

Orange Coast College  
External Evaluation Visit Team Report  
Monday, March 18-Tuesday, March 21, 2013

## **EVALUATION REPORT**

**Orange Coast College**  
2701 Fairview Road  
P.O. Box 5005  
Costa Mesa, CA 92628-5005

**A Confidential Report Prepared for the Accrediting Commission  
for Community and Junior Colleges**

**This report represents the findings of the evaluation team that visited  
Orange Coast College on March 18-21, 2013**

**Anthony D. Cantú, Chair**

2

**Orange Coast College**  
**External Evaluation Visit Team Roster**  
**Monday, March 18-Thursday, March 21, 2013**

---

Mr. Anthony D. Cantu (Chair)  
President  
Fresno City College

Dr. Janice Noble  
Vice President of Academic Services  
Las Positas College

Ms. Johanna Bowen  
Library Director Retired  
Cabrillo College

Ms. Lisa Putnam  
Coordinator, Institutional Research  
Moorpark College

Ms. Stephanie Droker  
Interim VP Educational Services  
West Hills College Coalinga

Mr. Ken Stoppenbrink  
Vice Chancellor Business Services  
West Hills Community College District

Mr. Michael Kerns  
Vice President of Student Services  
San Joaquin Delta College

Ms. Cyndie Luna (Team Assistant)  
Communication Instructor  
Fresno City College

Dr. Ronald Kraft  
Superintendent/President  
Napa Valley College

## **Summary of the Evaluation Report**

**Institution: Orange Coast College**

**Date of Visit: March 18-21, 2013**

**Team Chair: Anthony D. Cantú, President Fresno City College**

During the period of March 18 through March 21 a team of nine peer evaluators visited Orange Coast College in order to perform an evaluation for reaffirmation of accreditation. The team chair attended a training workshop on January 16, 2013. In preparation for the visit, the team chair and assistant conducted a previsit at the College on February 6, 2013. All team members participated in training conducted by the ACCJC. In advance of the visit, the peer evaluation team reviewed the College's Self Evaluation Report of Educational Quality and Institutional Effectiveness with the corresponding evidence. Additional evidence was requested in advance of the visit and was promptly provided along with meeting schedules and other relevant information. Based upon primary findings team members provided initial impressions of the entire self evaluation with a detailed report on their individual assigned Standards. The information provided by the College and advanced preparation equipped the team to effectively validate the information in the self evaluation upon their arrival to Orange Coast College.

During the course of the simultaneous accreditation visits at Orange Coast College, Golden West College, and Coastline Community College, District personnel and the Board of Trustees were interviewed by an individual assigned solely to the District, as well as individual team members. The purpose was to assess progress toward meeting previous District recommendations and to assess if the Standards are being met. The team reviewed the evidence provided by the District.

The College graciously welcomed the team and was prepared for the visit. Campus accommodations were appropriate for team needs, and the hotel accommodations were equally comfortable. Fully equipped team workrooms were available at both locations. Additional requests for supplies, meetings, schedule changes, transportation, and other needs were met immediately. The campus community understood the purpose of the accreditation visit. Two open forums were held for College wide input and were well attended.

The Orange Coast College Self Evaluation Report of Educational Quality and Institutional Effectiveness was a well written document that outlined College efforts to meet Commission Eligibility Requirements and Standards. The self evaluation was honest, accurate, and succinct. The team found that interviews were often focused on clarification of detailed processes that were not fully developed in the Self Evaluation Report. Much of the evidence requested by the team focused on samples of processes being carried out full-cycle.

The OCC Portal is an excellent resource for data collection and an exemplary practice of transparency. The College community takes tremendous pride in the “open” culture of the campus, praising administration for seeking input in the development of College wide processes.

### **College Commendations**

The team commends the College for its broad dissemination and stakeholder acceptance of Decision Making: A Guide to Planning and Governance. The College demonstrates a commitment to the principles of participatory governance that have resulted in a culture of “openness.” The College community communicates a sense of empowerment, pride, and ownership surrounding these structures.

The team commends the College for exemplary training and support in authentic College wide assessment and program review. The processes are well defined and participants are fully supported.

The team commends the District for the passage of Measure M. Measure M will support the implementation of Vision 2020.

The team commends the College and the Associated Student Organization for the comprehensive student leadership program, which is fiscally sound and enhances campus life for all students and the campus community. Students are actively involved in the participatory governance committees and feel their input is valued by the College.

### **College Recommendations**

None

### **District Recommendations**

District Recommendation 1: To meet the Standard as recommended by the 2007 team, the team recommends that faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes. (Standard III.A.1.c)

District Recommendation 2: To meet the Standard and as recommended by the 2007 team, the team recommends that the Board and District follow its policies regarding the delegation of authority to the chancellor for effective operation of the District and to the college presidents for the effective operation of the colleges. Further, the team recommends that the District develop administrative procedures that effectively carry out delegation of authority to the chancellor and the college presidents. (Standards IV.B.1.j, IV.B.3.a, IV.B.3.g)

**District Recommendation 3: In order to meet the Standard, the team recommends that the Board of Trustees follow its established process for self-evaluation of Board performance as published in its board policy. (Standard IV.B.1.g)**

**District Recommendation 4: In order to meet the Standard and as recommended by the 2007 team, the team recommends that the Board implement a process for the evaluation of its policies and procedures according to an identified timeline and revise the policies as necessary. (Standard IV.B.1.e)**

The College is part of the Coast Community College District. The two other District colleges are Golden West College and Saddle Valley Community College.

Orange Coast College ranks first out of Orange County and community colleges in the number of students transfer to the University of California and California State University system. Between 2002 and 2011 over 10,000 Orange Coast College students have transferred to UC and CSU campuses.

The College is organized into four wings. Each supporting student learning through different areas of focus: the president's wing, the instructional wing, the student services wing, and the administrative services wing. College committees are considered an integral part of the governance structure and are composed of faculty, classified staff, students, and administration representatives.

The College has over 1,000 employees as of Fall 2011 including 19 administrators, 315 classified staff, 252 full-time faculty, and 430 part-time faculty between Fall 2002 and 2011. The data indicate increased diversity in administration, classified staff, full-time and part-time faculty.

The College has maintained increased diversity in the student population since the 2007 evaluation. There has been a significant increase in the Hispanic/Latino population from 18.8 percent in 2002 to 25.1 percent in 2011. The 2011-2012 academic year enrollment was just over 30,000, a significant decrease from 30,113 in 2007-2008.

Many campus facilities were constructed in the early 1990s. Most of the oldest core dates back to when the College was an Army Air Force base. The bond measures are being used to renovate/replace the aging buildings. The College has undergone major renovations and construction with the funding of Measure C, a \$70 million voter bond approved in 2003. The renovation will continue with the passage of Measure M in November, 2012. Through the bond the College will receive about \$50 million dollars to renovate facilities, fund new construction and provide technology for these facilities.

## **Introduction**

Orange Coast College (OCC) in Costa Mesa was founded in 1948. The college now enrolls more than 25,000 students each semester. The College has state-of-the-art facilities and continues to expand and renovate through the implementation of bond measures. The College offers more than 130 academic and career programs, including one of the nation's largest and most acclaimed public nautical programs at its School of Sailing and Seamanship in Newport Beach. OCC submitted a substantive change report for a Certificate of Achievement in Professional Mariner to be offered at the School of Sailing and Seamanship, which was approved by the Commission at its June 2012 meeting. The College does not offer more than 50% of any other program, degree, or certificate at any other off campus locations.

The College is part of the Coast Community College District. The two other District colleges are Golden West College and Coastline Community College.

Orange Coast College ranks first out of Orange County's nine community colleges in the number of students transferring to the University of California and California State University systems. Between 2002 and 2011 over 16,000 Orange Coast College students have transferred to UC and CSU campuses.

The College is organized into four wings, each supporting student learning through different areas of focus: the president's wing, the instructional wing, the student services wing, and the administrative services wing. College committees are considered an integral part of the governance structure and are composed of faculty, classified staff, students, and administration representatives.

The College has over 1,000 employees as of fall 2011 including 19 administrators, 315 classified staff, 252 full-time faculty, and 450 part-time faculty. Between fall 2002 and 2011, the data indicate increased diversity in administration, classified staff, full-time and part-time faculty.

The College has maintained increased diversity in the student population since the 2007 evaluation. There has been a significant increase in the Hispanic/Latin population from 18.8 percent in 2002 to 28.1 percent in 2011. The 2011-2012 academic year headcount was just over 30,000, a significant decrease from 36,113 in 2007-2008.

Many campus facilities were constructed in the early 1950s. Much of the infrastructure dates back to when the College was an Army Air Force base. The bond measures are being used to slowly replace the aging buildings. The College has undergone major renovations and construction with the funding of Measure C, a 370 million dollar bond approved in 2002. This momentum will continue with the passage of Measure M, in November, 2012. Through this bond the College will receive about 450 million dollars to renovate facilities, fund new construction and provide technology for these facilities.

## **Responses to the Recommendations of the 2007 Evaluation Team**

### **Recommendation 1**

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

Orange Coast College has completed student learning outcomes for all of its courses and programs. All courses and programs have completed one cycle of assessment and have incorporated the resulting modifications into the curriculum and program review processes. Learning outcomes are now into the second cycle. The institution has developed a schedule of assessment which has been fully communicated to the College community. This schedule aligns with the program review schedule in order to incorporate assessment data into program review. The data gleaned from these processes culminate into course and program improvements.

The team has determined that the College has responded to the recommendation and thus meets the Standards.

### **Recommendation 2**

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

As reported in the College's Progress Report submitted in March 2008, the College reviewed and revised its program review for the Institutional Effectiveness, Instructional, Student Services, and Administrative Services wings. The revision culminated in a more focused, effective process in respect to planning, resource allocation, and assessment of students' educational needs. The cycle moved from a six-year to a three-year cycle, and the focus of the program review was streamlined to focus on four core issues: Enrollment, Success and Retention, Student Learning Outcomes, and Community and Compliance. In addition, the program review documents provide analysis of key data elements: instructional programs focus on enrollment, success and retention, and degree/certificate completion data, while service programs (student and support) focus on access data, including demand, usage, and satisfaction levels of services provided. The newly aligned process has enabled the College to

compare the results of the four wings' program review goals, outcomes, and assessment to effectively identify and develop campus-wide planning goals.

The College has continued with these improved processes and is now completing the second full 3-year cycle of program review. Continued analysis and discussion on the effectiveness of the process takes place through the participatory governance processes. Minor modifications have been made each year, allowing the process to evolve into a sustainable process resulting in improved decision making.

The team has determined that the College has responded to the recommendation and thus meets the Standards.

### **Recommendation 3**

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

Program reviews drive the resource allocation process. Each wing analyzes program review data to determine departmental goals and needs. That information is then taken the appropriate wing council for prioritization and then forwarded to the College Council Executive Committee for discussion. The College Council Executive Committee advises President's Cabinet on resource allocation priorities. Once President's Cabinet determines final prioritizations, that information is then returned to College Council. Communication is disseminated to the College wide community in three different avenues: summary email to all-users, portal postings, and reports of representatives from College Council back to divisions during division meetings.

In respect to the individual planning areas, there exists a three-year planning cycle identified in the draft Human Resource Plan for 2013-2016. Contained within the plan are the following recommendations: 1) Development of a Full Time Faculty Hiring Plan 2013-2016 to ensure compliance with the Full Time Faculty Obligation Number and 50 percent Law, 2) Information Technology Infrastructure Centralization, 3) Institutional Advancement/Foundation/Publications/Community Outreach, 4) Globalization/International



Student Goal, 5) Management Structure, 6) Student Success, 7) Community Education/Adult Education District Task Force Plan, and 8) Classified Support Structure.

There has been a robust plan developed in the areas of financial and physical resources. The process is clear and includes individual College resource allocations. This has been critical with the acquisition of Measure C and M funds. A planning flow chart demonstrates the dissemination of information to all stakeholders. The budget demonstrates a healthy reserve that can provide financial stability in the event of unforeseen circumstances.

Technology planning has been augmented on campus with a Technology Plan and a Technology Committee. The committee reviews Annual Resource Requests (ARRs) and subsequently evaluates, prioritizes, and recommends to the president. The three-year cycle for program review has defined the timeframe for planning. Measure M has provided funding for multiyear planning. The scope of the technology planning process is predominantly directed toward technology under the control of the College for the next three to five years. However, the dependency on systems and services provided by vendors (e.g., Blackboard) and the District (e.g. Banner) require the examination and inclusion of both District and College needs and capabilities.

The team has determined that the College has responded to the recommendation and thus meets the Standards.

#### **Recommendation 4**

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

The College has continued to assess the effectiveness of its committee planning structure using a variety of mechanisms. A Personal Assessment of College Environment (PACE) survey was administered in 2009, 2010, and 2012 with the intent to gather climate data to assist the College in promoting more open and constructive communication among faculty, staff, and administrators. This survey will continue to be administered every two years. Survey findings are reviewed and analyzed by College Council, and shared with the College community through its participatory governance process. In addition to these surveys, the Planning Committees have each completed a self evaluation (2010-11 and 2011-12). The committees are evaluated on eight factors, including committee results, commitment/morale, focus, internal and external communication, leadership sharing, group processes, structure, and support. The evaluation process collects results internally from the committee members and externally from its constituent base. A gap analysis is then conducted comparing the internal results to the external results. The committees review the gap analysis to identify strengths and areas for improvement. Then action plans are developed to address areas of improvement. The results of the evaluations informed the 2012 revision of the College's key governance handbook, Decision Making: A Guide to Planning and Governance.

The team has determined that the College has met the recommendation and thus meets the Standards.

### **Recommendation 5**

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

Work has been done to enhance faculty professional development activities as evidenced by documented professional development programs, sign-in sheets, and evaluations which are not consistently done. The Policy and Procedure Task Force has developed and implemented a management performance evaluation focusing on faculty identification and assessment of student learning outcomes. The Task Force is working on the revision of the faculty performance evaluation. Currently the evaluation for faculty does not include performance evaluation for student learning outcomes, including the identification, measurement, and achievement of student learning outcomes.

The team has determined that the college has partially responded the recommendation. (See District Recommendation 1)

### **District Recommendations**

#### **Recommendation 6**

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

The Coast Community College District Code of Ethics for Members of the Board of Trustees, revised in July 2012 as Board Policy 2715, sets forth both the policy and process for ethics standards and the review and response to potential violations. Reviews of minutes of meetings of the Board of Trustees and interviews with both members of the Board of Trustees and of constituent groups affirmed that the process is understood and followed.

The District has developed a Code of Professional Ethics for all employees, adopted by the Board of Trustees in August 2012 as Board Policy 3050. Interviews with constituent leaders affirmed that the policy is in place although no procedure for implementation has yet been developed.

The team has determined that the District has responded to the recommendation and thus meets the Standards.

### **Recommendation 7**

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

The District has responded effectively to the recommendation for a formal written process to select the senior administrators in the District by revising Board Policy 7909, most recently in May 2012. Thus the District meets the initial statement in Standard IV.B.1.j. The District provides effective leadership to and liaison with the colleges and appropriately has defined and implemented clear roles of authority and responsibility between the colleges and the District, thus meeting Standard IV.B.3.

The Board of Trustees adopted revised hiring policies in January 2012. Interviews with District and College personnel affirmed that policies are followed with the occasional exceptions corrected expeditiously.

The Board of Trustees delegates District operational responsibility to the chancellor as stated in Board Policy 2201. The District has also defined such responsibilities in a Delineation of Functions Map. Review of minutes of Board committees and of minutes of Board meetings plus interviews with members of the Board of Trustees and constituent group leaders demonstrate that the Board is still in the process of clarifying its role regarding the distinction between policies to govern the District and procedures to operate the District and its colleges. Of particular concern are Board initiation of academic plans such as changes in the manner in which the colleges offer English as a Second Language, Board involvement in proposing changes to the colleges' self evaluations, and Board incursion in the authority delegated to the chancellor such as evaluation of the vice chancellors.

The team has determined that the District has partially responded to the recommendation regarding delegation of authority by developing such a policy although that policy is not consistently followed. See District Recommendation 2)

### **Recommendation 8**

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

Interviews with Board of Trustees members, the chancellor, and leaders of college constituent groups demonstrate consistent and appropriate support for the work of the colleges to establish and assess student learning outcomes and utilize the results to improve teaching and learning.

The team has determined that the District has responded to the recommendation and thus meets the Standards.

#### **Recommendation 9**

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

The District has begun the process of reviewing and revising its policies and procedures as recommended. In February 2012 the District created Administrative Procedure 2410 in order to clarify and formulize the process by which existing board policies and administrative procedures are revised or created. This process was started just within the last two years and is not yet complete.

The team has determined that the District has partially responded to the recommendation. (See District Recommendation 4)

#### **Recommendation 10**

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

The District has updated the Vision 2010 plan as the Vision 2020 plan and this has responded to the recommendation and thus meets the Standard.

#### **Recommendation 11**

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

The District has partially addressed this recommendation by developing a Functional Map of District and colleges responsibilities related to the Commission's Standards. The map displays both the affected and responsible parties for the major activities of the District and colleges, as they align with the Standards. The Board and staff do not display clear understanding of this delineation of functions, and so the District does not fully meet the Standards.

Review of minutes of Board committees and of minutes of Board of Trustee meetings plus interviews with members of the Board of Trustees and constituent group leaders demonstrate

that the Board is still in the process of clarifying its role regarding the distinction between policies to govern the District and procedures to operate the District and its colleges. Of particular concern are Board initiation of academic plans such as changes in the manner in which the colleges offer English as a Second Language, Board involvement in proposing changes to the colleges' self-studies, and Board incursion in the authority delegated to the chancellor such as evaluation of the vice chancellors.

The District has partially responded to this recommendation. (See District Recommendation 2)

3. **Governing Board**  
The Orange County Community College District has a functioning governing board responsible for the college's overall and financial affairs. The board is primarily responsible for the district's mission and vision, and the board is primarily responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. The membership is sufficient in size and composition to fulfill all board responsibilities. The governing board consists of five elected members and one non-voting student member. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions.
4. **Chief Executive Officer**  
In compliance with the eligibility requirements the board of trustees appointed the CEO on December 14, 2009. He holds the appropriate experience and authority to administer board policies.
5. **Administrative Capacity**  
A review of the evidence indicates that the Orange Coast College has the appropriate administrative capacity to support its mission and program.
6. **Operational Status**  
Orange Coast College is operational. A recent student population is actively pursuing the degrees and certificates outlined in the college catalog.
7. **Programs**  
The Orange Coast College catalog indicates that there is a substantial number of degrees and certificates. Students are actively pursuing these programs.
8. **Educational Programs**  
Orange Coast College offers degrees, certificates, and support its mission and that meet the requirements of the Commission. The College also offers a unique program of the sailing center based on community interest. Programs prepare students for the workforce or transfer to four-year institutions.

## **Eligibility Requirements**

### **1. Authority**

A review of the evidence demonstrates that Orange Coast College meets the Eligibility Requirement and has the required authority.

### **2. Mission**

Orange Coast College's mission statement was approved by the Board of Trustees on April 4, 2012 and meets the Commission's eligibility criteria as verified in the evidence. The mission demonstrates the College's commitment to student learning and is widely published.

### **3. Governing Board**

The Coast Community College District has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities. The governing board consists of five elected members and one non-voting student member. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions.

### **4. Chief Executive Officer**

In compliance with the eligibility requirements the Board of Trustees appointed the CEO on December 16, 2009. He holds the appropriate experience and authority to administer board policies.

### **5. Administrative Capacity**

A review of the evidence indicates that the Orange Coast College has the appropriate administrative capacity to support its mission and purpose.

### **6. Operational Status**

Orange Coast College is operational. A robust student population is actively pursuing the degrees and certificates outlined in the college catalog.

### **7. Degrees**

The Orange Coast College Catalog indicates that there a substantial number of degrees and certificates. Students are actively pursuing these programs.

### **8. Educational Programs**

Orange Coast College offers degrees and certificates that support its mission and that meet the requirements of the Commission. The College also offers a unique program at the Sailing Center based upon community interest. Programs prepare students for the workforce or transfer to four year institutions.

## **9. Academic Credit**

Orange Coast College awards academic credit based on acceptable practices. Faculty drive the curriculum process and are primarily responsible for the development and revisions of courses, programs, certificates, and degrees. This leads to high-quality instruction. All courses, programs, certificates, and degrees are listed in the College catalog. The College uses the Carnegie unit for all credit courses.

## **10. Student Learning and Achievement**

A review of the College catalog verifies that institutional student learning outcomes and program outcomes are established and published. All course-level student learning outcomes are available for the community through the College's public web site. Three-Year Program Review reports include updates on the assessment efforts for the program's identified outcomes. Instructional programs also report on their assessment efforts for course level SLOs. The assessment cycle for each program aligns with the three-year program review cycle.

## **11. General Education**

The comprehensive general education pattern at Orange Coast College supports the College mission and the achievement of student learning outcomes in accordance with the eligibility requirements. A review of the evidence indicates the College has established learning outcomes for students completing the general education pattern.

## **12. Academic Freedom**

Board Policy 4030 supports the College's commitment to an environment of academic freedom. The policy is available to the College community in the College catalog.

## **13. Faculty**

The College's 253 full-time faculty teach 64.8% of the 1,655 total courses offered. All full-time faculty names and degrees are published in the College catalog. The College has developed data driven procedures for the hiring of faculty.

## **14. Student Services**

A wide range of comprehensive student services are provided and outlined on the Student Services page of the College website, the College Catalog, and within various student resources. These comprehensive services support student learning and achievement, and include a robust student life program, with numerous clubs and a student leadership program.

## **15. Admissions**

Consistent with the College's mission, the admission processes are described in the College Catalog and on the College website.

## **16. Information and Learning Resources**

A review of the evidence provided by the institution justifies a conclusion that the institution provides long-term access to sufficient information and learning resources to support its mission and instructional programs. There is subscription access to information databases. There are over 1,300 student accessible computers on the campus. The Student Success Center provides a full range of services in support of student learning.

## **17. Financial Resources**

The budget process allocates resources to support student learning programs. This has been enhanced by the issuance of a 700 million dollar bond measure. The budget is presented to the trustees annually. Facilities plans for use of bond proceeds are also presented to the board annually.

## **18. Financial Accountability**

Since the last evaluation the College has not had any qualified audit findings. All audit reports have been unqualified and the District reserves have exceeded the minimum required amount.

## **19. Institutional Planning and Evaluation**

The College's Educational Master Plan 2011-2015 documents the College's commitment to College wide planning and evaluation. It is through this published plan that the College communicates its vision for the future, its defined goals and its defined planning process. The College provides population projections, participation rates, K-12 Enrollment and Preparation Trends, Educational Preparation of local High School Graduates, Educational Attainment of Effective Service Area, Employment and Labor Market Trends. The College also provides analyses of its student population in terms of demography, declared educational goals, preparation for college, and placement test trends. Student achievement data is also provided, including course success and retention rates, basic skills improvement rates, and student achievement rates.

In addition to the Educational Master Plan, the College publishes its annual Atlas which provides even more detailed analyses on the campus environment and accessibility, student enrollment, and student outcome achievement. In support of these campus documents, the District Institutional Effectiveness Report 2011-12 provides additional reporting of the key indicators used in the statewide Accountability Reporting for Community Colleges (ARCC).

Finally, the College publishes its Organizational Unit Summaries online. These documents report on individual unit assessment efforts in regards to progress in achieving stated educational goals and student learning. These documents also demonstrate the ongoing, systematic cycle of evaluation, integrated planning, resource allocation, implementation strategies, and re-evaluation of implemented strategies.



## 20. Public Information

The required public information is published in the College catalog in accordance with the eligibility requirement. The catalog is available in print and on the College website.

## 21. Relations with the Accrediting Commission

The college adheres to Commission policies and consistently publishes activities relating to the accreditation process. The evidence reflects honesty and accuracy in the College's communication with the Commission.

## **Standard I**

### **Institutional Mission and Effectiveness**

#### **Standard I.A Mission**

##### **General Observations**

Orange Coast College's Mission Statement reflects the Mission of the California Community College system. The College provides opportunities for students to obtain a college education that could culminate in an academic degree, college transfer, certificates in career and technical education, basic skills, and lifelong learning.

The College demonstrates a strong commitment to its mission and reviews it every three years. The mission emphasizes the desire to assist students achieve their educational goals. The mission is central to all program reviews, program planning, and decision making processes. The College uses analyses of quantitative and qualitative data in its five-year educational master plan, three-year program review and the annual resource reviews. Through these review processes, the College and programs validate the effectiveness of programs and services, and how programs work together to achieve the College mission.

##### **Findings and Evidence**

The Mission Statement defines Orange Coast College's commitment to the academic goals of its population, establishing student learning and success as the basis for institutional planning. The six key educational objectives explicitly listed include: academic degrees, transfer preparation, certificates in career and technical education, college preparation, basic skills remediation, and workforce and economic development. (Standard I.A.1) The review process of the Mission Statement follows the three-year Educational Master Plan schedule. The most recent statement was approved by the Governing Board on April 4, 2012, after having been reviewed by the campus and approved by College Council in February 2012. (Standards I.A.2, I.A.3)

The College uses analyses of quantitative and qualitative data in its five-year educational master plan, three-year program review and its annual resource reviews. Through these review processes, the College validates the effectiveness of its programs and services and how the programs all work together to ensure that the College accomplishes its stated mission. (Standard I.A.1)

In regards to the Mission Statement being central to institutional planning and decision making, results of the 2011-12 Accreditation Self-Study Survey (with over 250 employee responses), 58% of the responders indicate they "agree" that the Mission Statement guides planning and decision-making at the College. With this said, only 50% of administrators agreed with this statement. The College has defined a planning agenda to survey the employees again in regards to the Mission Statement to "ensure its role as a guide to decision making in the next planning cycle." (Standard I.A.4)

**Conclusion**

The College meets this Standard. However, the College needs to address the administrators' concerns in regards to the mission statement not directly guiding planning and decision-making at the College prior to the scheduled 2015-16 review process.

**Recommendations**

None

Although standards are gathered, analyzed and addressed in the college documents Educational Master Plan, Accreditation Institutional Effectiveness Report, and other data are clearly used in College wide strategic planning, the College is in the early stages of reporting on the status of each milestone. (Standard 1.B.1)

Identifies the responsible parties for monitoring and ensuring the continued progress, methods, and annual milestone goals are set for the three-year cycle. In addition, the program (department or other) each strategy is then further defined with targeted assessment objectives have several identified strategies which are then categorized with specific strategic objectives tied to the overall College goals identified in the master plan. Each of the unit developed by each wing, the objectives identified within each of the four College wings are Educational Master Plan 2011-2015. As evidenced by the 2012-13 three-year plans Values provide a foundation for the College's goals articulated in the Orange Coast College Aligned with the District goals, the College's Mission Statement, Vision Statement and

## **Standard I.B Institutional Effectiveness**

### **General Observations**

Orange Coast College demonstrates a conscious effort to produce and support student learning. The College has developed its student learning outcome (SLO) assessment processes and has tied assessment results to program review processes. It is apparent that the College uses its three-year program review process to evaluate its progress in maintaining a high-quality educational experience for its student population. Decision-making processes are clearly linked to program review, and the annual resource review is directly linked to program review.

### **Findings and Evidence**

Most of the College's formal dialogue about improving student learning and institutional processes occurs within the context of its program review, assessment, and planning processes. As evidenced through the review of provided documentation, as well as through interviews and open forums conducted during the site visit, the College community is engaged in open dialogue about program review, planning, and resource allocation prioritizations. Minor adjustments that have been made to the program review and resource allocation processes are examples of the ongoing self-reflective College dialog. (Standard I.B.1)

Aligned with the District goals, the College's Mission Statement, Vision Statement, and Values provide a foundation for the College's goals articulated in the Orange Coast College Educational Master Plan 2011-2015. As evidenced by the 2012-15 three-year plans developed by each wing, the objectives identified within each of the four College wings are explicitly tied to the overall College goals identified in the master plan. Each of the unit objectives have several identified strategies which are then categorized with specific strategic codes (mission critical, health and safety, technology, staffing, staff development, facilities, equipment, or other). Each strategy is then further defined, with identified assessment methods, and annual milestone goals are set for the three-year cycle. In addition, the program identifies the responsible parties for monitoring and ensuring the continued progress, reporting on the status of each milestone. (Standards I.B.2, I.B.3)

Progress toward the College's goals and established objectives are reviewed annually by the College Council as part of the annual planning calendar. As evidenced through conversations with the academic senate president and feedback provided in open forums conducted by the visiting team, the College community is well aware of the College documents identified above and widely engaged in the planning processes. (Standards I.B.2, I.B.3)

Although trend data are gathered, analyzed and addressed in the College documents (Educational Master Plan, Atlas, District Institutional Effectiveness Report), and these data are clearly used in College wide strategic planning, the College is in the early stages of

defining institutional standards in the areas of student success rates, retention rates, degree and certificate completion rates, and transfer rates. Although these discussions were just beginning to take place during the site visit, it is clear that the College plans to review and discuss five-years' of data trends for each of these indicators, with the intention to utilize these data as the foundation of their institutional standards. (Standard I.B.3)

The planning processes of the College are broad-based and include multiple channels for participation. The primary instrument used at the department-level is the three-year program review, which includes an annual resource request process. Departmental goals are incorporated into planning council plans through the participatory governance planning committee structure. As evidenced in the program reviews and unit summaries, in addition to what the team heard in open forums and interviews with the academic senate president, faculty are engaged in planning and their contributions are at the foundation of the process. (Standard I.B.4)

Program reviews and unit summaries inform the annual resource allocation process. Programs submit their Annual Resource Requests (ARR) in the fall. ARR's are reviewed by the appropriate participatory governance planning committee for prioritization. (Standard I.B.4)

Improvement of institutional effectiveness is determined through the assessment processes conducted at a variety of levels. At the institutional level, the College reviews standardized data provided by the District in reports such as the Institutional Effectiveness Report. The College also reviews data provided by the California Community College Chancellor's Office and responds to data provided in the Accountability Reporting for Community Colleges (ARCC). The Campus Atlas, the Educational Master Plan, and the Institutional Effectiveness Reports all document achievement data. Through these data, the College analyzes trends in student access to education, the demography and educational preparedness of the student population, success and retention rates in courses and programs, and trends in student completion of programs. Additional standardized District data are accessible through Data Cubes for College use in ad hoc reporting. (Standard I.B.5)

In addition to these institutional level analyses, the College systematically reviews assessment results for student learning outcomes (course, program and institutional) within the three-year program review. Program review focuses on how assessment results lead to improvement in student learning and departmental planning. As the program reviews move through the process, assessment results are formally integrated into program planning and communicated to a variety of constituents. (Standard I.B.5)

The College Council is charged with oversight of program review processes and components. To assist in this oversight, the College gathers feedback through campus climate surveys, program review surveys and evaluations, and feedback provided by the Strategic Planning

Task Force. Information is reviewed and analyzed, resulting in recommendations for various modifications to the planning processes as necessary. As evidenced by the College Council meeting minutes, Academic Senate meeting minutes, and through conversations with the Director of Institutional Effectiveness and the Academic Senate President, recommendations are always sent through the participatory governance process. The Academic Senate also reviews and responds to all recommendations. Recommended modifications to the process, when agreed upon, are then sent to the appropriate office or individual for implementation. Improvements to the process have included moving from a six-year to a three-year program review process, changing the planning calendar to reflect a fall submission for annual resource requests, standardization of data elements used in program review, and improved accessibility to data through District supported data cubes. (Standards I.B.6, I.B.7)

### **Conclusion**

The College meets the Standard. The College demonstrates a strong commitment to its integrated planning processes. The planning processes and planning committee structures provide the mechanism by which the College and its programs made improvement decisions utilizing quantitative and qualitative data analyses, coupled with honest self-reflection. It is suggested that the College continue the development of set institutional standards as required by the U.S. Department of Education.

### **Recommendations**

None

## **Standard II**

### **Student Learning Programs and Services**

#### **Standard II.A Instructional Programs**

##### **General Observations**

Orange Coast College offers a wide variety of courses that lead to transfer, employment, and degrees. Courses are offered face-to-face in classrooms, large lecture halls, laboratories, studios, and computer labs. The College also offers online and hybrid courses in many programs.

The Self Evaluation Report provides a comprehensive analysis on the College's adherence to the Standard. The analysis fully documents the institution's commitment to providing quality instruction. Further, the College makes a significant effort to provide access for all students with diverse learning needs. (Standards II.A.1a, II.A.1.b, II.A.2.d)

The College has developed and implemented courses and programs consistent with the mission. Faculty are fully involved at all levels of curriculum development and delivery. Programs are reviewed on a three-year cycle, and the College has made great strides in incorporating student learning outcome data into the program review process. (Standards II.A.1a, II.A.2.b)

Through a review of the student learning outcomes (SLO) evidence, 100 percent of all courses and programs have written SLOs and related assessments. All courses and programs have completed the first full cycle of assessments and resulting modifications. These courses and programs are now beginning the second assessment cycle. Additionally, institutional student learning outcomes have been developed and assessed. A function map details the alignment from course and program SLOs to institutional SLOs. An Actionable Improvement Plan is identified to use the results of the function mapping project to evaluate and improve institutional structures and SLO processes. (Standards II.A.1.c, II. A.2.e, II.A.2.f)

The College's program review process has been redesigned to include SLOs and assessment-based results into the curriculum processes. The resulting course and program effectiveness data have effectively informed and improved the strategic planning process. (Standards II.A.1.a, II.A.1.b, II.A.2.d, II.A.1.e)

There is ample evidence to suggest that much work has been done to integrate ongoing systematic evaluation and integration of SLO and program review information into planning. The mapping project designed to connect SLO assessments to institutional outcomes is ongoing. (Standards II.A.1.a, II.A.1.b, II.A.2.d, II.A.1.e)

The current College catalog provides information on transfer protocols. Numerous orientation sessions are offered each academic year to assist students in their efforts to

transfer in a timely manner. Information about the College's Transfer Center and the Transfer Opportunity Program are also covered. Course requirements for transfer students are covered for CSU and UC and cover many major programs of study. Information about ASSIST is included in the section related to transfer. (Standards II.A.2.c, II.A.2.h, II.A.3.a, II.A.3.b, II.A.3.c)

### **Findings and Evidence**

The College has achieved proficiency in the development and assessment of student learning outcomes and has successfully completed one cycle of assessment. These results have been discussed campus wide within College departments and divisions and are used to influence planning and budget allocations. The College has incorporated student learning assessment into the program review process and curriculum review by requiring student learning outcomes on all course outline of records, program outlines, and course syllabi. (Standards II.A.1.a, II.A.1.b, II.A.2.d, II.A.1.e)

As discussed in the Self Evaluation Report, the College has developed an Actionable Improvement Plan to "mature the process that ensures authentic assessment is being practiced within all units of the college." The College needs to formulize a strategy on how it will "mature the process" not only to ensure that authentic assessment is being practiced at all levels, but that dialog on authentic assessment occurs across campus departments and divisions so that there are comprehensive discussions that culminate into integrated planning efforts. (Standards II.A.1.a, II.A.1.b, II.A.2.d, II.A.1.e)

The College offers several course delivery options for students. Most departments offer their programs in both online and traditional formats. Courses are offered in face-to-face, hybrid, and web-enhanced formats. The College does not offer any correspondence courses. Determination of student needs in relation to course delivery is concluded through the data analysis embedded in the program review process. Quality of online course design and delivery is ensured through the Online Advisory Board. This committee guides faculty through the development and revision process for online courses and ensures that all courses meet criteria as outlined in BlackBoard's Exemplary Course Rubric. (Standards II.A.2.b, II.A.2.d, II.A.2)

The team reviewed several online courses. The Online Advisory Committee has listed agreed-upon practices for regular and substantive instructor to student contact in the Distance Education Guidelines document. It was noted that some instructors are incorporating regular and substantive contact activities as they have been defined by the Online Advisory Committee. (Standards II.A.2.b, II.A.2.d, II.A.2)

The College Catalog provides current and future students with clear and accurate communication about instructional programs, support services, and transfer policies. For example, a list of instructional programs is listed under Academic, Career, and Certificate Programs. Other sections list Transfer Policies and Graduation Requirements. (Standards II.A.2.c, II.A.2.h, II.A.3.a, II.A.3.b, II.A.3.c, II.A.6.a, II.A.6.c)



The Orange Coast College Policy and Process for Viability Review of Programs outlines the process to evaluate the viability of programs and make recommendations as to program discontinuance, program reorganization/initiation, and program modification/improvements. The input from and impact on students is included as part of the data collection step where students are able to submit a position paper and participate in structured and focus group interviews.

Academic freedom and honesty policies are also clearly delineated in the College catalog. Board Policy 3902 provides direction regarding procedures related to student academic dishonesty. A nine-hour workshop for students is offered two times per year as an “educational sanction” for students found responsible for academic dishonesty. (Standards II.A.7, II.A.7.a, II.A.7.b)

Orange Coast College offers no curricula in foreign locations to non U.S. nationals. (Standard II.A.8)

### **Conclusion**

The College meets the standard. Orange Coast College offers quality instruction that aligns with the institution’s mission and assessment is a strong component of curriculum planning and program review. (Standards II.A.1.a, II.A.1.b, II.A.2.d, II.A.1.e)

The College has an actionable improvement to develop a strategy to further widespread conversations on authentic assessment that will assist in the continued incorporation of authentic assessment with integrated planning activities. (Standards II.A.1.a, II.A.1.b, II.A.2.d, II.A.1.e)

While some online instructors have established “regular and substantive contact” with their students, these strategies are not being consistently applied in the online environment. (Standards II.A.2.b, II.A.2.d, II.A.2)

### **Recommendations**

None

## **Standard II.B Student Support Services**

### **General Observations**

Orange Coast College provides a comprehensive range of student services which are delivered through various departments, with a majority located in Watson Hall, the One Stop Student Service Center.

Support is provided to students with admissions, registration, assessment placement, orientation, personal, career and academic counseling, financial aid, transfer, job search, and health services. In addition, College programs serve the special needs of veterans, disabled students, re-entry students, international, economically disadvantaged, and underrepresented students.

The College is committed to cultural diversity and recently hired a Director of International Students. The International Center addresses the needs of international students to increase their academic success and promote international awareness College wide. (Standard II.B.3.d)

The College has a mobile application available for Android and Apple smart phones to assist students with easy access to College information and support services. Online course information is available on the College website, in the College catalog and the course schedule.

The College publishes a catalog and course schedule which includes information on various support services including admissions requirements, financial aid, counseling, campus locations, and various policies affecting students. The College catalog and course schedule outline the Family Educational Rights and Privacy Act of 1974 (FERPA) regulations. Both documents are available in web format, and the College catalog is also available in limited supply in print format in the College Bookstore. (Standard II.B.2.a-d)

The College has a comprehensive Associated Student Organization which includes branches in the areas of Advocacy, College Life, Inter Club Council, Participatory Governance, Fiscal Affairs, and Student Senate. These branches provide opportunities to develop student leadership skills.

### **Findings and Evidence**

Student Services program review is in alignment with the campus wide program review process. Student Services programs complete a comprehensive program review every three years. During the off years, each program submits an annual program review, which includes updates to their student learning outcomes and plans, and submission of Annual Resource Requests (ARR). Within the Student Services Wing, the Student Services Planning Council reviews and prioritizes the ARRs, which are then integrated with the Administrative

and Instructional Wings into one prioritized list by the President's Cabinet. The prioritized list is then presented to the College Council. (Standards II.B.1, II.B.3)

Previously, the complaint process was processed by individual departments based on the complaint, and therefore lacked consistency. In 2012, the Service Compliant Process was restructured. Complaints are received by the Office of the Vice President of Student Services, to ensure and monitor closure. Policies and processes for service complaints, grade grievances, discrimination and sexual harassment complaints, are also available on the website and in the College catalog. The Service Compliant Form is available on the Student Services page of the College website. (Standards II.B.2.a-d)

Students are well represented in governance committees and processes within the College and feel that their input is valued. In addition to the Associated Students of Orange Coast College (ASOCC) Board and Student Senate appointments, approximately 30 percent of student appointments to participatory governance committees are by the general student body, which provides a broad student perspective. Revenue sources for the ASOCC annual budget of 1.3 million dollars include profit from the Bookstore, Recycling Center, and College Service Charge fees. The various branches of the ASOCC enhance student life on the campus. The College Life Council provides activities such as Movie Nights, Open Mike Night, and various Awareness Day activities. The Fiscal Affairs Council receives request for financial support from the various areas of the campus, which are carefully analyzed, with recommendations to the Student Senate for final funding approval. There are approximately fifty active clubs on campus. In addition, the ASOCC sponsors various town hall forums, based on student survey responses on topics of interest. (Standards II.B.1, II.B.3.b, II.B.3.d)

Support for students enrolled in online courses is available on the College website, including online tutoring. Students with counseling related questions can email counseling, but actual online counseling services are not currently available. (Standard II.B.3.a)

The College is implementing Degree Works, a comprehensive electronic degree audit and student education plan (SEP) system with an effective date of August 2013. This system will provide ability to develop a schedule, based on student needs, therefore a data driven method of scheduling. In addition, the system will provide electronic Student Educational Plans (SEP's), which are required for financial aid verification and to meet the requirements of the new Student Success Act. (Standards II.B.3.a, II.B.3.c)

To enhance Financial Aid services to students, an analysis was completed and a District reorganization of the Financial Aid Department was completed with an effective date of February 14, 2013. The reorganization provides consistent processes for all three colleges, including financial aid disbursement dates. The reorganization also combines District wide financial aid back office support staff for processing, into one central District location. Direct face-to-face financial aid support is maintained on the campus for services such as

Federal Work-Study, Cal Grants, Financial Aid Workshops, student appointments, and general financial aid related questions. (Standard II.B.3.a)

**Conclusion**

The College meets the Standard for providing appropriate student support services to support student success.

The College is currently implementing the online electronic degree audit and student education plan (SEP) system. The College is aware of the need to enhance online counseling services to meet the needs of online students.

**Recommendations**

None

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

### **General Observations**

**Library:** Orange Coast College supports the delivery of quality library resources and services to its students. The 88,000 square-foot building is centrally located and has a wide range of instructional services as well as ample study space, a computer lab with 32 computers, 2 classrooms, 10 study rooms and a collection of more than 100,000 physical items. Instruction and learning goals are supported by a broad selection of online databases and eBooks. The library has 5 full-time librarians, 15 hours of part-time librarian staffing, six full-time classified staff, one part-time classified staff, and additional hourly workers.

**Computing Center:** The Computing Center is delivering quality support to students and faculty. The Computing Center includes an open computer lab and seven computer classrooms. The Computing Center staff support the overall computing needs and interests of the general student population including Computer Assisted Testing (CAT) for face-to-face, hybrid, and online classes. A student network account is used to access computers, wireless, document and image scanning services, and a campus wide pay-for-print service. The range of widely available technology services provides a basis for educating students in computer literacy and removes barriers to access. Long lines form throughout the day and expansion of this service is planned for inclusion in a new building.

**Student Success Center:** With the aid of a Title III grant the College was able to greatly expand services to students. Over a five-year period, the tutoring services went from serving 500 to 3000 students. There are four separate areas within the Student Success Center (SSC) which supplement instruction and provide academic support for the developmental courses. The centers are the Writing and Reading Center, The Math Center, The Peer-Assisted Study Sessions Groups, and the Multidiscipline Tutoring Center. Over the period of the grant, the SSC increased student progress and achievement rates by an overall 3.1 percent. In the post Title III period the SSC has ceased one-on-one tutoring and reduced available hours by ten per week.

### **Findings and Evidence**

Librarian outreach to faculty and students for input on collection growth is extensive. The assigned subject liaison method of contact with discipline faculty is an established standard for libraries. The library provides instruction in the use of its resources through drop-in workshops, course-related instruction at the request of faculty, online library guides, and in-person and online email reference services. The library also offers a transferable credit course. The library has a position on the Curriculum Committee. This committee membership assures that the library can monitor course revisions, program proposals and revisions, and new courses to ensure availability of materials to support student learning.

The level of institutional support for equipment and library materials is adequate for the instructional programs. Surveys document high satisfaction levels of students. The 2012 Supplemental Student Survey showed a 60% agreement with sufficient access to learning support resources. The overall currency of catalog based monographic materials (average date of publication was listed as 1985) is dated. (Standard II.C.1.a) Computing Center equipment is current and heavily used and a multiyear plan is in place for ongoing upgrades

funded by Measure M. (Standard II.C.1.a) In the Student Success Center the equipment and materials available are adequate. Planning for the post Title III institutionalization of support for the Student Success Center was not complete at the time of the team visit. (Standard II.C.1.a)

The librarians engage in a wide range of instruction activities (librarian lectures to supplement classes, reference desk consultation, and an online email access to librarian assistance). The College Core Learning Outcomes and Thinking Skills Learning Outcomes include information competency and technological competency. The library SLOs for student information competency are regularly re-evaluated and are consistent with the Association of College and Research Libraries (ACRL) national standards. (Standard II.C.1.b) The Computing Center staff are engaged in activities which support student technological competency. (Standard II.C.1.b) The Student Success Center activities serve to increase student comfort with a wide range of information and technological tools. There are also Directed Learning Activities in targeted areas within the various assignments at the Writing/Reading Center. (Standard II.C.1.b)

The Library, Computing Center, and Student Success Center all have adequate hours of operation. Students also have 24/7 access to online subscription database materials through their student verified proxy. (Standard II.C.1.c)

The College has followed accepted standards of practice for security in the Library, Computer Center, and Student Success Center. (Standard II.C.1.d)

The library is part of the Cal-West Consortium which expands the materials available to Orange Coast students. It also part of the Community College Library Consortium which provides cost effective cooperative buying of online databases. The library and the Computer Center have partnerships and agreements that are in line with generally accepted practice. (Standard II.C.1.e)

The library participates in the College's three-year cycle of program review. In the most recent (2009-2010) published Program Review students were satisfied or very satisfied with: study space in the library (90%), study rooms (85%), viewing rooms (75%), copiers (71%), and print services (70%). Regarding the overall library, 89% of students were satisfied or very satisfied with the general environment and 90% were satisfied or very satisfied with services received from library personnel. The library has extensive documented activities with respect to evaluation of its services. The library has SLOs for its course and Program Student Learning Outcomes (PSLOs) to address evaluation of the service delivery component of their activities. Student satisfaction surveys and point of contact surveys document positive student views of the adequacy of a wide range of services. (Standard II.C.2)

The Computing Center gathers point-of-service feedback and conducts periodic surveys. It does not have a separate program review but are included with PSLO's in the Instructional Technology Program Review. (Standard II.C.2)

The Student Success Center assesses itself through the SLOs established for their tutoring sessions. They also actively compiled data for Title III Requirements on student progress

and achievement rates, persistence rates, and course completion rates for basic skills courses, as well as growth targets for students receiving tutoring. In addition they have a regular student surveys. They have also progressed through an iteration of student tracking tools to collect usage trend data and are currently using Accutrak. Overall, students who receive tutoring have higher success and retention rates. Starting in fall 2010 the College was able to analyze persistence, student progress, and achievement rates. Students who use Supplemental Instruction (PASS program) also had an overall increase in success and retention. (Standard II.C.2)

### **Conclusion**

The College meets the Standard for service to students and for establishment of regular assessment of adequacy of service delivery. The services of these units are popular and central to student life on campus. The support needs of students from basic skills level to transfer level courses places a corresponding breadth of expectations on learning support services. The Library, Computer Center, and Student Success Center are aligned to support the College Core Learning Outcomes goals of information competency and technological competency.

### **Recommendations**

None

## **Standard III Resources**

### **Standard III.A Human Resources**

#### **General Observations**

The self evaluation for human resources is thorough and provides ample evidence of the College's commitment to the employment of qualified personnel. The College demonstrates that there are policies and procedures in place to systematically screen and hire new employees. The College integrates human resources planning to meet institutional and student needs. There is also significant evidence in the Vision 2020 document of efforts made to plan and integrate human resources planning into the future direction of the College.

The evidence indicates that the College understands the significant role workforce diversity plays in enhancing the value of the College to its community. The College offers some documentation of staff development consistent with employee needs from all constituent groups. There is need to increase the assessment and analysis of staff development participant evaluations in a more transparent manner since current reporting is inconsistent.

#### **Findings and Evidence**

The evidence indicates that the College has policies and procedures in place and has incorporated state requirements into their practices. California State Minimum Qualifications are incorporated into the faculty hiring protocols, and a thorough orientation is provided. All categories of employees have written hiring policies and procedures that comply with state and federal hiring regulations. These practices are consistent with the related board policies. Rubrics/screening criteria are developed for each new hiring. Position announcements are found on both the College's Human Resources website and District's website. (Standard III.A.1.a)

As a result of a perception of non-transparent processes on sister campuses, there was movement to develop the Policy and Procedure Task Force to initially address the hiring practices for management. The task force was formed two and a half years ago and has developed and implemented policies and procedures for the hiring of all constituent groups. The evidence and interviews indicate that specific policies and procedures are followed for hiring processes. According to the academic senate president, the procedure currently used to prioritize faculty hiring is working well, and most are generally pleased with the process. (Standard III.A.3.a.)

The evidence illustrates a process that allows for personnel to be evaluated on a systematic basis using forms and procedures developed in a collaborative manner. It is clear that collective bargaining units for three of the four constituent groups have been involved. The Coast District Management Association as evidenced by the Management Handbook, has



used the meet and confer method of agreement to develop and implement management evaluation practices. The Banner system notifies managers when personnel are due for evaluation. Managers are currently in the process of verifying the accuracy of the Banner report to assure timely evaluation. (Standard III.A.1.b)

The District's collective bargaining unit has not negotiated a process for the evaluation of faculty on the basis of effectiveness in producing learning outcomes in student performance. Instead, faculty members are evaluated on "reflection on objectives of assignments" and student surveys ask students "whether or not the instructor has made clear what is expected in the course." Deans are directed in the evaluation of the faculty to address achievement of student learning outcomes. A review of three tenured faculty evaluation records indicated that two of the three included a comment about participation in the student learning process. However, there was no specific evidence to support the claim that the participation resulted in effectively achieving stated student learning outcomes. There was evidence that negotiations have been taking place with the faculty union to revise the evaluation contract article to include the achievement of student learning outcomes. (Standard III.A.1.c)

The District has a Board approved Code of Ethics (BP 3050) for its employees. The self evaluation indicated that all employees are held accountable for adherence to laws, regulations, and board policies. Communication regarding new policies and regulations is announced through the District and in meeting venues. Faculty members are held to the collective bargaining article on Academic Freedom and Responsibility. (Standard III.A.1.d)

The College provides evidence that the District exceeds its Faculty Obligation Number (FON) in the Vision 2020 Report. The FON for Orange Coast College is 247, approximately 57 percent of the District-required faculty. Concern is expressed in the Self Evaluation Report that positions have not been replaced due to budget constraints. This is evidenced by documentation of a Board Resolution of a hiring freeze and the development of strict criteria that must be met before a position can be announced externally. Over the past three years, the College has participated in a series of Voluntary Separation Programs (VSP) designed to reduce the number of classified and management employees to avoid layoffs. In 2011-2012, Faculty members were also included in the VSP with negotiated requirement to hire back one-for-one the number of faculty who participated in the VSP Program. (Standard III.A.2)

The College cites evidence of a 30 percent decline in faculty employment, 5 percent in classified employment, and a 35 percent decrease in management staff. Budgetary constraints are cited for these decreases over the past three to five years. It also indicates a seven percent decline in student headcount during the past two years. The College notes an action plan to explore "the design and implementation of a broad-based reorganization to ensure deficiencies and effective coverage in areas of high need and demand." The College's Human Resource Plan that is currently under development recommends the "development of a Full Time Faculty Hiring Plan 2013-2016 to ensure compliance with the Full Time Faculty

Obligation Number and 50% Law” (Human Resources Plan, 2013, p. 7). Although not specifically mentioned in the Human Resources Plan, there is a recommendation to address the Management Structure and follow a plan to ensure adequate faculty and staff to meet institutional needs. This recommendation and strategy is headed by the College president and facilitated through all Wing Councils (Human Resources Plan, 2013, p. 12). (Standards III.A.1, III.A.2)

The College provides evidence of the approximately 120 Board Policies and makes these available in writing and on an easily accessible website for review. Through the use of the Community College League of California policy service, the District is in the process of reviewing and updating these policies. This policy and procedure review process has been ongoing for the past several years, and it is reported that it will be at least another year before it is completed. The length of this policy review process seems protracted, especially given that this was a District recommendation by the 2007 visiting team. (Standard III.A.3).

Evidence presented indicates that the College had identified several human resource procedures and practices that were in need of review and revision. Two noted are the Executive Hiring policy and the transparency of the review and revision of the institution’s policies and procedures. They note that while best practices were being followed, the appearance of College wide transparency was questioned. The College formed a College Transparency Committee to increase campus community awareness of procedures and outcomes. As stated earlier, a District Policy and Procedures Task Force is actively working through the development and implementation of a management hiring set of policies and procedures and is currently working on faculty hiring policies and procedures. According to the academic senate president, the procedure currently used to prioritize faculty hiring is working well and most are generally pleased with the process.

There is verified evidence of the College’s compliance with Educational Code regulations related to record-keeping requirements and takes steps to ensure confidentiality of its employees with restricted access and separate medical and benefits records. It was verified that all personnel files are well organized and securely locked behind doors and within locked file cabinets. The director of employee benefits and records and the file clerk indicated there is a strict policy related to review of employee records and were able to state the policy. The policy states that written permission must be obtained from the employee before anyone outside of Human Resources may review the employee’s file. (Standard III.A.3.b.)

There is currently a draft Coast Community College District Equal Employment Opportunity Plan, although the Board of Trustees has not yet adopted the plan.

There is evidence that the College has made efforts to respect and encourage inclusiveness in the operations of the institution. Documented human resource principles cited in the Vision

2020 are translated into human resources practice in policies and procedures and processes related to hiring reflect the diversity and equity values and principles. Evidence provided indicates numerous activities are included in these practices. The efforts and results have been placed into a Report provided to the Board of Trustees for review and approval in 2012. (Standards III.A, III.A.3.a, III.A.4)

In reviewing the evidence of professional development programs offered from 2009 through 2013, there were eight programs presented that specifically related to diversity awareness and education. (Standard III.A.4)

The International and Multicultural Committee document provides evidence of a strong commitment to encouraging respect and inclusion of diversity and equity in the campus community. The evidence indicates that Human Resources practices effective strategies to ensure hiring practices encourage diversity of applicant pools for new positions and promotes practices in the selection and interview process that encourages fair and equitable employee selection. The College intends to evaluate posted position requirements to expand diversity in its workforce applicant pool. (Standards III.A.4.a, III.A.4.b)

The College demonstrates integrity in the treatment of its employees through collective bargaining processes with three unit groups and a meet and confer process with its confidential and manager/administrative employees. The Associated Students have policies that ensure integrity in their treatment by the College. An effective complaint process is available to staff, faculty, and administrators. This was verified by reviewing a grievance file. (Standard III.A.4.c)

There has been an increased number of recognition programs and staff development offerings available to all constituent groups since the last site visit. These include Classified Employee of the Year, Faculty of the Year, Manager of the Year, Strong Rower Award, and Wing Associated Student Summer Appreciation event. (Standard III.A.4.c.)

The evidence indicates that all constituent groups are provided with opportunities for continued professional development consistent with the College mission. The Staff Development Plan Supplemental Plan Structure was reviewed and has direct connection to the College's mission, vision, and values. While still under revision, the plan addresses College wide goals and planning assumptions. (Standards III.A.5, III.5.A)

A review of the Professional Development records from 2009 to March 2013 provided evidence of a variety of programs offered for classified, faculty, and administrators. The evidence indicates that there has been an emphasis in the last two years on Instructional Technology (IT) training offerings. These offerings are of high quality and are perceived to be highly effective by most participants. Through the program review process in all areas, staff development needs are identified and prioritized for future presentation. Faculty members are provided funds for workshops, seminars and conferences as well as on-campus

opportunities. Classified staff members also have funds available to participate in professional development and on-the-job training. Managers have funds to attend off-campus conferences and workshops offered by the Southern California Community College District Employment Relations Consortium on relevant topics for administrative responsibilities. Each constituent group has access to information and forms on the College or District website designed to facilitate participation in programs. (Standards III.A.5, III.A.5.a)

The Staff Development Advisory Committee plans and provides professional and personal growth opportunities for all individuals of the college. Annual surveys of constituent groups are on file and provide information about faculty, staff, and administrator professional development needs. The District also provides support for staff development and the three campuses within the District share resources and program information to encourage cross campus involvement. (Standards III.A.5, III.A.5.a)

The College has taken steps to systematically evaluate the professional staff development offerings provided to constituent groups. A review of the evidence for evaluation of professional development offerings indicates that with the exception of IT, evaluations of programs are not consistently completed. With inconsistent evaluation of professional development programs, it is difficult to determine if participant evaluation feedback is used to plan for future professional development programs. (Standard III.A.5.b)

New professional development pre-test and post-test evaluation forms have been developed in the past six months and have been in use since January. These forms will provide additional information that will facilitate assessment and analysis of the effectiveness of individual programs and assist in planning for future professional development programs. (Standard III.A.5.b)

Verified evidence indicated there are clear processes in place for evaluating the effectiveness of human resources functions. This is demonstrated in the draft Human Resources Plan. This document sets forth the specific plan for assessment and analysis of human resources effectiveness. Topics in the Plan include Analysis of District Workforce and Applicant Pool, Analysis of Degree of Underrepresentation, Steps to Remedy Underrepresentation, and Measures to further Equal Employment Opportunity. The College uses information related to human resource needs from program review and Annual Resource Request (ARR) documents to plan for future needs. Through the planning process, recommendations are made to the College Council and the president depending on the constituent group. (Standard III.A.6)

## **Conclusions**

The College mostly meets the Standard.

There was no evidence that the College measures progress toward achieving stated student learning outcomes as a component of the evaluation of faculty and others directly responsible for the achievement of those outcomes. This was also noted by the 2007 visiting team.

Staff Development opportunities are available but are inconsistently evaluated for effectiveness with the exception of IT Training. While evidence was available in the form of annual surveys, it was unclear if the results were used to plan future educational offerings for the staff.

### **Recommendations**

See District Recommendation 1.

## **Standard III.B Physical Resources**

### **General Observations**

The District master plan encompasses Academic, Technology and Facilities which are integrated into each of the College facilities plans. Assessing the condition of aging facilities and equipment is a critical part of the plan to ensure that services for students are not impaired. (Standard III.B)

The safety of students and staff is paramount in the overall operation of the College. This requires that the buildings and technology not only be maintained routinely, but also upgraded as necessary to meet the Standard. (Standard III.B.1)

The projections for assignable square footage, (ASF) have been identified by each location. This process solicited a significant amount of dialogue among all stakeholders. The process aided in identifying areas with inadequate space, as well as areas that were over-allocated. In the voluntary compliance plan for Title IX, all areas have been identified as completed for access. (Standard III.B.1.a, Standard III.B.1.b)

The annual resources request and comprehensive program review process allow all areas to identify facility and equipment needs which are prioritized by the college governance bodies. Minutes and agendas from the Land Development Committee are posted on the District web site for review. (Standard III.B.2)

The College considers total cost of ownership when planning for new facilities. On a monthly basis, reports from the college are provided from the facilities planning committee for assessment of concerns and maintenance priorities. (Standard III.B.2.a, Standard III.B.b)

### **Findings and Evidence**

The Educational Master Plan considers demographics and growth that will occur in the District and the project impact on facilities. This information will be used to plan for future expansion and allocation of resources for ongoing facilities maintenance and equipment replacement. The Facilities Master Plan identifies resources for classroom upgrades, utilities, HVAC, parking and general maintenance requirements.

The 2010-2015 Facilities Master Plan still states “draft” on the document; however, the planning clearly indicates how Measure C resources (a 370 million dollar bond measure) were/are to be allocated. The vice president of administrative services clarified that it was a component of the planning document encompassed in the Vision 2020 plan. However, this is not clear within the documents. It would be made clear by removing the word “draft” from

this document and finalizing it. It could then serve as evidence of progress toward the Vision 2020 goals. (Standard III.B)

The Vision 2020 document identifies growth areas within the District to provide a footprint of where resources from the bond measure can be allocated. Measure M, which provides 698 million dollars in bond funds, will provide the necessary resources to ensure a safe learning environment for students and staff as well as upgrade any deficiencies in the Standard. Vision 2020 provides an excellent blue print as to how the District will achieve this. (Standards III.B.1, III.B.1.a)

Identification of appropriate staff for handling Title IX issues has been disseminated throughout the District including the contact information of those who have the authority to handle complaints. Statements are published in languages that are principal in the region and all signage is ADA compliant. Restrooms and drinking fountains have been modified to meet access requirements. The College has a detailed emergency preparedness handbook that is disseminated to all staff and faculty. Forms are available to students and staff at the Health Center and online in the event of any issues. (Standard III.B.1.b)

The 2010-2015 Facilities Master Plan identifies the capacity and utilization of current facilities. The plan also projects the demands for future buildings and maintenance. Additionally, the document plans for equipment replacement with the 698 million dollars in Measure M bond proceeds. (Standard III.B.2)

Sustainability models have been effective in the overall planning for facilities development. Measure M funds have supported a new approach to facilities planning as the funding for new technology, equipment, and ongoing maintenance. Implementation of low maintenance facilities helps keep the overall cost of operation to a minimum. There has been an allocation of approximately 8.9 million dollars for scheduled maintenance. The College has addressed the total cost of ownership by allocating these resources from the Measure M bond measure.

A total of 60 million dollars from Measure M is slated for an ongoing technology endowment. The first issue of 10 million dollars will support technology through infrastructure and equipment. (Standard III.B.2.a)

The District uses a comprehensive program review process to link student learning outcomes to all resource needs. The three-year campus plans demonstrate that the Educational Master Plan incorporates facilities and maintenance plans to leverage the best use and maintenance of the allocated resources. Measure C allocated 3.4 million dollars for technology upgrades and new purchases. (Standard III.B.2.b)

**Conclusion**

The College meets the Standard. The College provides students with the necessary physical resources that support their learning. The 2010-2015 Facilities Master Plan is integrated with the overall college planning processes. (Standard III.B.1.a, Standard III.B.2.a, 2.b)

**Recommendations**

None



## **Standard III.C Technology Resources**

### **General Observations**

Technology resources and services are provided by Information Technology which has three primary work groups: End User services, Web services, and Infrastructure services. The end user group is the public aspect of IT with responsibility for direct support of instruction and desktop support to students, staff, administrators and faculty. The College supports Blackboard Learning Management Services and a testing center for its distance education program. The College has a Web Services Manager and has placed a great deal of emphasis towards transparency and achieving dialog by the creation and maintenance of both the public website and the OCC Portal. The main software systems utilized are Banner (supported at the District level), Blackboard, and Microsoft Office Suite.

### **Findings and Evidence**

The College planning process had guided the development of the College wide Technology Master Plan informed by the college mission and vision. This plan is directed toward technology under the control of the college for the next three to five years. The College has a shared governance Technology Committee. The College uses technology to support face-to-face and distance learning programs and has integrated technology planning and funding with institutional planning. The modeling of the technology plan after the College wide planning process ensures that the various types of technology Annual Resource Requests (ARR) identified in program reviews are reviewed at the division, department level, and the wing level. These technology resource requests are then aggregated, reviewed, evaluated, and finally prioritized by the Technology Committee for support of learning programs. The Technology Committee forwards the resulting prioritized list to President's Cabinet for final prioritization, which is then sent to the Budget Committee and College Council for funding. The College vision and mission statements inform the Technology Plan. The College has implemented a planning process which meets the Standard. (III.C.1, III.C.1.d, and III.C.2)

Although the Self Evaluation Report noted that Information Technology resources for the College had lost 22.7 percent of their financial support, future provision of IT support for instruction, administrative goals and student learning programs and services will be dramatically improved with the passage of Measure M (passed in Nov. 2012). The balance of support at the campus level in relation to District level is an evolving matrix. District wide consolidation of services to benefit the College community is being explored in such areas as security and server infrastructure and District wide network access for students. (III.C.1.c)

Information technology activities are aligned with the Institutional Student Learning Outcomes. (III.C.1.a) There is a Help Desk team and a technology training staff member offering a wide variety of regular and special training opportunities for students, staff, and faculty. Staff development feedback results indicate broad satisfaction with information technology classes and one-on-one training. (III.C.1.b)

Communication and dialog are enhanced by the use of the OCC Portal. The Portal website is referenced hundreds of times in the self evaluation to document the transparency and wide availability of documentation. (III.C.1.d)

### Conclusions

The College meets the Standard. The College has a well-developed technology planning process designed to drive the budgeting process and to assure that resources are used to support student learning programs and improve institutional effectiveness. The Information Technology department at Orange Coast College is widely respected on campus. Their strength includes on-demand and planned training activities. The careful allocation of equipment with the newest in higher use areas and older equipment in spaces with less impact serves to stretch resources.

### Recommendations

None

The College's planning process and guided the development of the College-wide Technology Master Plan informed by the college mission and vision. This plan is directed toward technology under the control of the college for the next five years. The College has a shared governance Technology Committee. The College uses technology to support face-to-face and distance learning programs and has integrated technology planning and funding with institutional planning. The modeling of the technology plan after the College-wide planning process ensures that the various types of technology Annual Resource Requests (ARR) identified in program reviews are reviewed at the division, departmental level, and the college level. These technology resource requests are then categorized, reviewed, evaluated, and finally prioritized by the Technology Committee for support of learning programs. The Technology Committee forwards the resulting prioritized list to President's Cabinet for final provision, which is then sent to the Budget Committee and College Council for funding. The College vision and mission statements inform the Technology Plan. The College has implemented a planning process which meets the standard (III.C.1, III.C.1.d and III.C.2). Although the Self-Evaluation Report noted that Information Technology resources for the College had lost 25% percent of their financial support, future provision of IT support for instruction, administrative goals and student learning programs and services will be dramatically improved with the passage of Measure M passed in Nov. 2013. The extent of support at the campus level in relation to District level is an ongoing matter. District-wide consolidation of services to benefit the College community is being explored in such areas as security and server infrastructure and District wide network access for students. (III.C.1.a) Information technology activities are aligned with the traditional Student Learning Outcomes (ILOs) (ILO 1 a) Data & Technology training and number offering a wide variety of regular and special training opportunities for students, staff, and faculty. Staff development, teacher training, broad satisfaction with information technology classes and non-one training. (III.C.1.b) Communication and dialog are enhanced by the use of the OCC Portal. The Portal website is referenced hundreds of times in the self-evaluation to document the transparency and wide availability of documentation. (III.C.1.d)

## **Standard IID Financial Resources**

### **General Observations**

The Educational Master Plan 2011-2015 lists Goal 10 in the area of Stewardship. The goal states that the College will implement comprehensive and deliberate long-term planning to be strategically and financially responsible. Including in the reference to the goal are charts regarding diversity, SLOs, student success, population projections and participation rates. However, this is the only discussion of the goal; there is not any discussion further of how it will be achieved and assessed or the fiscal ability to meet the goal. (Standard III.D.1)

The College has produced and provided training for the Decision Making: A Guide to Planning and Governance document. The guide is robust and provides a comprehensive overview of institutional planning structures. (Standard III.D.1.a)

The District has adequate reserves to cover the current budget shortfalls and also set aside resources which they designated as stability funds. (Standard III.D.1.b)

The most recent audit report indicates that 88 percent of the overall general fund expenses are allocated for wages and benefits. This is very high considering the remaining 12 percent covers utilities, license fees, and funding the reserve. This leaves little room for error or any unexpected reductions in revenue.

Based on the study performed on June, 2012, the GASB 45 liability for the post-employment retiree benefits had a present value liability of 121 million dollars. The annual required contribution (ARC) stands at 8.1 million dollars. As of the valuation date of this study there was funding in the amount of 43.5 million dollars towards the overall liability. This represents about 35 percent funded and also provides a five-year cushion towards the ARC. This is an excellent ratio and demonstrates a good fiscal position for the District.

The Vision 2020 plan is well documented and lays out a plan for the use of Measure M funds. The College revised the decision making and planning process in fall 2012, which clearly delineates the process for fiscal planning and budget development. (Standard III.D.1.c, Standard III.D.1.d)

The Banner Financial and Great Plains software systems are used for fiscal control and are reviewed annually by external auditors. There have been no findings during the past six years as a result of these audits. (Standard III.D.2)

In addition to the regular audits that occur for the general fund restricted and unrestricted areas, the District also has performed an audit of its foundation and Prop 39 funds. The audit includes performance and fiscal verification. Also, the 311 annual reports have been timely and demonstrate that the District is in compliance with 50 percent of expenditures being spent on direct instruction. (Standard III.D.2.a) All audit reports demonstrate a sound fiscal

position for the District with any questions being answered in a timely fashion. (Standard III.D.2.b) All budget and financial information is provided to all stakeholders in a timely fashion. (Standard III.D.2.c)

The College provides an accounting of expenditures to the appropriate federal and state granting agencies. These funds are earmarked for specific purposes and the College has controls in place to ensure that the guidelines are being followed. (Standard III.D.2.d) Audit reports are performed annually and any concerns are identified in the management letter to the District for correction and action. (Standard III.D.2.e)

Board policies are established for the purpose of ensuring sound fiscal practices which allows for District and College financial stability. Budget committees meet on a regular basis to monitor the fiscal condition. (Standard III.D.3) The cash is sufficient to handle the ongoing needs of the District and will allow for any unforeseen circumstances of up to 11 million dollars. (Standard III.D.3.a) Best practices are used to effectively manage the fiscal stability of all programs including all General Funds, Restricted Funds, Auxiliary Funds, Bond Funds, and Grant Funds. (Standard III.D.3.b)

The District acknowledges its liability of over 99 million dollars as identified in the latest study conducted by Total Compensation Systems published on June 15, 2012. The annual required contribution in the study shows a requirement of 8.1 million dollars. (Standard III.D.3.c) The District required under GASB 43/45 provides actuarial valuations every two years to identify their liability for post-employment retiree benefits. (Standard III.D.3.d)

There is an annual audit conducted for the overall financials including long term debt from bond measures. (Standard III.D.3.e) The College provides a process to track default rates for student loans by involving the financial aid office and a third party provider ACS Education Services. (Standard III.D.3.f)

The College works closely with the District to ensure that all actions taken are in line with the overall mission and institutional goals. (Standard III.D.3.g) The College has made some recommendations that facilitate the allocation process for budget improvement. (Standard III.3.h) The Decision Making: A Guide to Planning and Governance document provides a detailed approach to planning of all resources available in the District and College. (Standard III.D.4)

### **Findings and Evidence**

The 2011-12 budget document supports the self evaluation. (Standard III.D) Goal 10 in the Educational Master Plan is not supported throughout the document. The vice president of administrative services explained that it cross walks to other areas within the document; however, that is not clear within the document. (Standard IIID.1) The planning process, training and budget summary demonstrate that financial planning is integrated with and supports institutional planning. (Standard III.D.1.a) The evidence provided in the budget

summaries and adopted budgets indicates that the College takes a realistic approach to building their budgets. (Standard III.D.1.b) A review of the evidence indicates that all areas for this Standard are supported. (Standard III.D.1.c)

The audited financial statements of the District during the past six years support the statement of no findings. (Standard III.D.2) Upon review of the 311 reports and financial audits of Prop 39 funds, foundation funds, and District funds the College demonstrate that financial documents have a high degree of credibility and accuracy and reflect appropriate allocation and use of financial resources to support student learning programs and services. (Standard III.D.2.a)

During the past several years, there were a few findings that have been resolved, none of which were material in nature. The most recent finding was related to the return of Title IV funds. The calculation was corrected and the funds were returned to the Department of Education. The response was timely, and the finding was resolved. (Standard III.D.2.b) Annual budget adoption and monthly reports indicate that fiscal data is provided in a timely manner. (Standard III.D.2.c) All audit reports and Title III annual compliance reports are submitted without any findings. (Standard III.D.2.d)

The supplemental annual audit report for the 2011 fiscal year (pg. 52) states that the internal control systems are being followed indicating no findings in the report. This is also the case for the federal funded programs. (Standard III.D.2.e)

Board Policy 6200 specifically states that reserves shall not drop below five percent and that seven percent is an appropriate target. This would provide for unforeseen circumstances that could not be quickly rectified through the normal budget process. In September 2012 a final budget was presented and adopted by the Board of Trustees. (Standard III.D.3)

The Budget Committee recommendation provides an 11 million dollar cash reserve as well as a contingency plan in the event that Prop 30 had failed. This set aside can now be used for the purposes identified by the Colleges. (Standard III.D.3.a)

Based on the audited financials, the College has done an excellent job of managing financial resources as outlined in the Standard. There were no findings in any of the areas, and there was also a 370 million dollar bond measure that was audited, and no findings were identified by the third party audit. (Standard III.D.3.b)

The District has allocated 480,000 dollars annually from lease revenue to mitigate against its liability. The current plan value of 44 million dollars represents about 45 percent of the funding that will be required to be fully funded. The District plans to have its liability fully funded by the year 2025. This would require a combined contribution and growth in assets of approximately 4.5 million dollars a year. This is an aggressive approach but appears to be manageable and achievable. (Standard III.D.3.c)

The District has provided a funding mechanism through the League and provided ongoing studies every two years to ensure that they are in compliance. These studies follow the appropriate accounting standards. (Standard III.D.3.d) The District does not have any local debt but rather uses their bond proceeds for construction and maintenance. (Standard III.D.3.e)

The College provides counseling sessions for students choosing to engage in student loans. This educational process helps reduce the loan default rate. In the audit findings for the 2010-11 fiscal year, there were 2 students out of 25 tested that did not return Title IV funds amounting to 499 dollars. This was not material and the College has resolved the issue. (Standard III.D.3.f)

There are proper controls in place to ensure that the appropriate stakeholders are reviewing and signing contractual agreements with outside agencies. This is in accordance with the Budget Accounting Manual Requirements published by the Chancellors Office. (Standard III.D.3.g)

In the Decision Making: A Guide to Planning and Governance document, the College has enhanced communication to provide a more robust process for budget planning. This provides an avenue of continued quality improvement for the institution. (Standard III.D.3.h) This provides a solid structure for the execution of decisions and their fiscal impact. Board policy 3250, requires that institutional planning occurs and that the Chancellor provides plans to the board of trustees for action. (Standard III.D.4)

#### **Conclusion**

The Standard is met. However, the inclusion of financial planning in the Educational Master Plan 2011-2015 was not evident.

#### **Recommendations**

None

## **Standard IV**

### **Leadership and Governance**

#### **Standard IV.A Decision-Making Roles and Processes**

##### **General Observations**

The College planning structure is composed of a developing system of interdependent committees (e.g. accreditation, administrative services, college budget, enrollment management, facilities, institutional advancement & effectiveness, instructional planning, international & multicultural, staff development steering, student services, and technology) that make and implement decisions and set into motion action priorities in their own areas. A participatory approach is used to encourage widespread participation in problem solving. The committee structure empowers a shared governance College Planning Council to review and discuss plans, decisions or recommendations as they 'roll-up' from the individual committees as outlined in its Decision Making: A Guide to Planning and Governance document.

The College has recently updated the decision making document clarifying the scope and processes of its committees, and encouraging communication to constituent groups about their role in designing and implementing plans, initiating new ideas and discussing them in formal and informal arenas.

Communication is thoroughly documented across campus in meeting minutes, agendas, reports and study sessions. The president meets frequently with institutional leaders and encourages the sharing of ideas and suggestions. Through the organizational structure and established processes, administrators, faculty, staff, and students facilitate the development of ideas, effective communication, and cross committee cooperation are common. The roles of all constituencies are clearly defined in the decision making guide.

The College maintains an environment that is characterized by openness and a commitment to teamwork and leadership. The College staff acknowledges that this environment enables the planning to be successful and engage in evaluation and planning on a continual basis. This evaluation is an integral part of the College's commitment to comprehensive planning and the annual review process.

##### **Findings and Evidence**

The team found evidence that the College is committed to planning. The College has an effective team structure which provides a basis for continual assessment and improvement of planning. Through a review of its structure, practices and activities, the team identified that institutional leaders are expected to encourage members of all College constituencies to participate in decision making. The College's processes are outlined in Decision Making: A Guide to Planning and Governance, which also defines "the structure, operational relationships, mechanisms and agreements for making transparent and inclusive decisions at

Orange Coast College that affect the well-being of our institution.” (Standard IV.A.2, IV.A.3, IV.A.5) In addition, this document explains the College’s philosophy for making decisions: “To improve our planning and decision making, Orange Coast College commits itself to a culture of collegiality, inclusiveness, evidence, student learning and assessment, and transparency. This serves the foundation for participatory governance at the college, which values the contribution of each of its constituents—faculty, students, staff, and managers—in the decision making structures and processes that we have adopted”

In the College’s 2010 Focused Midterm Report and the 2012 site team visit, the team has noted that all divisional wing plans, program review information, student learning outcomes, and other data relevant to the planning cycle had been extended to cover three-year period of time, and augmented by an annual review.

The team has noted that planning is used to inform and direct campus fiscal and budgetary decisions and that planning is occurring smoothly at the institution. The team also noted that because of the institutions’ newly adopted planning activities; constituencies are properly and prudently delineating and refining the processes, functions, and interactions of the committees. (Standard IV.A.2, IV.A.3, IV.A.5)

The team found that the College’s philosophy of participatory governance is well understood, broadly communicated and that all major constituent groups participate. It was evident from Academic Senate (reviewing Senate meeting documents and observing Senate meeting discussion) that the faculty believe that the College emphasizes teamwork and collaboration, and encourages a participatory governance environment.

In addressing Standard IV.A., the institution states that it "recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve." The team observed the College’s assertion that, "institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When areas for improvement have policy or significant institutional wide implications, systematic adjusted participative processes were used to assure effective discussion, planning, and implementation” through the Annual Strategic Planning process, the Annual Budget Development Cycle and the Governance structure outlined in the Decision Making: A Guide to Planning and Governance ( Standard IV.A.2, IV.A.3, IV.A.5).

### **Conclusions**

The College meets the Standard for decision-making roles and processes. The College has detailed and broadly disseminated the processes and roles to strengthen its planning



functions. The College has continued to address the dynamic issues of communication and planning processes through dialogue and its shared governance committee structures.

### Recommendations

None

General Observations  
The Board of Trustees is a five member Board of Trustees. The Board of Trustees is a public body and is responsible for setting District policies, as well as the hiring and evaluation of the Chancellor. Board policies can be accessed via the internet from the Coast Community College District Website. Board responsibilities and duties are outlined in BP1200 and support ACCJC Accreditation Standard IV.B.1.c and IV.B.1.j. The specific portions of the Board decision making is outlined in BP1210. The policy-making process relating to District policies is found in BP2310.

The Self-Evaluation also challenges with the CCD Board of Trustees "collaborative" status.

While the Board has struggled to act as a whole, it has recognized the need to schedule regular and study sessions to resolve differences, develop working relationships with one another and set a common level of objectives, add about a common direction. Review and decision on a variety of issues including mission and vision, goal setting and accreditation. The College appreciates the Board's efforts to improve communication and encourages the continuation of review and study sessions.

Findings and Evidence  
At this point in time, it is unclear if the Board's challenge to act as a whole have been its ability to act as an independent policy-making body. (Standard IV.A.1.a)

The Coast Community College District Mission is found in BP1200, but it is not readily visible on the District website. Academic and professional matters appear to have been reviewed through collateral consultation between the Academic Senate and members of the Board. (Standard IV.B.1.a)

The Board reviews and approves the annual District budget, review financial reports for the District, authorizes expenditures for the construction and maintenance of facilities, and approves all educational programs. The CCD Board of Trustees has ultimate responsibility for the educational, legal, financial and managerial matters of the institution it governs. (Standard IV.B.1.c)

There are processes for the Board to give approval for all educational programs and construction of all facilities. The Board also reviews and approves changes to the District and college budget throughout the year. BP 1210 (Financials in Local Board Mission) states that "the Board of Trustees has ultimate responsibility for educational quality, legal matters and financial policy. Indeed, it is the legal responsibility of the Board of Trustees to maintain, operate, and govern the District and its Colleges, in executing that responsibility the Board is committed to the principles of participatory decision-making." (Standard IV.B.1.a, IV.B.1.c)

## **Standard IV.B Board and Administrative Organization**

### **General Observations**

Orange Coast College is part of the Coast Community College District, a multi-college district governed by a five member Board of Trustees. The Coast Community College District Board of Trustees are publicly elected and are responsible for setting District policies, as well as the hiring and evaluation of the chancellor. Board Policies can be accessed via the internet from the Coast Community College District Website. Board responsibilities and duties are outlined in BP2200 and support ACCJC Accreditation. (Standard IV.B.1.d and IV.B.1.j) Their specific participation in local decision making is outlined in BP2510. The policy addressing issues relating to conflicts of interest are found in BP2710.

The 2012 Self Evaluation cites challenges with the CCCD Board of Trustees “acting as a whole”. It states,

“While the Board has struggled to act as a whole, it has recognized this and schedules retreats and study sessions to reconcile differences, develop working relationships with one another and senior level managers, and adopt a common direction. Such retreats are devoted to a variety of topics including mission and vision, goal setting and accreditation. The College appreciates the Board’s efforts to improve communication and encourages the continuation of retreats and study sessions.”

### **Findings and Evidence**

At this point in time, it is unclear if the Board’s challenges to act as a whole have affected its ability to act as an independent policy-making body. (Standard IV.A.1.a)

The Coast Community College District Mission is found in BP1200, but it is not readily visible on the District website. Academic and professional matters appear to have been developed through collegial consultation between the Academic Senate and designees of the Board. (Standard IV.B.1.b)

The Board reviews and approves the annual District budget, reviews financial reports for the District, authorizes expenditures for the construction and maintenance of facilities, and approves all educational programs. The CCCD Board of Trustees has ultimate responsibility for the educational quality, legal matters and financial integrity of the institutions it governs. (Standard IV.B.1.c.)

There are processes for the Board to give approval for all educational programs and construction of all facilities. The Board also reviews and approves changes to the District and college budgets throughout the year. BP 2510 (Participation in Local Decision Making) states that, “The Board of Trustees has ultimate responsibility for educational quality, legal matters, and financial integrity. Indeed, it is the legal responsibility of the Board of Trustees to maintain, operate, and govern the District and its Colleges. In executing that responsibility, the Board is committed to the principles of participatory decision-making.” (Standard IV.B.1.a, IV.B.1.c.)

While the Board has developed policies that are consistent with the mission statement, the ability of those policies to ensure the quality, integrity, and improvement of student learning programs and services are compromised by the fact that essential policies relating to Curriculum Development (BP 4020) and the Philosophy and Criteria for Associate Degree and General Education (BP 4025) have not been updated as provided by CCCD BP 2410. (Standard IV.B.1.b.)

It is noted that while policies consistent with the mission statement exist, that to ensure the quality, integrity and improvement of student learning programs and services, that very few board policies have associated administrative procedures. To ensure the quality, integrity and continuous improvement of student learning programs and services, it is strongly suggested that the chancellor work to develop administrative procedures where appropriate. (Standard IV.B.1.b)

To meet the Standard, all CCCD Board Policies must be reviewed and updated as per CCCD Board Policy 2410. These policies should relate an expectation of quality, integrity and the improvement of student learning programs and services. (Standard IV.B.1.e)

Coast Community College District BP 2200 (Board Authority, Responsibility and Duties), establishes the Board's size, duties, responsibilities, structure and operating procedures. To improve effectiveness, it is strongly suggested that the CCCD Board Policy 2360 (Minutes) be updated to reflect current practices in recording actions and discussions for board meetings. (Standard IV.B.1.d)

The review period for board policies is a maximum of four years. For policies pertaining to the Board of Trustees, the review process is carried out by the board clerk. All other board policies are the responsibility of the chancellor. As per BP 2410, it is the chancellor's responsibility to see that the board policies are carried out through administrative procedures and to execute all decisions of the Board of Trustees. The process for drafting, revising, and updating board policies has provisions for engaging the participatory decision-making process and review by the District's general counsel. (Standard IV.B.1.e.)

Board policies and procedures are established but do not appear to reflect current practice, or to be regularly reviewed as per BP 2410. Board policies noted to be out of date include BP 2360 (Minutes), BP 2435 Evaluation of the Chancellor, BP 2340 (Placing Items on the Agenda and Participation in Board Meetings), BP 2710 (Conflict of Interest), BP 4020 (Curriculum Development and Approval), and BP 4025 (Philosophy and Criteria for Associate Degree and General Education). As such, it is noted that the governing board does not consistently act in a manner consistent with its policies and bylaws. (Standard IV.B.1.e.)

It is noted that the vice chancellor of educational services and technology provided analyses and recommendations regarding development of new board policies and administrative procedures that are required. Additionally, a consultant from the Community College League of California (CCLC) participated in a March 21, 2012 Board study session and discussed with the Board effective practices for the development and revision of board policies. Such efforts are encouraged and need to be continued and accelerated. To meet the Standard, all

board policies must be collegially reviewed as per BP 2410, updated, and followed in a consistent manner by the board. (Standard IV.B.1.e)

There are four-year terms for each trustee, with elections held every two years, in even numbered years. The terms for trustees are staggered so that two trustees shall be elected during one election and then three trustees elected during the next election (BP 2100). (Standard IV.B.1.c)

Board policies relating to the development of the Board consist of BP 2740 (New Trustee Orientation) and BP 2223 (Board of Trustees' Accreditation Committee). Additionally, the Board maintains travel and educational funds for its members on an annual basis. Trustees are also have membership in professional organizations and have served on the Board of the California Community College Trustees, CCLC's Advisory Committee on Education Services, and conduct retreats and study sessions. New trustees also participate in the new trustee orientation program sponsored by the CCLC. There is, however, not an indication of a formal program for board development. (Standard IV.B.1.f)

Coast Community College District Board Policy, BP 2745 (Board Self-Evaluation), is due to be updated in fall 2013. The policy calls for the review and approval of procedures and evaluation instrument for Board self evaluation during any regular Board meeting in September of each odd numbered year. Furthermore, all Board members are asked to complete the evaluation instrument and submit responses to the Secretary of the Board at least ten days prior to the evaluation meeting. The CCCD Board of Trustee Minutes do not reflect such action in September of 2011. In October of 2011, the CCCD Board of Trustees did a self evaluation which was discussed at the March 21, 2012 and May 16, 2012 meetings, but there is no evidence for plans for improvement. Board policy states that, "Responses should include comments that list specific references to Board strengths and weaknesses, as well as offering suggested improvements. The Secretary of the Board will tabulate the responses and present them to the Board President." Discussion occurred regarding issues in which the board scored an average of less than three out of five in the March 21, 2012 meeting, but there does not appear to be any plan for improvement as called for in BP 2745. Areas identified were: (a) instructional/student services programs, (b) educational needs of the community, and (c) keeping the community well informed of the colleges' goals, activities and educational objectives. To meet the standard and in order to identify strengths and areas in which the board may improve its functioning, the CCCD Board of Trustees must immediately undergo a self evaluation process (as per BP 2745). This is to include the development and sharing of plans for improvement. (Standard IV.B.1.g)

Board Policy 2715 (Code of Ethics for Members of the Board of Trustees) outlines ethical responsibilities for the Coast Community College District Board of Trustees. The policy states that the board shall, "Understand that it has ultimate responsibility for educational quality, legal matters, financial integrity, and operational efficiency." It is noted that the operational efficiency of the District is the responsibility of the chancellor. In order to be more effective, it is strongly suggested that the Board review BP 2715 and ensure it is in line with the appropriate duties of the Board. (Standard IV.B.1.h)

2012 5

The Board's responsibilities relating to accreditation are outlined in BP 3200 (Accreditation). This policy states that, "the Chancellor shall ensure the District and the Colleges comply with the accreditation process, eligibility requirements and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs that seek special accreditation." The team found evidence that the Board of Trustees has been informed of and involved in the accreditation process through Board presentations, study sessions, and a Board Accreditation Committee, (Standard IV.B.1.i)

The process for selecting the chancellor is outlined in BP 7909. The evaluation of the chancellor is outlined in BP 2435. This policy states that, "the Board of Trustees shall conduct an evaluation of the Chancellor at least annually." An annual timeline accompanies this policy. The 2012 self evaluation reports that, "The Board appears to be evaluating the chancellor on a monthly basis as this item appears regularly on the Board agenda during closed session. In 2010, the evaluation of the chancellor appeared no less than thirteen times on the Board agenda." It is not clear if the Board is following the intent of BP 2435. In order to increase effectiveness, it is suggested that the Board of Trustees review Board Policy 2435 for accuracy and to align it with current practice. (Standard IV.B.1.j)

There is not a board policy addressing the evaluation of the president. However, the president is evaluated using the administrative procedure in place for the evaluation of all management employees. In order to increase the effectiveness of processes utilized to evaluate the president, it is strongly suggested that the Board of Trustees develop a policy for the evaluation of the president. (Standard IV.B.1.j)

The delegation of authority is outlined in BP 2430 (Delineation of Authority to District Chancellor and College Presidents). This reinforces the authority of the chancellor by stating, "The Chancellor of the Coast Community College District is appointed to assist the Board of Trustees in policymaking for the District and shall have the authority for and be fully accountable to the Board of Trustees for ordering, administering and supervising of all District activities." (Standard IV.B.1.j)

Coast Community College District Board Policy 2510 (Participation in Local Decision Making) inappropriately expands on the board authority, responsibility and duties, and is in conflict with responsibilities of the chancellor as outlined in BP 2200 (Board Authority, Responsibility and Duties). Specifically, BP 2510 states, "Indeed, it is the legal responsibility of the Board of Trustees to maintain, operate, and govern the District and its Colleges." The operation of the District through the administration of board policies is clearly the responsibility of the chancellor. Additionally, BP 2510 is contrary to BP 2430 (Delineation of Authority to District Chancellor and College Presidents), in that it infringes on the delegation of authority of the chancellor. Additionally, the Board's practice of employing four board staff (secretary, staff aide, senior staff assistant, and board office assistant) who do not report to the Chancellor may actually violate Standard IV.B.1.j. (Standard IV.B.1.j)

The role of the president is outlined in Board Policy 2430 (Delineation of Authority to Chancellor and College Presidents). The chancellor gives full responsibility and authority to the president of the College to implement and administer delegated District policies without

interference, and holds the president accountable for the operation of the College. Additionally, the February 4, 2013 District-wide Functional Map, outlines duties of the president and distinguishes them from those of the chancellor. Those duties encompass appropriate planning, oversight of the administrative structure. (Standard IV.B.2.a)

The president plays a strong role in guiding institutional improvement and has worked through governance processes to set values and goals for the institution. Significant progress has been made in the area. It is noted that the planning processes are organized well and comprehensibly presented in the OCC Decision Making: A Guide to Planning and Governance. The College is commended on the visibility and broad understanding of the decision making guide to the college community. (Standard IV.B.2.b)

The primary mechanism by which the president assures the implementation of statutes, regulations and governing board policies is through collegial and timely consultation with College constituent groups, and through the oversight of the Planning and Budget Committee, as well as regular meetings with College governance committees and the administrative team. (Standard IV.B.2.c)

The president effectively controls the institutional budget and expenditures through consultation with the chancellor, the College vice presidents, and the planning and budget Committees. (Standard IV.B.2.d)

The president communicates effectively with the communities served by the institution through the use of institutional planning documents such as the Educational Master Plan, Technology Master Plan, Facilities Master Plan and other institutional planning documents found on the College website. The president also holds regular College wide meetings and regular interaction with community groups and speaking engagements. The College has also developed a community relations plan to identify key stakeholders and organizations in the community. (Standard IV.B.2.e)

The roles of setting and communicating District wide expectations of educational excellence and integrity are broadly suggested in BP 2200 (Board Authority, Responsibility and Duties). In relation to the District role in communicating such expectations, the 2012 self evaluation states that,

**“The Chancellor has established three major stretch goals for the District:**

- Attain a 60% completion rate for students by the year 2014
- Attain a 15% international student population by the year 2020
- Be a most desirable employer by the year 2015

These goals are in addition to the strategic goals outlined in Vision 2020, the District strategic plan adopted in June 2011”. (Standard IV.B.3.a)

The February 4, 2013, District-wide Functional Map for Coast Community College District provides specific guidelines for the delineation of operational responsibilities and functions of the District, from those of the colleges. In support of this document, BP 2430 (Delineation of Authority to District Chancellor and College Presidents) identifies the chancellor as having authority for ordering, administering and supervising of all District activities. These two documents are clear in the delineation of operational responsibilities and functions to the chancellor and/or presidents and demonstrate that the District provides support and services for the College to meet its mission. (Standard IV.B.3.b)

As outlined in the 2012 self evaluation, the "District provides fair distribution of resources that support the effective operations of the Colleges. The inadequacy of funding is due to the State of California and not to the District budget process. The District uses a fair and consistent full-time equivalent student (FTES) based formula for allocation of resources. Funds are allocated utilizing the District's designed budget principles and formulas. Members of the District Budget Advisory Committee, the Presidents' Council and the governing councils of the three Colleges review the process regularly". Site visit interviews and review of meeting minutes support that the Board is effective in this area. (Standard IV.B.3.c) The control of expenditures is effectively controlled through the vice chancellor of administrative services as outlined in BP 6200 (Budget Preparation) and BP 6300 (Fiscal Management). (Standard IV.B.3.d)

Following BP 2430 Delineation of Authority to District Chancellor and College Presidents, the team found that the Chancellor gives full responsibility and authority to the college presidents to implement and administer delegated policies without interference. The presidents are also members of Chancellor's Cabinet and work with the Chancellor further the CCCD strategic plan. (Standard IV.b.3.e)

As outlined in the 2012 self evaluation, the District acts as the liaison between the colleges and the Board of trustees and exchanges information and philosophy on a regular basis. The chancellor and District office staff facilitates the analysis of decisions and communication flow between and among the colleges and the Board of Trustees. This is accomplished through the governance and committee structure of the colleges and District. (Standard IV.B.3.f)

The College planning structures, including the Resource Allocation Model, Annual Strategic Planning Process, Annual Budget Development Cycle, Planning Committee Structure, and Governance Structure provide general to specific depictions of how information, governance, decisions or recommendations should flow to the Board of Trustees. A narrative account of this process can be found in the College's Decision Making: A Guide to Planning and Governance. The College evaluates these processes and shares the information with all stakeholders. Although the District evaluates its process, it is done informally and is neither continuous or systematic. (Standard IV.B.3.g)

### **Conclusion**

The College substantially meets this standard. Since, 2007 when a nine-member accreditation team visited the College, considerable work has been done to bolster and build

a participatory environment. The College has undertaken and successfully deployed a complex, but highly workable, planning roadmap along with a governance structure which delineates a clear, concise and well-understood system. This is significantly outlined and discussed in the College's Decision Making: A Guide to Planning and Governance.

The presence of a formalized structure appears to have significantly empowered the faculty, staff and students in both formal and informal communication of ideas, planning and discussions about student success, the College mission and planning for improvement. The College "Planning and Committee Structure" is still 'new' in some regard and it appears that it will take some time for the College stakeholders to identify the nuances of the committee structures; the potential 'overlap' of committee missions and charges; and the role the College Council Executive Committee will effectively provide in guiding the institutional priorities. However, the changes in planning and governance have created a stronger more durable and more proactive institutional profile with active and earlier participation by a wide range of stakeholders.

The Board of Trustees has established Board Policy 2745 as its process for self evaluation. The policy was last updated in August of 2012. The Board conducted its most recent self evaluation at the meeting on October 17, 2011 and discussed the results of the self evaluation at following meetings. The Board has a well-defined and published self evaluation process formally established in board policy. Most recently, the Board delayed the evaluation from September to October 2011, deviating from the policy. The Board did not discuss the self evaluations until meeting on March 21 and May 16, 2012 rather than at the following meeting as stated in the policy. In addition, the Board did not adopt any action plans to improve their functioning as stated in the policy.

### **District Recommendations**

District Recommendation 1: To meet the Standard as recommended by the 2007 Orange Coast team, the team recommends that faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes. (Standard III.A.1.c)

District Recommendation 2: To meet the Standard and as recommended by the 2007 team, the team recommends that the Board and District follow its policies regarding the delegation of authority to the chancellor for effective operation of the District and to the college presidents for the effective operation of the colleges. Further, the team recommends that the District develop administrative procedures that effectively carry out delegation of authority to the chancellor and the college presidents. (Standards IV.B.1.j, IV.B.3.a, IV.B.3.g)

District Recommendation 3: In order to meet the Standard, the team recommends that the Board of Trustees follow its established process for self-evaluation of Board performance as published in its board policy. (Standard IV.B.1.g)

District Recommendation 4: In order to meet the Standard and as recommended by the 2007 team, the team recommends that the Board implement a process for the



evaluation of its policies and procedures according to an identified timeline and revise the policies as necessary. (Standard IV.B.1.e)

evaluation of its policies and practices according to all identified functions and to the  
the policies as necessary. (Standard IV. 1.1)