security, and a healthful learning and working environment. Additional building improvements or modifications are completed using standards for accessibility and safety.

The College also operates robust programs to enhance safety and security for all constituencies. These include annual safety inspections for campus and the Sailing Center, a text-messaging emergency notification system, LED lighting, emergency phones in classrooms, a maintenance and operations work order system, and processes that provide faculty and staff with the resources to expeditiously report unsafe conditions. Safety teams and committees as well as an Emergency Operations Task Force work to ensure maximum safety and security for all facilities. The Campus Public Safety Department provides important services that help enable a safe, secure and healthful learning and work environment. This includes production of the Annual Safety Report that provides important information about crime statistics and varied campus programs, services, and processes that promote safety, security and well-being.

At the Sailing Center, the College's only offsite location where 50 percent or more a program can be completed, there is particular attention to water safety. An abundance of life jackets are available – far more than the number of students being served at any time – and nearly all persons on a vessel are required to wear a life jacket at all times unless exempted by the US Coast Guard. As appropriate to the type of vessel being used, students are required to participate in frequent safety drills and maintain accurate logs of those drills. The peer review team verified that these logs are up to date.
(III.B.1)

The College utilizes various processes and methods to plan and evaluate its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission. Key among these are the Educational Master Plan and the Facilities Master Plan which, together, comprise Vision 2020, the roadmap for the

College's future in terms of educational programs and services coupled with the alignment of the physical plant for supporting and enhancing ongoing quality for learning. Considerations for planning that were incorporated into the 2015 Facilities Master Plan (called "Vision 2020") included information from the recently commissioned Public Private Ventures Feasibility Study, Residential Housing Feasibility Study, OCC Village Feasibility, and the Historical Structures Report and Alternatives. Another core planning tool is the annual Space Inventory Report, which provides key information concerning the efficiency of classroom, lab, and other physical space on campus. In supporting the learning and work environment, equipment such as air conditioning units, classroom or office furniture, smart classroom technology, etc., are repaired, replaced or newly installed as facilities are constructed or modernized. (III.B.2, III.B.3)

The College is undergoing a major facilities construction and modernization program that is supported by $370 million Measure C and $698 million Measure M. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. In consideration of the total cost of ownership, $60 million dollars in bond funding has been set aside as a long-term funding source for replacing or repairing equipment and facilities. Also, Board Policy 3250 and Administrative Procedure 3251 address total cost of ownership as a tool to inform institutional planning. Further, the District allocates deferred maintenance funding on the basis of the State Chancellor's Office Facilities Condition Index. (III.B.4)

Conclusion
The College meets the Standard.

III.C: Technology Resources

General Observations
District Information Technology (IT) is responsible for the District wide enterprise resource planning, information systems, digital infrastructure, telecommunications, and computer services. District Information Technology's stated goal is to provide the best level of service possible while leveraging technology to assist and support students and employees. The College's responsibility for technology is described in the Decision Making Guide (DMG). All campus located IT services are centralized at the District office and personnel report to District managers. Technology Plans were developed so that it reflects a bi-directional flow of information between the District and the College. The Strategic Guiding Principles create clear targets for the Colleges and the District. The District and College have assured that all technology resources are secure and reliable with clear backup and security measures. Training and IT support is available through a variety of sources for faculty and staff. Board policies guide the appropriate use of technology throughout the District. A satisfaction survey was administered concerning the overall satisfaction of IT and the results were positive overall. The peer review team found the replacement of aging technology to be inconsistent.

Findings and Evidence
Technology Services Professional Support and hardware and software are adequate to support the College's programs and support services. The Orange Coast College IT department maintains over 1,600 computers in offices, labs, classrooms, and for general use. They also maintain 275 tablets and 475 printer's campus wide. Within IT, a staff of 9 IT User Support technicians and analysts maintain these systems and inventory. (III.C.1)

The District demonstrates that several planning mechanisms are in place to support ongoing technology planning. Starting with the Technology Strategic Plan, and including District wide groups such as the Canvas workgroup, Banner Implementation Team, and District wide Technology Committee, planning is conducted across the District and involves a broad participation. The peer review team reviewed the Technology Strategic Plan and found that it is based on broad guiding values and principles, comprehensive strategic areas, and detailed goals and objectives for guiding technology services. The team also reviewed minutes from an October 2017 Technology Committee meeting and found that the committee is involved in making recommendations for planning across the guiding principles as outlined in the Technology Strategic Plan. Surveys are used to determine satisfaction with the support of technology throughout the District, with one recently completed and resulting in a number of improvements. Based on interviews with IT staff, the team determined that the replacement of computers is meant to be completed based on warranty expiration, yet there were a number of examples of computers with expired warranties that were not yet replaced. The team found the process of replacing computers and other equipment as warranties expire to be impractical and inferred that the reason the process for replacement is not being followed is partly due to this impracticality.

The team recommends that the process for technology replacement be revised to ensure that ageing technology is replaced appropriately. (III.C.2)

The College and District use procedures to ensure that all technology resources maintain reliable access, safety, and security. Measures such as backup procedures and security measures are maintained on a regulated basis. The District implements and maintains technology resources using a framework that includes the Information Technology Security Standards and Protocols (ITSSP) document. The Team reviewed the ITSSP and found that the standards and protocols described therein are based on industry standards. The District and College follow a Defense in Depth strategy, which involves the coordinated use of multiple security countermeasures to protect the integrity of the information assets of the College. Log files are automatically 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. The team validated that OCC's Infrastructure Team reviews reports from this process within IT to ensure that a holistic view is maintained. The infrastructure team then makes recommendations 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, thus preventing substantial losses to the College and District. III.C.3

The District determines the appropriateness and adequacy of technology training through regular surveys of faculty, management, and staff. The College provides instruction and support for all campus constituencies in the effective use of technology and technology systems through training and development using Lynda.com, Flex days, offsite conferences and workshops, Canvas training, help desk support, individual learning opportunities with experts, and on campus workshops. Footprints Help Desk Ticketing system tracks all service requests and incidents for all areas of IT including applications, infrastructure, and end user support. In addition, students are provided training in Canvas through videos, handouts, and tutorials. "Answer staff" are also available on campus to walk students through the on-boarding process and Canvas. (III.C.4)

The District established Board Policy 3720, Administrative Procedure 3720, and Administrative Procedure 4105 to support appropriate technology use. The team reviewed Board Policy 3720, Computer and Network Use, and found that policies and procedures are in place to support appropriate use of technology resources including such concepts as ownership, privacy, rights, acceptable use, and copyright compliance. The team also reviewed Administrative Procedure 4105, Distance Education, and found that policies and procedures are in place to support appropriate practices within distance education courses. Students are also governed by the Student Code of Conduct, published in the College catalog and on the College website. Faculty and staff must sign a FERPA agreement for protected information. Use of Banner is limited to only what an employee needs access to and must be signed by multiple heads of departments and District managers. (III.C.5)

Conclusion

The College meets the Standard.

College Recommendation 3

In order to increase effectiveness, the team recommends that the College revise the existing process for the replacement of aging technology to ensure that technology can support college operations, programs, and services. (III.C.2)

III.D: Financial Resources

General Observations
Orange Coast College, through an established budget allocation model, receives an annual allocation from the Coast Community College District. The College, through its participatory governance processes, determines how to allocate resources locally. The District and College budgets are managed with integrity and transparency, with a variety of reports on the financial operations of the District and College made at the District Consultation Council Budget Subcommittee (DCCBS) and at the College Budget Committee (CBC). Annual independent audit reports reflect the appropriate allocation and use of resources. The District has demonstrated an ability to generally remedy audit findings in a reasonable timeframe; however, one particular finding related to monthly reconciliations and closing procedures has been repeated and not remedied for four independent audits. The District has done a praiseworthy job of allocating appropriate resources to cover liabilities and future obligations.

Findings and Evidence
As one entity within a multi-college district, Orange Coast College receives an annual revenue allocation from the District based on a budget allocation model. This model allocates revenue to the three colleges and then assesses each campus a specified amount to cover projected costs of District services and District wide expenses. Additional revenue is generated at the College for its exclusive use. Examples of such revenue include international and domestic non-resident tuition, facility rentals, transcript fees, and parking fines. The College has several categorical programs and grants that enable those programs to expand their services and build more robust programs to better serve the needs of its students. Decisions about how to allocate College revenues are made at the College through participatory governance processes. While there are never enough resources to conduct all desired activities, the College has sufficient financial resources and sound processes to support and sustain student learning programs and services and to improve institutional effectiveness. The allocation and reallocation of resources at the College enable enhancement of programs and services. The District and College plans and manages finances with integrity and in a manner that ensures fiscal stability as substantiated by annual independent audit reports. (III.D.1)

The College's mission and its commitment to the academic goals of its students is the basis for institutional financial planning. Financial planning is effectively integrated with and supports institutional planning through various methods including Program Review, Annual Resource Requests, and the Beyond the Scope of the Budget (BSB) Resource Allocation Process. The College has a formalized budget development process and budget information is communicated timely. On an annual basis, each campus manager receives budget development worksheets that enable adjustments to their budgets, as appropriate. Also, managers receive standard monthly financial reports on shared drives with customizable reports also available, as needed. Financial information is disseminated to constituency groups through regular updates to the College Budget Committee. (III.D.2)

The District's Vice Chancellor of Finance and Administrative Services oversees and monitors the fiscal operations of the District, which encompasses three campuses, financial aid allocations, externally funded programs, contractual relationships, auxiliary organization and foundations, institutional investments, and assets to ensure the overall financial integrity of the District. The responsibility for the distribution and allocation of resources is shared by the District and College through the District Consultation Council Budget Subcommittee (DCCBS) and the College Budget Committee (CBC), which make recommendations to the president, chancellor, and governing board.

DCCBS is responsible for the District wide Strategic Fiscal Plan, which delineates fiscal goals of the District in regards to the budget. In alignment with these District wide goals, corresponding Budget Development Guiding Principles provide detailed financial resource and budget goals for the College and its sister colleges to meet these objectives. The District and College follow their well delineated Annual Budget Review and Development Timeline process. All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets. (III.D.3)

The College defines and follows guidelines and processes for financial planning and budget development in its Decision Making Guide (DMG). The budget is closely aligned to institutional planning through a clear connection between planning and budgeting via the use of Program Review, Annual Resource Requests, and the Resource Allocation Process. The budget development process identifies available resources that are based on key budget assumptions. The College's planning incorporates and reflects a realistic assessment of available financial resources and, also, the development of entrepreneurial endeavors and partnerships that provide revenue to enhance and support enhanced services for students, in alignment with the mission and goals of the College. (III.D.4)

The budget development process is transparent, with financial and budget information disseminated at various times throughout the year by District and College staff to inform and provide an opportunity for stakeholder input. Current and future fiscal needs are identified by the priorities and goals of the District and its colleges. New programs, initiatives, and strategies are considered during the resource allocation processes of the District and College. Integrated planning campus planning ensures that resources are distributed fairly and in support of the College's mission and vision through the allocation model. Appropriate approvals are integrated into the various processes and provide an adequate control environment for the tracking and reporting of expenses. At the campus level, there have been no negative findings for general or auxiliary funds, indicating that sufficient and appropriate internal control structures are in place. The annual independent audit reports substantiate that internal controls are deemed sufficient. (III.D.5)

The District's annual tentative and adopted budgets represent strategic planning and budget development processes that include a District wide agreed-upon allocation formula, ensuring an

appropriate level of resources is allocated to each college to support student learning programs and services. District-level and College financial documents undergo a thorough review process to insure a high level of transparency and accuracy, which results in a high degree of credibility. Adding to this credibility is an annual independent audit report that reflects an appropriate allocation and use of resources. (III.D.6)

Institutional responses to external audit findings are comprehensive and communicated appropriately to constituency groups, including the District Audit and Budget Committee as well as other internal and external stakeholders. The District has demonstrated an ability to generally remedy audit findings in a reasonable timeframe; however, one particular finding related to monthly reconciliations and closing procedures has been repeated and not remedied for four independent audits (2014-15 through 2017-18). (III.D.7)

The College's internal control systems are evaluated and assessed for validity and effectiveness on an annual basis by qualified internal staff and also through the external audit process. Assessment results are used for improvement. (III.D.8)

The District has a higher reserve than required by the State Chancellor's office and sufficient cash flow to ensure stability and support for appropriate unforeseen contingencies and emergencies. The District has appropriate risk management strategies in place and an appropriate level of insurance coverage through its membership in the Statewide Association of Community Colleges (SWACC), a Joint Powers Association. (III.D.9)

The oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, institutional investments, and assets is conducted through District and College oversight. External entities such as independent audit firms, grantors, and state and federal agencies also have a role in oversight matters concerning individual programs or overall financial matters. District and College staff provide effective oversight of finances, in alignment with this Standard. (III.D.10)

The District and College budget and planning processes have ensured that the College has a reasonable expectation of both short-term and long-term financial solvency. As noted earlier, the District establishes an annual 10% reserve to ensure the short-term solvency of the colleges and maintains sufficient cash reserves to address emergency needs that might arise. For long-term projects like the Measure M bond program, the College and District engaged in educational and facilities planning processes to ensure that long term debt obligations are covered by future property tax revenues in the District. The obligations of the Coast Community College District, such as employee benefits, retiree benefits, and capital leases, are all clearly identified in the Coast District 2017–18 Adopted Budget Summary. As noted below, the District has done an effective job allocating resources to meet future liabilities for other post-employment benefits. (III.D.11)

The District has done an effective job allocating appropriate resources to cover liabilities and future obligations. The main obligation is other post-employment benefits (OPEB). The District's latest actuarial plan, covering the period through June 2016, indicates that there is an actuarial accrued liability (AAL) for OPEB benefits totaling just over $103 million. To the District's credit, they have used a focused plan to amass a total of $71.6 million in an irrevocable trust account to cover this post-employment obligation, and they intend to have it fully funded by 2024-25. The District's plan to fund this obligation includes the use of roughly $500,000 per year in lease revenue, and reinvested interest income of about $2 to $3 million on an annual basis. The District's strong efforts in this area are praiseworthy. (III.D.12)

The College and District do not have any locally incurred debt instruments at the time of the visit. (III.D.13)

All financial resources of the College and District, including debt instruments, auxiliary services, fund-raising efforts, and grants are used with integrity and in support of the intended functions of the funding source. As an example, the College contracts its bookstore operations to Barnes and Noble and revenue form this program help support student services.   In total, there are nine auxiliary funds operated by the College, including the Foundation, Associated Student Government, Auxiliary Operations, Co-Curricular activities, Cafeteria, OCC Language Institute, OCC Student Housing, Enterprise/Swap meet operations, and the Sailing Center. Each of those funds are monitored separately by Business Services staff and staff in the Bursar's Office to ensure revenues and expenditures are appropriate to their function. Each of the auxiliary/enterprise funds undergoes an annual audit. The largest operation is the Foundation, which reported assets of more than $28 million in its most recent audit. The Foundation is operated by an executive director and a 25 member board. The Foundation staff interfaces well with Business Services and others to ensure expenditures support the mission of the College and fulfill the donor's intent if restricted in some way. When grants are awarded to the College, audit practices and federal and state guidelines are followed to ensure that funds are spent appropriately. (III.D.14)

The College's student loan default rates are well within acceptable ranges and no remediation is needed. In addition, the District is working with an Educational Credit Management Corporation to continue to maintain a low loan default rate. The College's financial operations undergo an annual independent audit, which includes a substantial review for Title IV compliance. There were no findings related to Title IV in the most recent audit report. The College was selected for a Title IV Program Review audit by the USDE. From this process, the College has enhanced its processes to ensure continuation of compliance and has addressed the areas of improvement as reflected in the Program Review Report. In a letter dated October 11, 2018, the USDE considered the Program Review closed. The College maintains good standing and continues to disburse federal and state funds to qualifying students. (III.D.15)

Contractual agreements with external entities are governed by policies adopted by the governing board. The District maintains Board Policies and Administrative Procedures which outline the

processes for purchasing goods and services. All contracts and agreements are monitored at the District level. A review for legal compliance is conducted by the District's legal counsel, as necessary. Representative agreements are contracted for matters such as personal services, lease purchases, instructional programs and services, and contract education. All contracts undergo appropriate review to ensure they contain appropriate provisions which are consistent with the mission and goals of the District and also to maintain institutional integrity as well as quality programs, services, and operations. (III.D.16)

Conclusion
The College meets the Standard.

District Recommendation 2
In order to improve effectiveness, the peer review team recommends that the District should ensure audit findings are responded to and resolved in a timely manner. (III.D.7)

Standard IV

Leadership and Governance

IV.A: Decision-Making Roles and Processes

General Observations

The College has a transparent and well-defined participatory governance structure, which is inclusive of all campus constituents. The College's Decision Making Guide outlines the process in detail, with a clear map of governance roles defined in policy. Established structures work together for the good of the institution, with College and District systems clearly defined. The participatory governance process ensures that the College can adequately support and carry out its mission. Continuous process improvement is achieved through Program Review and evaluative assessments of student success metrics.

Findings and Evidence

The College provided evidence that leaders foster innovative practices at the College, regardless of the constituency group. For example, faculty worked recently with local businesses to pilot "pop-up shops" on campus, allowing students to learn important retail skills while working on campus. A second innovation featured at the College indicates that units can use a sustainability scorecard that allows them to "score" themselves on green practices. Several years ago, student leaders established a recycling center that now has expanded days of operation and provides funding to support student programming. The peer review team validated that systematic participation processes are used to assure effective planning and implementation of policy improvement. The team reviewed the College's Decision Making Guide (DMG) and examined committee minutes and agendas to document widespread participation in College governance. The DMG ensures that College governance processes can be understood by anyone and the team found that a healthy degree of governance transparency exists at the College.

A number of innovative programs and services implemented at the College deserve praise as examples of the collaborative and innovative governance culture that fostered by leaders throughout the College. The retail pop-up shops that were championed by faculty and mentioned earlier reflect this innovative spirit. As mentioned earlier in Standard II.A, the College features a breadth of high quality career education programs that highlight state of the art equipment and strong connections to local and regional employers. The Pirate's Cove food pantry provides exemplary services to students facing food insecurity during a growing period of economic inequality. Elegant, easy-to-use technology solutions that have been deployed to provide web-based student services run the gamut from registration, to financial aid, to early-alert interventions. The College's large Honors Program provides excellent services and study spaces to support students who are completing programs and transferring to four-year universities. The College's building of an 800+ bed residence hall for students, scheduled to open in 2020, promises to provide below-market rental housing for students attending the College. The

residence hall is a model example of a public-private partnership designed to help solve the housing affordability crisis that students face. Administrators at the College have engaged in a strategic effort to reach out and participate in local service organizations, strengthening the College's connection to community groups. In all of these endeavors, the College has provided examples of innovative practice and a sustained commitment to institutional improvement that flows from the College leadership and through the entire ranks of managers, faculty, staff, and students. (IV.A.1)

The College implemented policies and procedures that establish the roles and participation expectations of various constituencies in the governance of the College. The DMG outlines roles and committee responsibilities. The faculty's participation and advisory role is outlined in a specific Board Policy and the peer review team confirmed active participation by faculty leaders throughout the governance structure. Similar policies exist to describe the participatory role of classified staff and managers, along with student representatives. The College's development of a plan to implement guided pathways reforms provides one example of widespread participation in governance around a key issue. The team was able to document the discussion and analysis of the College's guided pathways plan across a host of committee minutes and agendas from the 2016-17 academic year. In interviews, faculty and classified staff leaders expressed satisfaction with the governance process and with the interim president's leadership style. (IV.A.2)

The College's policies and practices ensure that administrators and faculty have well-defined roles and substantive ways of engaging in the planning, budgeting, and governance of the College. The peer review team observed evidence of clearly written procedures that structure faculty participation in planning and budgeting processes at the College, and in interviews documented the existence of robust participation in those processes. As described in Standard I, the College has a strong background in planning and program review processes, and interviews with governance committee participants indicated a high degree of satisfaction with budgeting processes and the communication of decisions on resource requests and Beyond the Scope of Budget (BSB) requests, a mechanism specific to the College's budget process. Likewise, administrative roles and responsibilities in the realm of planning, budgeting, and governance are clearly outlined in board policies. (IV.A.3)

Faculty and academic administrators at the College, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services. The College's policy on governance ensures that the governing board relies primarily on the advice of the Academic Senate on matters pertaining to curriculum and student learning. The peer review team identified many examples of this deference to faculty input via curriculum committee minutes and Board agendas and minutes. (IV.A.4)

The College has taken steps to ensure that the appropriate consideration of relevant perspectives takes place in its governance processes, that decision making is aligned with expertise and responsibility, and that it takes timely action on institutional plans, policies, curricular change, and other key considerations. As noted earlier, the DMG helps make clear when and where

constituent groups can have a say on District governance issues. The College uses effective graphics and guides to explain the steps in the planning and resource allocation process. Individual groups have designated representatives in appropriate committees and evidence gleaned from committee minutes indicates that multiple and relevant voices are heard in those meetings. Board Policy states that "except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate." By enacting such a policy, the governing board ensures multiple perspectives can be heard on key issues. The peer review team examined committee agendas and minutes to document that timely action is taken on matters of significance. Examples of this abound within the College's governance portal, including timely development and approval of annual budgets, curriculum materials, and major planning documents. Interviews with constituent group leaders revealed a high degree of satisfaction with the role they play in the governance of the College. (IV.A.5)

The College has done an effective job of documenting its decision-making processes in its DMG, which is widely available to staff, faculty, and students. Communication of major governance decisions occurs through a number of regular venues, including normal representation channels, newsletters, presidential emails, the "Coast to Coast" online weekly newsletter, and a "Five Things" Weekly Update. (IV.A.6)

The College's governance process and decision-making procedures are evaluated regularly for their effectiveness through an annual goal setting and review process. Committees develop annual goals and provide a review of progress on them at the end of the year to the College Council. Every third year, committees undergo a more formal evaluation process that assesses their work on eight factors of committee effectiveness. The results of those evaluations get shared widely with other constituents through meetings of the College Council. The results in a recent review of the Institutional Effectiveness Committee resulted in an improvement plan relating to more effective communication of committee actions. Personal Assessment of the College Environment (PACE) surveys also provide another mechanism the College uses to evaluate the effectiveness of governance and decision-making processes. The most recent PACE Survey results reviewed satisfaction with the governance process and noted that the College has a positive and collaborative environment. This sense of collegiality and collaboration was documented in team interviews during the visit. One area of improvement cited in the College's ISER (based on PACE Surveys from 2016) was the need for improved professional development opportunities at the College. At the time of the visit, professional development had been obviously strengthened with the hiring of key staff and the provision of a large number of professional development and flex workshops at the College in recent weeks. This provided strong evidence of a College that had evaluated its governance and decision-making processes, identified a weakness, and used results to improve the effectiveness of the institution. (IV.A.7)

Conclusion
The College meets the Standard.

College Commendation 3
The College is commended for fostering an environment where innovation is encouraged and for establishing a culture of collaborative leadership throughout the entire ranks of the College, including managers, faculty, and staff. The result is a host of exemplary programs and services that reflect a sustained commitment to innovation and institutional improvement. (IV.A.1)

IV.B: Chief Executive Officer

General Observations
By policy, the Coast Community College District governing board delegates full responsibility and authority to the District chancellor who in turn delegates the responsibility and authority to the College president to ensure the College offers quality programs and services to its students. The College has structures in place to allow for broad participation and information sharing. The president leads the College through its established processes and is the final decision maker at the College level for hiring, delegation of operation, budget and expenditures, and curriculum based on appropriate participatory or administrative input.

Findings and Evidence
The College president has primary responsibility for the quality of the institution. The president provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. As described in the response to Standard IV.A, the College has a Decision Making Guide (DMG) that outlines the structure of governance and the president's authority to provide overall leadership. The president oversees the planning and budgeting process for the College. Annual Resource Requests, part of the College budget process, go through a cabinet-level review within the College. The president also has final authority to recommend the hiring of College managers, faculty, and staff with the governing board making the final approval. The president also bears the responsibility of overseeing professional development programs for the College. At the time of the visit, the College was in the process of conducting a search for a permanent president, but interviews with campus leaders demonstrated a high degree of satisfaction with the interim president's ability to lead planning, budgeting, and hiring processes at the College. College constituent group leaders praised the interim president for his calm, personable, and approachable leadership style and his commitment to supporting students by attending campus events and activities. (IV.B.1)

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The College's administrative structure is broken into four "wings" that directly report to the president: instruction, student services, human resources, and institutional advancement and effectiveness. In each wing, the president relies on a cabinet-level official to provide direct oversight over the functions of the College. In this way, the president delegates authority to administrators and others consistent with their responsibilities, as appropriate. Recent additions to the management ranks have allowed the administrative structure to include an Athletic Director, a combined Dean of Counseling Services, and a Dean of Library and Learning Support, to name a few. Interviews with College personnel and leaders indicate that they believe the College structure is adequate to ensure it achieves its mission and to serve its complex array of responsibilities. (IV.B.2)

Through established policies and procedures, the president guides institutional improvement of the teaching and learning environment by establishing a collegial process that sets values, goals,

and priorities. The College Council is charged with high-level goal setting and identifying the key priorities for the College. Included in this work is the president's leadership in ensuring the College sets institutional performance standards for student achievement. As described earlier in this report in Standard I, the College has an effective mechanism for establishing and tracking its institution-set standards of student achievement, although the mechanism for improving areas that fall below standard is unclear. Moreover, the president has maintained an active Office of Institutional Effectiveness that ensures that evaluation and planning rely on high-quality research and analysis of external and internal conditions. The president has also ensured that educational planning is integrated with resource planning and allocation to support student achievement and learning.

As described in the response to Standard I, the College has robust program review and resource request processes to organize all of the incoming resource requests. Because resource requests are tied to College-level goals and priorities, the College is using a process that should ensure that the allocation of resources supports and improves learning and achievement. With that said, the peer review team was unable to find consistent evidence that performance gaps are mitigated through this process. Finally, the president has taken steps to establish procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. (IV.B.3)

The College president has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. District policy holds the president accountable for the institution's accredited status and the president has played an active role in monitoring the development of the ISER and led the coordination of the peer review team visit in spring 2018. The president delegated responsibility of the accreditation liaison officer to an appropriate member of his cabinet, the Dean of Research, Planning & Institutional Effectiveness. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements. This was evident in the development of the ISER through the various writing teams assigned to various Standards, and in the agendas and minutes of the Accreditation Coordinating Committee, a committee that reports to the College's main governance council. The College also benefits from a well-staffed and well-run Office of Institutional Effectiveness that provided strong support with data and evidence for planning, student achievement, and institutional effectiveness. (IV.B.4)

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. Main oversight of contracts is managed through the president's office, with a flowchart helping College staff and managers identify the appropriate signature approvals that are needed to stay in compliance with law and District policies. The College also uses its Program Review and Annual Resource Requests processes to ensure that units stay in line with College mission and strategic goals. The "Beyond the Scope of Budget" (BSB) process also allows individual managers to make requests to spend one-time

dollars beyond what has already been budgeted, but only with vice presidential approval and cabinet-level discussion. A recent example of this process was identified in interviews with campus staff: the College recently had to replace its assisted lift device in the swimming pool and fire alarm repairs throughout the campus. For each of these projects, BSB requests were discussed in cabinet and funds were allocated to complete the repairs. (IV.B.5)

The president works and communicates effectively with the communities served by the institution. The president does his communication through a variety of means. A weekly e-mail titled "Five Things to Know" helps individuals within the College stay informed on key decisions that have been made. External audiences receive the College's Annual Report, which provides an annual snapshot of the population the College serves and highlights from the prior year. Other publication venues include the OCC Magazine, marketing and public relations materials, and messages to the campus community on the College's website. In interviews, College representatives had praise for the interim president for his willingness to attend events on and off campus and his dedication to talking about student success and achievement at the College. (IV.B.6)

Conclusion
The College meets the Standard.

IV.C: Governing Board

General Observations

The Coast Community College District (CCCD) is governed by a five-member board elected by citizens of the District, and a student trustee who has an advisory vote. The student trustee is chosen by the District Student Council. The governing board, assisted by the chancellor, establishes policies that uphold the District's mission and assure the quality, integrity, and effectiveness of the financial condition and the student learning programs and services of the District and its three colleges. District policies and procedures are easily found on the District website, and the evidence indicates that the governing board regularly reviews key indicators of student learning and achievement as well as plans for improving academic quality.

The governing board is an autonomous body that follows the public interest, advocates for and defends its colleges, protects them from undue influence and political pressure, and develops and employs policies that are comprehensive, publicly available, and consistent with the District and college missions. The governing board adheres to a clearly and well-established Code of Ethics and Conflict of Interest Policy.

The District offers the governing board a variety of opportunities to engage in District-funded ongoing professional development. The governing board conducts regular self evaluations and evaluations of the chancellor including input from its constituencies. Through the evaluations, the governing board develops goals for itself and has input on the chancellor's goals.

The governing board advocates for the District and its colleges and is informed about and engaged in the Accreditation process. Moreover, the governing board went through a thorough process including special public hearings and approval of area maps, to move from District wide at large elections to by-area elections in 2018.

Findings and Evidence

Board policy (BP 2200) delineates the scope of the governing board's roles and responsibilities which include assuring the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the District. (IV.C.1)

The 4000 series of Board Policies address in some way the academic affairs of the institution including the student learning and achievement in the programs offered in the District. The 5000 series addresses aspects of the services provided to students to ensure their successful outcomes. These services range from outreach to enrollment to registration to completion and transfer or employment. Finally, the 6000 series provides for all aspects of the business and fiscal management of the District and the colleges. (IV.C.1, IV.C.5)

The governing board speaks with one voice, and once they reach a decision, despite occasional split votes, all members support that decision. The governing board reviews Board Policy 2715

Code of Ethics annually and affirms the notion that the governing board acts as a whole and that authority rests only with the governing board and not with individual members. It also reviews its conflict of interest policy, procedure, and code. Board Policy 2720 sets guidelines for acceptable communication outside of properly-posted meetings, and the Board also adheres to the Ralph M. Brown Act. (IV.C.2)

The governing board follows clearly-defined policies for selecting and evaluating the chancellor. Board Policy 2431, Chancellor Selection, and Board Policy 2435, Evaluation of the Chancellor, outline the rules and requirements for hiring and evaluating the District CEO. In response to two failed chancellor searches, the governing board amended Board Policy 2431 to include an expedited process by which the current chancellor was hired. The peer review team found the Chancellor Selection policy to be unnecessarily prescriptive given that an expedited policy was needed to successfully complete the chancellor search. The governing board may wish to review the Chancellor Selection policy to allow them greater flexibility when they next search for a chancellor. Evidence of the chancellor's evaluation as well as the chancellor's goals for the District, specific to academic years 2017-19, are contained in the first of six separate closed session agendas over the past several years. (IV.C.3)

The governing board is an independent, policy-making body that reflects the public interest in the quality of the institution's educational programs and services. The governing board advocates for and defends the District and protects it from undue influence or political pressure. The peer review team observed evidence that documents governing board actions supporting legislation that met the interests of students, including support for dual high school enrollment legislation, support for undocumented students, and expansion of the Cal-Grant program for community college students. Completing the process to move from "at large" to "by area" voting and staggering the terms of governing board members, as well as Board Policy 2110, Vacancies on the Board, Board Policy 2715, Code of Ethics, Board Policy 2200, Duties and Responsibilities, Board Policy 2345, Public Participation at Board Meetings, and Board Policy 2340, Agendas, are also evidence of the governing board's awareness of its roles and responsibilities to its constituents. (IV.C.4, IV.C.11)

The governing board has developed, implemented, and followed policies consistent with the District's mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. Evidence of this is reflected in a host of specific policies in the 4000 series of Board Policies, Academic Affairs, the 5000 series, Services to Students, and 6000 series, Fiscal Services. These policies relate to such processes as curriculum approval, review of institutional effectiveness, and policies ensuring adequate budget capacity to serve its student population. (IV.C.5)

The governing board publishes bylaws and policies specifying its size, duties, responsibilities, structure, and operating procedures in Chapter 2 of their policies, Board of Trustees. These policies describe the size and composition of the governing board, how members are elected,

how meetings are conducted, the duties and responsibilities of governing board members, and the code of ethics members are expected to follow. (IV.C.6)

The governing board acts consistently with its policies such as Board Policy 2200, Board Duties and Responsibilities. The governing board regularly reviews and updates policies in accordance with Board Policy 2410 to achieve effectiveness in meeting the missions and visions of the District and the colleges and to stay abreast of legal changes. (IV.C.7)

To keep its focus on ensuring student success, the governing board reviews key indicators of student learning and achievement and institutional plans for improving academic quality. The most recent key indicators are contained in the District-wide Institutional Effectiveness Reports, 2017 and 2018. The reports also contain District and College performance on the California Community College Chancellor's Office Scorecard measures. Throughout the year, the governing board hears other reports at their meetings and study sessions from District and College staff members detailing achievement. Recent presentations to the governing board included topics such as strategic objectives, guided pathways, transfer success, and land infrastructure for support services at the Colleges. (IV.C.8)

The governing board has a comprehensive training program for their own education and development that includes a new member orientation, access to other trainings through such organizations as the Community College League of California (CCLC), an ethics training and certification, budget allocation workshops, and regular reports from a variety of sources. While significant training opportunities are available, governing board members indicate that they take uneven advantage of the training depending on their personal interest and available time. The Board demonstrates its commitment to professional development through Board Policy 2735, Board Member Travel, which allows each member to participate in conferences, meetings, and workshops annually. In addition, each governing board member has access to a generous budget for conference travel and training. In interviews, governing board members report that most of them take advantage of training opportunities, and they often share an oral or written report to the full governing board and the public at open meetings. Over time, various governing board members have taken on state- or national-level service to the California Community Colleges. (IV.C.9)

The governing board evaluates itself through Board Policy 2745, Board Self-Evaluation, to identify strengths and areas for improvement. This self evaluation is scheduled for once every two years since 2013. The peer review team validated that three evaluation cycles were completed by the governing board since 2013, with the most recent occurring in November 2017 and January 2018. The evaluation process assesses the governing board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The results of the evaluation are discussed in public and for each evaluation, the District establishes a website where self-evaluation surveys, surveys of District employees, and governing board goals can be accessed. (IV.C.10)

The governing board upholds a Code of Ethics, Board Policy 2715, and Conflict of Interest Policy, Board Policy 2710 and 2712, and individual members adhere to the policies. The governing board also has a clearly-defined policy for dealing with behavior that violates its code and implements it when necessary. The District has had no claims of conflicts of interest since the Code of Ethics was adopted, so there are no examples of Board members having employment, family, ownership, or other personal financial interest in the institution. (IV.C.11)

Through Board Policy 2430, Delegation of Authority to the Chancellor, the governing board delegates full responsibility and authority to the chancellor to implement and administer board policies without interference and holds the chancellor responsible for the operation of the District. The peer review team validated this through the existence of Board Policy 2430, which delegates authority for administering district policies to the chancellor, and through interviews with the chancellor, his subordinates, and governing board members. (IV.C.12)

The governing board maintains a focus on accreditation by being informed about Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the Colleges' accredited status. The governing board supports the District's efforts to improve and excel. The governing board also participates in the evaluation of their roles and functions in the accreditation process. (IV.C.13)

Conclusion
The College meets the Standard.

IV.D: Multi-College Districts or Systems

General Observations
The Coast Community College District benefits from the leadership of an effective chancellor who was selected by the District's governing board in 2016. The chancellor provides leadership in setting and communicating expectations of educational excellence. The District has established clearly-defined roles of operation between the College and District offices, although the District has begun a review and revision of its functional map of role delineations between the District and Colleges. Policies for resource allocation and reallocation are in place to ensure that the College can operate effectively. While there is general sense of agreement across the Colleges that the resource allocation model is working, the chancellor is interested in revamping the allocation model to align it with recent changes in the state's funding formula that reward colleges for improving student success completion metrics. The District's College presidents have independence to lead and control the operation of their colleges and the chancellor won praise for his effective leadership style. District and College planning processes are well integrated and have an appropriate emphasis on student learning, achievement, and institutional effectiveness. The District has communication channels in place to ensure timely input into budget and planning processes and these channels contribute to the effective operation of the Colleges. As noted earlier, the District is in the process of reviewing its delineation of roles and responsibilities relative to the Colleges. Beyond that, the District has a regular review process for updating board policies and administrative procedures and for evaluating governance and decision-making processes. The District regularly completes climate surveys in order to document institutional effectiveness and how the College perform in meeting goals for student learning and achievement. The results of these surveys are communicated widely to the District and its relevant audiences.

Findings and Evidence
The District CEO ("chancellor") provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District and assures support for the effective operation of the Colleges. Working with the Colleges, the chancellor establishes clearly defined roles, authority and responsibility between the Colleges and the District. The District has a clear policy, Board Policy 2430, that delegates authority and responsibility for District and College operations. The chancellor uses bi-weekly cabinet meetings that feature the three College presidents and three vice chancellors to set expectations for the College leaders and the District. Periodic meetings with College presidents also afford the chancellor a one-on-one opportunity to set expectations and discuss the operations at the Colleges. Interviews with the chancellor and cabinet members suggest that these meetings work well to establish shared expectations and communicate areas of College divergence that are appropriate. For instance, the chancellor indicated that the College presidents feel free to agree to implement innovations at two of the Colleges while another might not if the innovation would not fit the other College's culture. The chancellor also chairs the District Consultation Council (DCC), which serves as the district coordinating governance council with representatives from the various constituencies of

the three Colleges. The chancellor's annual State of the District documents, which began with his tenure in February 2017, and his regular newsletters clearly state his goals and expectations of educational excellence and integrity. (IV.D.1)

The district chancellor clearly delineates, documents, and communicates the operational responsibilities and functions of the District from those of the Colleges and consistently adheres to this delineation in practice. Various Board Policies delineate the responsibilities of the chancellor and the College presidents, including Board Policy 2430. The District and Colleges appear to rely on a detailed description of functional responsibilities in a 26-page functional map. This document helps to delineate the lines of operational responsibilities for District staff and College staff on various functional duties. Interviews with College and District staff during the visit documented that the functional map is being reviewed by the Colleges and the District leadership to bring it in line with operational expectations and to improve its utility. For example, on January 29, 2019 the key leaders at the three Colleges met to discuss the functional map. There was consensus that the current map may be too focused on the roles of each senior administrator at the District. Interviews with various leaders suggested that this document is ripe for revision and the peer review team believes that the initial progress being made on this component could lead to a clearer delineation of roles and responsibilities. The peer review team looks forward to checking in on the progress of this work as the district seeks to re-shape the lines of responsibility and ensure District operations support the overall effectiveness of the Colleges.

Even with these changes, the peer review team was able to review the functional map and inquire about the District's efforts to support effective allocation of resources and planning to support the accredited status of the college. No concerns emerged and the functional map revision represents evidence of on-going institutional improvement. In addition to these changes, District services were evaluated through the 2016 Personal Assessment of the College Environment (PACE) Survey, which indicated that a majority of respondents at the College and District level were satisfied with the working environment of the Colleges and the District.   All evidence indicated that the District's documents and operations were seen as supporting the effective operation and improvement of the colleges.

Besides the functional map and board policies mentioned above, the peer review team was able to elicit very positive views about the manner in which the chancellor communicates about College and District governance and lines of responsibility. Interviews with governing board members, College presidents, and College faculty and staff leaders indicated that the chancellor has brought a calming, trustworthy sense of confidence to the District's operations. The chancellor's communications about District wide projects and College updates are frequent and well received. Despite an ambitious series of construction projects that were underway using Measure M dollars, overall perceptions concerning the District and College governance were extremely positive and the chancellor received praise from a number of sectors for his communication and leadership style. (IV.D.2)

The District has a policy for allocation and reallocation of resources that is adequate to support the effective operations and sustainability of the Colleges and District and the current chancellor ensures effective control of expenditures. Board Policies and Administrative Procedures (6200, 6250, 6300, 6902, and 6903) define and ensure the allocation of District general fund resources to the Colleges. The chancellor and College presidents expressed general satisfaction with the District's budget allocation model, although some concerns were voiced in the Golden West College Institutional Self-Evaluation Report about the model not providing a fair amount of resources to their campus. Additionally, the chancellor indicated that the overall budget allocation model would be reviewed to bring it in closer alignment with recent changes in state funding principles in the California system in ways that would reward the Colleges for strong performance on student success metrics. As described earlier in this report, the District has policies in place that ensure a sufficient budget reserve of 10 percent of general fund unrestricted revenue, while also allowing for surplus funds to be designated for one-time projects at the Colleges or the District. The 2017 Fiscal Plan has three clearly defined goals for allocation of funds: supporting student access and success; meeting all long-and short-term obligations; and proactive budgeting for financial stability in on-coming years. Besides a desire to revamp the budget allocation process to align it more closely with new statewide funding formula principles, interviews with College and District leaders indicated that there were no on-going concerns about the budget and resource allocation model used by the District. (IV.D.3)

The chancellor delegates full responsibility and authority to the presidents of the Colleges to implement and administer delegated District policies without interference and holds the College presidents accountable for the operation of the Colleges. Board Policy and Administrative Procedure 2430 outline the delegation of authority to the College presidents at the campus level. The District's functional map also speaks to the role delineation between the chancellor and College presidents, and as suggested earlier, the District leadership is making progress on re-drawing this functional map. Interviews with the current College presidents and the chancellor indicate that the designation of CEO responsibility and accountability is an area of strength for the District. College presidents expressed the view that they had clear authority to lead their Colleges without interference and conveyed a very favorable impression of the chancellor's style of "quiet leadership." This sense of collegial independence was expressed by both an experienced college CEO and a newly hired one in interviews. The chancellor expressed the view that he sees his role as a supporting one for the College presidents. Overall, the chancellor won strong praise for his style of interacting with College leaders and allowing them the space to lead their respective Colleges. (IV.D.4)

District planning and evaluation are integrated with College planning and evaluation to improve student learning and achievement and institutional effectiveness. As discussed earlier in Standard I, the College's Educational Master Plan (EMP) and goals are aligned with the District's strategic goals via a crosswalk that is highlighted in the College EMP documents. There are appropriate emphases in the planning documents on student access and success. This integration across District and College plans is strengthened by a six-year planning cycle that ensures a connection is made between College and District planning processes. As noted in

Standard I, the College has effective resources in place to communicate the linkages between planning processes. The District also has a District Facilities Master Plan, a District Strategic Technology Plan, and a District Strategic Fiscal Plan each of which were established collaboratively with the major councils and committees of the District. District wide plans for facilities and technology provide strategic priorities and incorporate college-specific goals and activities to achieve these priorities and goals. The effectiveness of the integration is evaluated through the outcome metrics included in the District wide Strategic Plan and it is evaluated and discussed throughout the District on an annual basis. (IV.D.5)

Communications between the Colleges and District office ensures effective operations of the Colleges and are timely, accurate, and complete in order for the Colleges to make decisions effectively. Communication flows between the two levels via the Chancellor's Cabinet, the DCC, which has representation of College constituency leaders and bargaining groups, and through various subcommittees with responsibility over District wide resource issues. The chancellor also uses a weekly email brief and communications documents that are distributed widely and prepared by his marketing staff. Budget development timelines appear to be consistent with a process that allows the Colleges to provide timely input into the budget and resource allocation process. Interviews with key College leaders, the chancellor and governing board members documented a high level of satisfaction with communication flows between the District and the Colleges. (IV.D.6)

The chancellor appears to regularly evaluate District and College role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals for student achievement and learning. While the Institutional Self-Evaluation Report for the three Colleges provided just slim evidence of this, it was clear to the peer review team that policies like Board Policy 2430 and Administrative Procedure 2430, which outline roles and responsibilities for the chancellor and College presidents, undergo regular review for their relevance to the effective operation of the Colleges. Moreover, the Colleges conduct periodic climate surveys that provide evidence of satisfaction with the college-District role delineations. The District widely communicates the results of the climate surveys processes and uses them as the basis for improvement. Interviews conducted during the visit also documented that the functional map that outlines role delineations is currently under review to ensure it remains up to date in addressing District and College roles and responsibilities. The peer review team encourages the District and College to continue this work in revamping its functional map document. (IV.D.7)

Conclusion
The College meets the Standard.

District Commendation
The chancellor is commended for his ability to promote a calming leadership style and to communicate effectively about College and District governance roles, resulting in a climate that emphasizes a strong sense of confidence about College and District operations. (IV.D.2, IV.D.4)

Quality Focus Essay

The College's Quality Focus Essay treats the ambitious undertaking to provide students with comprehensive pathways. Specifically, the College aims to develop a college promise program, improve completion rates in mathematics and English, and to create a guided pathway system. The College admirably ties this undertaking to statewide initiatives, College Master Plan goals, as well as the five College Priorities. The College lays out a collegial approach to improving a student's overall progression from matriculation to graduation. The QFE includes the tasks, timeline for completion, and the persons responsible. The peer review team finds the Quality Focus Essay to be timely and appropriately ambitious.