



ORANGE COAST COLLEGE

**ACCREDITATION
MIDTERM REPORT**

MARCH 2016



MIDTERM REPORT

Submitted by:

Orange Coast College
2701 Fairview Road
Costa Mesa, California 92626

Submitted to:

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

March 2016

CERTIFICATION of the MIDTERM REPORT

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


From: Dr. Dennis R. Harkins, President
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This Institutional Midterm Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution’s accreditation status. We certify there was broad participation by the campus community, and we believe this Midterm Report accurately reflects the nature and substance of this institution.

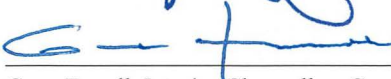
Signed:



Dr. Dennis R. Harkins, President, Orange Coast College 2/23/2016
Date




David Grant, President, Board of Trustees, Coast Community College District 22 Feb. 2016
Date



Gene Farrell, Interim Chancellor, Coast Community College District 2/24/16
Date



Kevin Ballinger, Vice President of Instruction
Co-Chair, Accreditation Coordinating Committee, Accreditation Liaison Officer 2/22/16
Date




Georgie Monahan, Faculty, Co-Chair, Accreditation Coordinating Committee 2/24/2016
Date



Lee Gordon, Faculty, President, Academic Senate 2/23/16
Date



Cecilia Schreyer, President, Classified Senate 2015-2016 2/22/16
Date



Devin Smith, President, Associated Students of Orange Coast College 2/22/16
Date

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Statement on Midterm Report Preparation:

The Accreditation Coordinating Committee (ACC) coordinates the College's efforts to achieve and maintain compliance with ACCJC standards. This participatory governance committee has broad campus representation, which oversees, plans, and creates reports and documents related to the accreditation process, disseminating information to College constituents. The ACC comprises faculty, administrators, staff, and students, as identified in the College's *Decision Making: A Guide to Planning and Governance*. Currently, the committee includes the following members:

- Kevin Ballinger, Vice President, Instruction (co-chair)
- Georgie Monahan, Program Review Coordinator, Faculty (co-chair)
- Kristin Clark, Vice President, Student Services
- Richard Pagel, Vice President, Administrative Services
- Kathryn Mueller, Dean of Student Services, Student Services Program Review Coordinator
- Michael Sutliff, Dean, Kinesiology and Athletics/Visual and Performing Arts
- Sheri Sterner, Administrative Director, Research, Planning & Institutional Effectiveness
- Lee Gordon, Academic Senate President, Faculty
- Barbara Cooper, Online Advisory Board Coordinator, Faculty
- Rita Schulte, Classified Senate
- Therese Grande, Classified Senate
- Cathe Hutchison, Curriculum, Classified Staff
- Daniel Nunez, Student Senate

In June 2015, the College received notice from ACCJC to prepare a midterm and submit by March 2016. Since the ACC's initial meeting in the 2014-15 academic year ([RP¹](#)), the committee has overseen and guided the preparation of the College's Midterm Report. The first step involved the extensive review of four District Recommendations, two Commission Recommendations, and 30 Actionable Improvement Plans (AIPs) identified in the December 2012 Self Evaluation Report. Of these recommendations, five were directed at the district level and were addressed by a district-wide workgroup. In addition, the College received a college-level second commission recommendation, which was addressed by the College's Accreditation Coordinating Committee (ACC) and Online Advisory Board (OAB) ([RP²](#)). Key faculty and staff members were tasked with providing status updates and documentation recording progress on each area of improvement. The updates on these recommendations and evidence were uploaded to the campus portal site over the course of the last academic year ([RP³](#)).

In Spring 2015, the College sent out a campus-wide announcement seeking a Midterm Report writer, selecting a full-time faculty member to construct the report ([RP⁴](#)). An initial rough outline of the report was composed and presented to the ACC at its meeting on Aug. 31, 2015, with committee members offering additional evidence and updates and assigning key constituents to track down additional information and evidence ([RP⁵](#)).

The structure of the Self Study in 2012 was used to compile information using existing committees and councils at the College. ACC members acted as initial readers and were charged with compiling evidence and drafting responses. A rough draft was then produced and presented to the ACC on October 19, 2015, with committee members providing additional suggestions and revisions to the Midterm Report Writer ([RP⁶](#)). In addition, the Accreditation Liaison Officer reviewed the Midterm Report draft with the Academic Senate on November 10, 2015 ([RP⁷](#)). Necessary revisions were then made and, subsequently, an announcement was sent out on November 7, 2015, notifying the entire campus that a draft of the Midterm Report had been uploaded to the College's portal site, ensuring transparency and enabling faculty and staff to review the document and propose necessary changes ([RP⁸](#)). The resulting draft, which incorporated the feedback from the College's various constituency groups, was then presented for a first reading to the Coast Community College District Board of Trustees at the meeting on February 3, 2016, which was reviewed, revised once again, and ultimately approved by the Board at their meeting on February 17, 2016 ([RP⁹](#)). Finally, the College forwarded the complete Board-approved report to the ACCJC in March 2016.

College Response to Commission Action Letter and Team Recommendations:

The College submitted its Self Evaluation in December 2012, which was followed by a site visit on March 18-21, 2013. On May 14, 2013, the College received the ACCJC's Evaluation Report, representing the findings of the evaluation team, which praised the College for producing a "well-written document that outlined... efforts to meet Commission Eligibility Requirements and Standards," noting that the "self evaluation was honest, accurate, and succinct." The evaluation also commended the College "for its broad dissemination and stakeholder acceptance of *Decision Making: A Guide to Planning and Governance*," as well as its "commitment to the principles of participatory governance that have resulted in a culture of 'openness.'"

The Evaluation Report from the site visit team found zero College Recommendations and four District Recommendations. However, the College received a subsequent letter from the ACCJC on July 3, 2013, issuing a Warning and requiring timely correction of deficiencies. The College was also tasked with producing a Follow-Up Report demonstrating resolution of these issues, including the aforementioned District Recommendations, as well as two additional Commission Recommendations:

District Recommendation 1 (Standard III.A.1.c): To meet the Standard, and 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.

District Recommendation 2 (Standards IV.B.1.j, IV.B.3.a, IV.B.3.6): To meet the standards, and as recommended by the 2007 team, the team recommends that the Board and district follow their 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.

District Recommendation 3 (Standard IV.B.1.g): 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.

District Recommendation 4 (Standard IV.B.1.e): 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.

Commission Recommendation 1 (Standard IV.B.3.a, IV.B.3.b): To meet the Standards, the District needs to examine the role of the four board employees who report directly to the Board of Trustees to ensure there is no conflict with the delegation of authority of the Chancellor and the college presidents.

Commission Recommendation 2: While some online instructors have established regular and substantive contact with their students, these strategies are not being consistently applied in the online environment.

The Accreditation Follow-Up Report was submitted in March 2014, presenting the College's progress on the District and Commission Recommendations. The ACCJC sent a follow-up team to visit the campus on April 8-9, 2014, whose subsequent site-visit summary noted that the District had "fully addressed" and met the Standard for all four District Recommendations and "substantively addressed" and met the Standard for Commission Recommendation 1. In addition, the College was commended for its efforts and had "fully addressed" and met the Standard for Commission Recommendation 2. The College received a follow-up letter from the ACCJC on July 3, 2014, noting that the Commission had removed Warning and reaffirmed accreditation; however, after further deliberation, the Commission required the College to submit another Follow-Up Report to report progress on District Recommendation 2. The College submitted this Report in March 2015, and the ACCJC responded on June 29, 2015, stating that "Orange Coast College has addressed District Recommendation 2 and has fully resolved deficiencies."

District Response to Commission Action Letter and Team Recommendations:

Process of Report Preparation:

In order to provide continuity, the Chancellor's Cabinet determined that, to the extent possible, the same district-wide workgroup that had previously developed responses to the ACCJC District-level recommendations sent to the colleges in July 2013 and July 2014 also develop the responses to the District Recommendations and Commission Recommendation 1 for the Midterm report due in March 2016. The initial workgroup was constituted based on the recommendation of the Chancellor's Cabinet, which is chaired by the Chancellor and comprises the three College Presidents, the three Vice Chancellors, the District Director of Public Information and Governmental Affairs, and the District Director of Board Operations/Secretary of the Board of Trustees.

The members of the workgroup are listed below:

Coastline Community College

- Ann Holliday, President Academic Senate
- Margaret Lovig, Faculty

Golden West College

- Wes Bryan, President
- Gregg Carr, Past President Academic Senate; Past President Coast Federation of Educators
- Ron Lowenberg, Dean
- Kay Nguyen, Administrative Director & ALO

Orange Coast College

- Georgie Monahan, Faculty
- Sheri Sterner, Administrative Director & ALO

District Office

- Dr. Andreea Serban, Vice Chancellor Educational Services and Technology

The reconstituted committee prepared a first draft in early October 2015, which was provided to the respective college Accreditation Liaison Officers for circulation to their respective Accreditation committees for review. Input from these reviews was taken into consideration in preparing a second draft, which was then conveyed to the respective colleges for inclusion in their final report. The colleges have the final authority for the preparation of their final report.

District Recommendation 1: To meet the Standard, and as recommended by the 2007 team, the team recommends that faculty and others directly responsible for student progress towards achieving stated student learning outcomes have, as a component of

their evaluation, effectiveness in producing those learning outcomes (Standard III.A.1.c)

This recommendation has been met (see June 2014 ACCJC action letter).

Summary of actions and accomplishments to address the recommendation:

The District and its employee groups have integrated SLOs into employee evaluations. For full-time faculty and part-time faculty with more than 7.5 Load Hour Equivalent (LHE), contract language has been approved by the negotiation teams. Full-time and part-time faculty with more than 7.5 LHE have also come to agreement on an interim plan that went into effect in Spring 2014, until a full successor agreement can be approved ([DIS^{10, 11}](#)). The District has also directed evaluators of part-time faculty with fewer than 7.5 LHE to use the present evaluation process and forms to specifically address the use of SLOs ([DIS¹²](#)). These directions were implemented during the Spring 2014 semester and will continue to be used until successor agreements are realized.

Summary of comments from accreditation follow-up visiting team regarding this recommendation:

The Accreditation Visiting Teams that visited the three colleges in April 2014 concluded in each of the three evaluation reports that “*The District has fully addressed the recommendation and meets the Standards.*” The 2014 Accreditation Visiting Teams also noted in their conclusion:

Employee groups and the District have engaged in serious discussions regarding the inclusion of SLOs as a component of evaluation processes. The team had access to evaluations and was able to validate that SLOs are being used as part of evaluation processes.

Continuous sustainment of changes/improvements:

Since the last accreditation follow up visit in April 2015, the District and the Coast Community College Association (CCA), which represent part-time faculty with fewer than 7.5 LHE, have reached agreement on a new contract, which was brought to the Board of Trustees meeting for ratification on January 20, 2016 ([DIS 1.4¹³](#)). This contract puts into effect the directions implemented in Spring 2014. The District and the Coast Federation of Educators, which represents full-time faculty and part-time faculty with more than 7.5 LHE, have continued negotiations on a new contract. During these negotiations, five Tentative Agreements were signed by the District and the Coast Federation of Educators related to changing the faculty evaluation forms to integrate SLOs ([DIS^{14, 15, 16, 17, 18}](#)). These tentative agreements will be incorporated in the new contract once negotiations conclude.

District Recommendation 2: To meet the Standards, and as recommended by the 2007 team, the team recommends that the Board and district follow their 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)

This recommendation has been met (see June 2015 ACCJC action letter).

Summary of actions and accomplishments to address the recommendation:

Since the last comprehensive evaluation visit in March 2013, 17 board policies and administrative procedures related to delegation of authority to the Chancellor and the Presidents were revised or created, spanning all key areas of the District and the colleges. Some of these board policies and administrative procedures were revised multiple times during this period to further clarify or add to the delegation of authority. These board policies and administrative procedures include the following:

- BP 2430: Delegation of Authority to CEO – revision ([DIS¹⁹](#))
- AP 2430: Delegation of Authority to CEO – new ([DIS²⁰](#))
- BP 2200: Board Duties and Responsibilities – revision ([DIS²¹](#))
- BP 2320: Special and Emergency Meetings – new ([DIS²²](#))
- BP 2905: General Counsel – revision ([DIS²³](#))
- BP 6100: Delegation of Authority – revision ([DIS²⁴](#))
- AP 6100: Delegation of Authority – new ([DIS²⁵](#))
- BP 6150: Designation of Authorized Signatures – revision ([DIS²⁶](#))
- AP 6150: Designation of Authorized Signatures – new ([DIS²⁷](#))
- BP 6340: Bids and Contracts – revision ([DIS²⁸](#))
- AP 6340: Bids and Contracts – new ([DIS²⁹](#))
- BP 6350: Contracts Relating to Construction – new ([DIS³⁰](#))
- AP 6350: Contracts Relating to Construction – new ([DIS³¹](#))
- BP 6370: Contract for Independent Contractor or Professional Experts – new ([DIS³²](#))
- AP 6370: Contract for Independent Contractor or Professional Experts – new ([DIS³³](#))
- BP 7110: Delegation of Authority Human Resources– new ([DIS³⁴](#))
- AP 7110: Delegation of Authority Human Resources– new ([DIS³⁵](#))

On January 23, 2014, the manager of District Risk Services defined and communicated the operational implementation of the revised or new relevant board policies and administrative procedures to all District managers. The changes were effective as of the Board meeting on February 5, 2014 ([DIS^{36,37}](#)). Subsequently, additional revisions and clarifications were provided to managers and staff relative to the implementation of these board policies and administrative procedures ([DIS^{38,39}](#)).

Summary of comments from accreditation follow-up visiting team regarding this recommendation:

The Accreditation Visiting Teams that visited the three colleges in April 2014 concluded in each of the three evaluation reports that “*The District has fully addressed the*

recommendation and meets the Standards.” The 2014 Accreditation Visiting Teams also noted in their conclusion:

Tremendous improvement in the operationalization of the policies was evidenced. Since the operationalization of these policies is relatively new, close monitoring is needed to ensure smooth transition of the changes and to ensure college personnel understand the changes and work within agreed upon policies and procedures.

The Accreditation Teams that visited two of the three colleges in the District in April 2015 concluded in each of the two evaluation reports that *“The District has satisfied this recommendation and now meets the Standards.”* The 2015 Accreditation Visiting Teams noted in their follow-up evaluation report:

The team was able to verify that the newly created and revised board policies and corresponding administrative procedures relating to the delegation of authority are being implemented. Interviews with the Interim Chancellor, Coastline’s President, the Board of Trustees, Board Secretary and District General Counsel, as well as the review of several months of Board minutes, indicate that board polices are being followed.

There has been an incredible transformation in regards to the Board of Trustees adhering to the board policies regarding the delegation of authority to the chancellor. The board fully recognizes that its role is to delegate authority to the chancellor and then hold him/her accountable in the operation of the district. Additionally, it is clear that the chancellor effectively delegates authority to the presidents and then holds them accountable in the operation of the campuses.

Continuous sustainment of changes/improvements:

Since the last accreditation follow-up reports submitted in March 2015, the board policies and administrative procedures related to delegation of authority have continued to be followed. In addition, in order to further clarify the delegation of authority, additional revisions to relevant board policies and administrative procedures have been approved through the District Consultation Council and brought to the Board for first reading and then for approval/ratification as follows:

- AP 6200: Budget Preparation – revision ratified at the June 17, 2015, Board meeting ([DIS⁴⁰](#))
- BP 3300 ([DIS⁴¹](#)) and AP 3300: Inspection and Copying of Public Records ([DIS⁴²](#)) – revisions approval/ratification at the October 20, 2015, Board meeting
- BP 7110: Delegation of Authority Human Resources – revision first reading at the December 9, 2015, Board meeting/approval at the January 20, 2016, Board meeting ([DIS⁴³](#))

For the first time, through the work of the District Consultation Council, the District has developed the *District Level Decision Making and Participatory Governance* document. The document further clarifies the delegation of authority to the Chancellor and College Presidents and their role in leading the District and its three Colleges ([DIS⁴⁴](#)).

District Recommendation 3: 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)

This recommendation has been met (see June 2014 ACCJC action letter).

Summary of actions and accomplishments to address the recommendation:

In August 2012, the Board of Trustees revised Board Policy 2745: Board Self Evaluation ([DIS⁴⁵](#)) and developed a new process for its evaluation, which was implemented in Fall 2013. In addition to a self-evaluation by the Board members, this process included a 360-degree evaluation of the Board through a survey sent to all District employees, development of Board goals, and development of action plans relative to Board goals.

Summary of comments from accreditation follow-up visiting team regarding this recommendation:

The Accreditation Teams that visited the three colleges in April 2014 concluded in each of the three evaluation reports that “*The District has satisfied this recommendation and now meets the standard.*”

The 2014 Accreditation Visiting Teams noted:

The Board is to be commended for taking the extra step of making public the results of both its own self-evaluation and the employee survey, including all written comments, in an effort to be transparent. It is evident that the Board has taken the self-evaluation process very seriously and has devoted a great deal of time and effort to improving its performance.

The revised Board Policy 2745 regarding Board Self-Evaluation is posted, along with all other board policies, on the district website. The Board has followed the new board policy and recently conducted a self-evaluation that included input from all district employees. The Board developed 2013 Board Goals and Action Plans based on the self-evaluation.

Continuous sustainment of changes/improvements:

Consistent with BP 2745, the Board of Trustees conducted a comprehensive self-evaluation again in Fall 2015. The survey sent to all employees in Fall 2013 was administered again in Fall 2015 with a deadline to respond by October 19, 2015 ([DIS^{46, 47}](#)). The Board discussed its evaluation, as well as its previous goals, at its November 4, 2015, meeting ([DIS^{48, 49, 50, 51}](#)). In

addition, at the November 18, 2015, Board meeting, new Board goals for 2015-17 were discussed ([DIS^{52,53}](#)).

District Recommendation 4: To meet the Standards, 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)

This recommendation has been met (see June 2014 ACCJC action letter).

Summary of actions and accomplishments to address the recommendation:

The development and implementation of BP 2410 ([DIS⁵⁴](#)) and AP 2410: Board Policies and Administrative Procedures ([DIS⁵⁵](#)) in March 2012 helped clarify the process and responsibilities for revision and/or creation of policies and procedures. AP 2410 has been followed consistently since its ratification and has ensured that the District stays on track, with an established schedule that calls for reviewing and updating all existing board policies and administrative procedures on a four-year cycle.

In Spring 2012, the Board of Trustees approved and directed staff to work on re-aligning the board policies and administrative procedures to conform to the chapter and numbering structure recommended by the Community College League of California (CCLC) ([DIS⁵⁶](#)). The Vice Chancellor of Educational Services and Technology convened a working group with representation from the units of the District Office who have overall responsibility for each area to work on this realignment. The Board of Trustees approved the implementation of the proposed recommendations at its meeting on August 1, 2012.

The Vice Chancellor of Educational Services and Technology has continued to provide overall coordination for this process.

Since the last accreditation follow-up visit in April 2015, the review and revision of board policies and administrative procedures have continued as scheduled at a steady pace. Between April 15, 2015, and January 20, 2016, 16 Board Policies and 17 Administrative Procedures were revised or created.

Summary of comments from accreditation follow-up visiting team regarding this recommendation:

The Accreditation Visiting Teams who visited the three colleges in April 2014 concluded in each of the three evaluation reports that *“The District has satisfied this recommendation and now meets the standard.”*

The 2014 Accreditation Visiting Teams noted:

All board policies and administrative procedures have now been reviewed, revised, or newly created except for a small number of Human Resources policies and procedures that must go through collective bargaining processes.

A four-year review cycle has been established so that, during each year, a group of the board policies and administrative procedures will be updated, reviewed, and revised as needed by the Board of Trustees after going through the consultation process. At the completion of each four-year cycle, all board policies and administrative procedures will have been reviewed. During the interim years, the Vice Chancellor of Educational Services and Technology is responsible for reviewing any CCLC recommendations for change and bringing them to the attention of the appropriate district or college administrators who will then develop recommendations. Any resulting new policies and procedures will then go through the consultation process and be submitted to the Board of Trustees for approval.

Continuous sustainment of changes/improvements:

The District has continued to follow the process defined in BP 2410 and AP 2410 for revision of existing board policies and administrative procedures and creation of new ones, as needed. A schedule for continued review and updating of all board policies and administrative procedures within a four-year cycle has been established, followed, and continuously updated.

As of January 2016, of the total 177 board policies currently in place, only 13 have not had their revision finalized. These 13 board policies are in various stages in the revision process, requiring discussions with the District Collective Bargaining Units, and thus have taken longer to complete. The revision of these 13 board policies are expected to be completed by May 2016. In addition, 95 Administrative Procedures have been revised or created since January 2012.

Commission Recommendation 1: To meet the Standards, the District needs to examine the role of the four board employees who report directly to the Board of Trustees to ensure there is no conflict with the delegation of authority of the Chancellor and the college presidents. (Standard IV.B.3.a, IV.B.3.b)

This recommendation has been met (see June 2014 ACCJC action letter).

Summary of actions and accomplishments to address the recommendation:

BP 2200: Board Duties and Responsibilities ([COM⁵⁷](#)) was revised and changed the reporting relationship of the Board Secretary from reporting exclusively to the Board of Trustees to a dual-reporting relationship to both the Board of Trustees and the Chancellor. The Chancellor and the Board of Trustees work together to hire and evaluate the Board Secretary, a process that was previously completed exclusively by the Board of Trustees.

The job description for the Board Secretary was revised to remove responsibilities that overlap with the delegation of authority to the Chancellor and College Presidents and to reflect the support role that this position has relative to the Board of Trustees and the Chancellor. The title of the position was changed to District Director of Board Operations/Secretary of the Board of Trustees ([COM⁵⁸](#)).

Summary of comments from accreditation follow up visiting team regarding this recommendation:

The Accreditation Teams that visited the three colleges in April 2014 concluded in each of the three evaluation reports that *“The District has substantively addressed this recommendation and now meets the standards.”*

The 2014 Accreditation Visiting Teams noted:

As part of the Chancellor’s commitment to work with the Board of Trustees to address issues surrounding the delegation of authority, the role of the Board Secretary was thoroughly examined. (The other three employees referenced in this recommendation report to the Board Secretary, not directly to the Board of Trustees or the Chancellor.) The most concrete changes resulting from this review occurred through a substantial revision to the job description for this position. The reporting relationship has been changed from reporting exclusively to the Board of Trustees to a dual reporting relationship to the Board of Trustees and the Chancellor, with the assumption that the Chancellor and the Board will jointly hire and evaluate the employee in this position. Also, a number of job functions that would more appropriately be among the responsibilities of the Chancellor (for example, “serve as a representative of the Board on strategic committees and task forces to advance the District mission, goals, and objectives,” “direct the preparation and maintenance of Board Policies and Administrative Procedures,” etc.) were either eliminated from the job description or revised to reflect a supporting role. All relevant board policies and administrative procedures have also been revised to reflect these changes.

The District has responded substantively to this recommendation, but there has not yet been enough experience with the changes in the reporting relationship and the functions of this position to evaluate their effectiveness in addressing concerns regarding delegation of authority to the Chancellor.

Continuous sustainment of changes/improvements

The changes in the reporting relationship and job responsibilities for the District Director of Board Operations/Secretary of the Board of Trustees have continued to be implemented and clarified. The District Director of Board Operations/Secretary of the Board of Trustees meets regularly with the Chancellor’s Cabinet to review the Board Agenda prior to publication. Consistent with the dual reporting, the District Director of Board Operations/Secretary of the

Board of Trustees also meets regularly with the Chancellor, who participates in the evaluation of the person holding the position. The most recent regularly scheduled performance evaluation was conducted on September 16, 2015 ([COM⁵⁹](#)). The Interim Chancellor contributed to and participated in this evaluation.

College Response to Self-Identified Issues:

I.A.4

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

Actionable Improvement Plan I.A.4 (p. 69):

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

Background from 2012 Self Evaluation:

Prior to the December 2012 Self Evaluation, the College's Mission Statement was revised, emphasizing the institution's priorities in planning and decision-making. Previous to the revision, employee survey results showed that while the majority of employees (faculty, administrators, and classified staff) agreed that the previous Mission Statement was central to decision making, only 50% of administrators agreed with the statement. The revision to the Mission Statement was finalized by College Council, a shared governance committee with broad campus representation, at its meeting on February 21, 2012. The College had hoped to see this number increase with the adoption of a new, refocused Mission Statement that more specifically emphasizes institutional priorities in planning and decision-making.

Description/Progress:

The Office of Institutional Effectiveness conducted a Personal Assessment of College Environment (PACE) survey of employees in Fall 2014 to assess the extent of the mission's influence, as well as another specific survey on the content of the mission statement ([I.A.4⁶⁰](#)). The results of the PACE survey suggest that employees perceived no significant difference in the extent to which the actions of the institution reflect its mission. The mission statement was reviewed again in 2014-15 with the revision of the College's Educational Master Plan. As a result, a campus-wide survey was sent out for feedback ([I.A.4⁶¹](#)). The survey results mirrored College Council's earlier discussion that further refinement of the mission statement may be needed, especially with regard to areas of equity, diversity and global awareness. After this campus-wide input and continued discussion at College Council, members endorsed the following revised Mission Statement on November 17, 2015 ([I.A.4⁶²](#)):

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

Timeline:

Planning agenda completed. However, while College employees have been surveyed a

number of times since the last Self Evaluation in 2012, the mission statement is continually being reassessed and revised, as needed.

Responsible Party: Sheri Sterner, Institutional Effectiveness

I.B.1

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

Actionable Improvement Plan I.B.1 (p. 73):

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

Background from 2012 Self Evaluation:

Both the peer-review process in program review and the committee self-evaluation process support self-reflective dialogue about improvements within programs and planning committees. In addition, the participatory governance structure of planning committees provides for effective and ongoing, broad-based collegial dialogue. Nevertheless, the College identified a need to investigate and adopt more structured opportunities to enhance and document dialogue regarding the results of program review and student learning outcomes assessment at the division, planning council, and institutional levels.

Description/Progress:

In order to improve documentation and dialogue regarding assessment, planning, and Program Review, the College has begun using an integrated database, TracDat. In the current 2015-16 academic year, assessment, planning, and Program Review will all be recorded on TracDat for the first time. In addition, in Spring 2016, Program Review will be completed, including a synthesis of SLO assessment results from the just-completed cycle ([I.B.1⁶³](#)). As a result, documented conversations on course and program assessment, as well as program review and planning, is occurring at the department, division, and wing level ([I.B.1⁶⁴](#)).

To more effectively document SLO assessment, the College has also begun collecting CSLO assessment results in TracDat. Dialogue has been enhanced during TracDat/CSLO Assessment training sessions ([I.B.1⁶⁵](#)), and across disciplines, giving faculty an opportunity to share best practices on using CSLO results to improve instruction. CSLO assessment results have also been shared and discussed at the division level ([I.B.1⁶⁶](#)), though the College is still determining how to increase dialogue across and within planning councils. To this end, the SLO coordinator has been consulting with the Academic Senate and College Council to devise and establish potential processes campus-wide.

Additionally, service areas, including those within instruction, have transitioned from SLOs to Administrative Unit Outcomes (AUOs), enabling the development of outcomes more relevant to support areas with timely and efficient measurement through Key Performance

Indicators (KPIs). AUOs are documented, analyzed and synthesized via parallel outcomes and program review processes and documented in TracDat. As a result, a campus-wide infrastructure has been implemented to increase access to outcomes results and to facilitate dialogue. The Office of Institutional Effectiveness held workshops in the 2014-2015 to begin the development of the AUOs ([I.B.1⁶⁷](#)), followed by meetings with individual departments. The identification of AUOs and KPIs for Administrative Services, Student Services, and Institutional Advancement and Effectiveness wings are complete. Non-instructional AUOs in the Instructional wing are in the process of being finalized.

Timeline:

Planning agenda completed. However, this is a continuous quality improvement item and therefore progress is ongoing. Further dialogue will occur in the Academic Senate and Planning Councils in Spring 2016.

Responsible Party: Sheri Sterner, Institutional Effectiveness; Georgie Monahan, Program Review Coordinator; Anna Hanlon, Program Assessment and Improvement Coordinator

I.B.3

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

Actionable Improvement Plan I.B.3 (p. 76):

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

Background from 2012 Self Evaluation:

The systematic examination of College goals and objectives are built into the College's annual planning and master plan review cycles and calendars. These cycles were developed to ensure broad-based dialogue and analysis regarding progress toward College goals, objectives, and strategies. Annually, the three-year strategic plans are reviewed by the College Council Executive Committee. This annual review produces an integration of three-year plans across the campus, areas where progress towards the college goals and objectives are summarized. The integration and review of plans is then reviewed with the College Council. As a result, regular review of goals and objectives has been built into the annual planning cycle and calendar; however, the College recognized that these structures could be more effectively implemented institutionally.

Description/Progress:

The College Council (CC) has been using a systematic method of monitoring and communication regarding college goals and resource allocations which include a campus wide email with the subject line "OCC Look Out" and with regular summaries of CC

meetings ([I.B.3⁶⁸](#)). In Spring 2015, the College's *Educational Master Plan (EMP)* was updated ([I.B.3⁶⁹](#)). The resulting goals and objectives are being built into the TracDat planning module, where goal attainment and resource allocation decisions are aligned with college-wide goals and objectives. This realignment of program review, student learning outcomes, and planning timelines allows for more efficient monitoring of progress made to achieve the College's goals and objectives ([I.B.3⁷⁰](#)). All programs and departments campus-wide will now undergo program review simultaneously (1st year of a 3-year cycle). Strategies will be aligned with college-wide objectives and are directly linked with resource allocation requests. An annual planning update is now required in years 2 and 3 of the program review cycle. The update consists of status updates on strategies and the request of resources to better facilitate the completion of strategies ([I.B.3⁷¹](#)).

In addition, the TracDat database will allow easy, on-demand reporting of progress towards college-wide objectives and goals, facilitating the reporting process and dialogue within department, division, and college-wide planning. Moreover, a dashboard is currently being developed to display goal and objective progress more effectively and transparently in TracDat ([I.B.3⁷²](#)).

Timeline:

Planning agenda completed.

Responsible Party: Sheri Sterner, Institutional Effectiveness

I.B.6

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

Actionable Improvement Plan I.B.6 (p. 83):

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

Background from 2012 Self Evaluation:

Continuous evaluation of the College's integrated planning cycle is built into the annual strategic planning process. Comprehensive evaluations are occurring of the program review, planning, and resource allocation processes at the College. However, the College acknowledged the need to better coordinate its evaluation efforts, including timelines, instruments for evaluation, and method of evaluation, which will allow more effective evaluation of its processes. These improvements allow the College to engage in widespread discussion about those results, implement timely improvements within the cycle, and disseminate results more easily.

Description/Progress:

These processes are defined in the comprehensive calendar in the *Decision Making* document ([I.B.6⁷³](#)), which outlines the College's continuous improvement evaluation cycle and aligns College and District continuous improvement processes. The College also posts an annual calendar of due dates for all processes ([I.B.6⁷⁴](#)). The successful alignment of these processes will enable broader discussions about program review, planning, and resource allocation, allowing these processes to complement and build upon each other. These procedures have also been linked into TracDat, allowing the College to record and promote dialogue about the results.

Timeline:

Planning agenda completed.

Responsible Party: Sheri Sterner, Institutional Effectiveness

II.A.1.c

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

Actionable Improvement Plan II.A.1.c (p. 94):

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

Background from 2012 Self Evaluation:

Orange Coast College is at the proficiency level of SLO assessment. The first full cycle of SLO assessment was completed in Spring 2012. In addition, the College has mapped course SLOs to the Institutional SLOs (ISLOs), and the ISLOs to General Education outcomes, assessing this alignment and process so that assessment results can be used to evaluate and continually improve institutional organizational structures and student learning outcome processes.

Description/Progress:

In order to foster continual evaluation and improvement of this process, the College is pursuing an overall strategy of mapping Course SLOs to Program SLOs (PSLOs) while, simultaneously, mapping PSLOs to Institutional SLOs; this mapping project is designed to produce more-effective assessment of both PSLOs and ISLOs ([II.A.1.c⁷⁵](#)). The project is still in progress, requiring additional vetting by the Academic Senate and other participatory governance committees. Translating the mapping process into TracDat has created delays. Ultimately, this mapping project is set for completion in Spring 2016.

At the same time, additional methods of assessing ISLOs are being evaluated.

The Institutional Effectiveness Committee is reviewing the results of the Community College Survey of Student Engagement (CCSSE) report to indirectly assess ISLOs ([II.A.1.c⁷⁶](#)), with the committee's recommendations expected in Fall 2015. The initial feedback from the

committee has been positive, and it is quite possible that with the addition of a few questions to assess ISLO 3 (Global Awareness) and 4 (Personal Development and Responsibility), this might prove to be an effective method.

The College is also evaluating the use of a direct method of assessing ISLOs ([II.A.1.c⁷⁷](#)), participating in a pilot testing project offered by the Educational Testing Service (ETS) called “HEIghten,” which employs a standardized test designed to assess competency in critical thinking, written communication, and quantitative literacy ([II.A.1.c⁷⁸](#)). The project is also aimed at providing evidence of program and institutional effectiveness, enabling the College to enhance curriculum to improve student learning and success. OCC students were identified to take part in the assessment and give feedback related to the process. Student feedback and aggregate test results were received from ETS on July 8, 2015 ([II.A.1.c⁷⁹](#)). The Institutional Effectiveness Committee will evaluate the results and devise recommendations on how to proceed. The entire process will also eventually be brought to the Academic Senate for feedback and endorsement.

Timeline:

This is a continuous quality improvement item and therefore progress is ongoing.

Responsible Party: Anna Hanlon, Program Assessment and Improvement Coordinator

II.A.2

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

II.A.2.a

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

II.A.2.b

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Actionable Improvement Plan II.A.2, II.A.2.a, and II.A.2.b (p. 96):

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

Background from 2012 Self Evaluation:

The College regularly evaluates all of its programs through the program review process, which examines a variety of indicators to analyze the quality of the programs and identify ways to improve them. Prior to its last self-evaluation in 2012, the College made changes to improve the quality of the program review process, including a revision to how SLO assessment is integrated. The peer review process has also been regularly evaluated and was revised in 2012 for implementation in early spring 2013, strengthening peer review to ensure that quality program reviews are being conducted. Based on survey feedback, the SLO and assessment process is working effectively. However, the College identified the need to mature the assessment process in order to ensure that authentic assessment is being practiced consistently.

Description/Progress

The College has developed and endorsed a definition of “authentic assessment,” which has been discussed and vetted by the Academic Senate ([II.A.2⁸⁰](#)), the Institutional Effectiveness Committee ([II.A.2⁸¹](#)), and College Council ([II.A.2⁸²](#)). The College has defined authentic assessment as follows:

An evaluation in which students must apply knowledge, skills and/or dispositions learned in a course to activities that replicate experiences they would have outside the classroom. Students creatively apply what they have learned rather than simply recalling content. Therefore, authentic assessment measures the skills, knowledge, and dispositions that students acquire through course participation that can be applied to their professional, personal or civic endeavors. ([II.A.2⁸³](#))

Agreement on the definition of authentic assessment provides a grounded starting point for conversations among faculty related to authentic CSLO statements. Faculty are encouraged to consider what students are able to do as a result of taking a course once they complete the course; these authentic outcomes give relevance to the courses and identify their value to the student. Because faculty are attending training for the integrated database TracDat, there have been multiple opportunities for groups to discuss CSLO statements and methods of assessment, including how to base both of these in authentic assessment. Faculty are currently completing the second cycle of the CSLO assessment and are being asked to revisit their courses CSLO statements during the 2015-2016 program review to better prepare for the next CSLO assessment cycle ([II.A.2⁸⁴](#)). Ultimately, the goal is to develop CSLO statements based on authentic assessment, while also developing authentic assessment measures and the use of various assessment tools.

Timeline:

Planning agenda completed. However, this is a continuous quality improvement item and therefore progress is ongoing.

Responsible Party: Sheri Sterner, Institutional Effectiveness; Anna Hanlon, Program Assessment and Improvement Coordinator; Georgie Monahan, Program Review Coordinator

II.C.1.a

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Actionable Improvement Plans II.C.1.a (p. 154):

7. Identify appropriate funding levels for online database, book, and periodical budgets.

Background from 2012 Self Evaluation:

In fiscal years 2010-2011 and 2012-2013, the Library's book and periodical budgets were cut as part of a campus-wide cost-reduction initiative, requiring the Library to rely on outside funding, such as the Friends of the Library group, to augment its book budget, but this funding has not been stable. The College identified the need to eventually increase library funds to ensure the quality of its online database, book, and periodical budgets.

Description/Progress:

In 2013-2014, the Library received a substantial funding boost, adding a number of important online research databases to its collection, including History Reference Center, Hospitality and Tourism Complete, additional JSTOR modules, Science (journal), Culturegrams, Credo, National Geographic, Research Companion, Points of View Reference Center, World Cinema and Family and Consumer Science modules for Films on Demand, Music and Performing Arts Online, and The Oxford English Dictionary ([II.C.1.a^{85, 86}](#)). To date, the College has been able to fund the online database, book, and periodical budgets from the State Lottery and State-Funded Equipment sources.

Timeline:

Planning agenda completed.

Responsible Party: Michael Mandelkern, Library Division

Actionable Improvement Plans II.C.1.a (p. 154):

8. Explore media-on-demand options in the Library.

Background from 2012 Self Evaluation:

Media-on-demand was identified as a technology to explore in the 2006 Accreditation Report. Due to budget constraints in subsequent years, the project was delayed, as several options were identified but deemed too expensive or impractical. After the recession, the Library increased its efforts to survey faculty and make a determination on whether to pursue media-on-demand options.

Description/Progress:

In November 2012, the Library received a free trial from Films On Demand and Alexander Street Press and then asked faculty to review those databases and provide feedback. From February to March 2013, representatives from the Library visited division meeting for Literature and Languages, Social and Behavioral Sciences, Business and Computing, and Math and Science, also conducting both written and online surveys to faculty ([II.C.1.a⁸⁷](#)). The librarians agreed, based on survey results, to purchase the Films On Demand database in April of 2013. Since the initial operation date, students and faculty have viewed videos on the platform over 20,000 times. Due to the popularity of this resource, more videos were added in January and July of 2015 ([II.C.1.a⁸⁸](#)). This database also greatly benefits online courses, as these films can be embedded in Blackboard. Training sessions for faculty have been done at Blackboard Boot Camps, which has increased use by faculty.

Timeline:

Planning agenda completed.

Responsible Party: Michael Mandelkern, Library Division

II.C.1.b

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Actionable Improvement Plan II.C.1.b (p. 156):

9. Identify and implement methods to improve students' information-competency skills, with the support of the Library and other campus resources.

Background from 2012 Self Evaluation:

The College's Library Division strives to be a leader for information competency on campus, identifying, as part of its 2010-2013 three-year strategic plan, the goal to "integrate and expand library instruction and information competency into courses and programs."

Description/Progress:

As part of that effort, the Library identified the need to explore ways to expand opportunities to improve students' information-competency skills, adding several resources to meet student needs. The Library has adopted an online information literacy tutorial, "Research Companion" by ProQuest, which provides modules and tools to help students learn how to find, evaluate, and use researched information, including instruction on how to avoid plagiarism ([II.C.1.b⁸⁹](#)). In addition, the Library has also developed "Instructional Services" and "Library Workshops" handouts, which are distributed to all faculty each semester to promote the Library's information-competency resources. In addition, this information is also made available to faculty and students on the Library's web page under its "Instruction and Research Help" links section ([II.C.1.b⁹⁰](#)).

Timeline:

Planning agenda completed.

Responsible Party: Michael Mandelkern, Library Division

II.C.1.c

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Actionable Improvement Plan II.C.1.c (p. 159):

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

Background from 2012 Self Evaluation:

In the 2011 Technology Committee student survey, many students were satisfied with computer wait times at the Clark Computing Center on campus, with 5% very satisfied, 28% satisfied, and 35% neutral. Of students surveyed, 33% were dissatisfied, so this was identified as a possible area of improvement.

Description/Progress:

With the opening of the new Mathematics, Business, and Computing Center building on August 24, 2015, the College has expanded computer access to students, adding 160 computers and ten 40-seat computing center classrooms ([II.C.1.c⁹¹](#)). The computing center classrooms are adjacent to the open computing center and flexible to open when student demand requires additional computing services. In addition, the new computing center has adopted Virtual Desktop Interface (VDI) technology, which has reduced computer startup times from an average of three minutes to less than one minute.

Timeline:

Planning agenda completed.

Responsible Party: Rich Pagel, Administrative Services

III.A.1.a

Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Actionable Improvement Plan III.A.1.a (p. 169):

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

Background from 2012 Self Evaluation:

Although the College has had policies and procedures in place that serve as guidelines for ensuring appropriate hiring procedures, after the College's 2012 Self Evaluation, the District's Policy and Procedure Task Force (PPTF) reviewed and revised hiring processes and procedures for all constituencies at the College.

Description/Progress:

In December 2013, the Board of Trustees reviewed and ratified Board Policy 7120 on Employee Recruitment and Selection ([III.A.1.a⁹²](#)). In addition, in September 2015, the Board reviewed and ratified Administrative Procedure 7120E ([III.A.1.a⁹³](#)), which addresses classified staff hiring procedures, and AP7120C (Faculty) ([III.A.1.a⁹⁴](#)), which addresses faculty hiring procedures and practices performed by the Coast Community College District.

Timeline:

Planning agenda completed.

Responsible Party: Rich Pagel, Administrative Services; Andreea Serban, District

III.A.1.c

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Actionable Improvement Plan III.A.1.c (p. 173):

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

Background from 2012 Self Evaluation:

Full- and part-time faculty members are meaningfully engaged in the development and assessment of student learning outcomes. However, at the time of the College's 2012 Self Study, faculty evaluation instruments did not specifically use the term "student learning outcomes." Because the evaluation process is within the scope of collective bargaining, the District has been negotiating with the faculty collective bargaining units on the inclusion of specific language into the agreements.

Description/Progress:

Though negotiations with the full-time and part-time faculty unions are ongoing, Tentative Agreements (TAs) have been reached and signed, revising the tenure-track and adjunct evaluation processes and corresponding evaluation forms, which will include language on SLO assessment. The full- and part-time contract revisions include evaluation criteria assessing whether faculty are including SLOs on syllabi and using SLOs to improve student learning. In addition, included in these revisions are questions about whether full-time faculty

are participating in SLO/PLO assessments. These agreements will be finalized as of this 2015-2016 academic year ([III.A.1.c^{95,96}](#)).

Timeline:

Planning agenda in process.

Responsible Party: Andreea Serban, District; Kevin Ballinger, Vice President of Instruction

III.A.2

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Actionable Improvement Plan III.A.2 (p. 175):

13. Explore the design and implementation of a broad-based reorganization to ensure efficiencies and effective coverage in areas of high need and demand.

Background from 2012 Self Evaluation:

Prior to its last Self Evaluation, the number of full-time faculty, classified staff, and management (certificated and classified combined) had declined considerably. These reductions stemmed largely from retirement incentives and natural attrition intended to reduce the workforce without implementing layoffs. Budgetary considerations had been the driving force of decisions relating to replacements.

Description/Progress:

The College employs a sufficient number of qualified full-time faculty, staff, and administrators to provide the instruction and services necessary to support the College's mission and goals. The District-wide Strategic Plan (2014-2017) has developed a faculty hiring baseline and targets, with a goal of being at least 2% over the State Faculty Obligation Number (FON) ([III.A.2⁹⁷](#)). In 2015, the campus hired 18 tenure-track faculty positions and is planning on adding 22 faculty positions in 2016. The College Instructional Planning Council's Sub-Committee on Faculty Hiring has developed a process for prioritizing annual faculty needs ([III.A.2⁹⁸](#)). This process broadly looks at all the faculty needs and allows input from all campus departments. In addition, new classified and management staffing needs are a component of the campus Annual Resource Requests process ([III.A.2⁹⁹](#)).

The College also recognized that an Instructional Wing consolidation that occurred in 2010 was meant to be a temporary solution to budget cuts. After previously consolidating the Instructional Wing in 2010, which resulted in fewer deans overseeing a greater number of instructional programs, the Instructional Planning Council recommended adding four new instructional deans, who have subsequently been hired as of Spring 2015 ([III.A.2¹⁰⁰](#)).

Timeline:

Planning agenda completed.

Responsible Party: Dennis Harkins, Orange Coast College President

III.A.3.a

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Actionable Improvement Plans III.A.3.a (p. 177):

14. Explore with the other colleges and District the institutionalization of the Task Force.

Background from 2012 Self Evaluation:

In May 2009, the District formed the Policy and Procedure Task Force (PPTF) to work with Human Resources to update all of the District's hiring policies and procedures for certificated, classified confidential, supervisory management, and executive management positions. Until the formation of the PPTF, the Office of Human Resources was working with policies and procedures in need of review and assessment but without sufficient transparency organization-wide, and the appearance of consistency was lost.

Description/Progress:

The District Policy and Procedure Task Force has completed its work, assisting with the review and submission of Board Policy 3420, which addresses equal employment opportunities. The Coast Community College District Board of Trustees have reviewed and adopted (December 2013) Board Policy 3420: Equal Employment Opportunity ([III.A.3.a¹⁰¹](#)). In October 2013, the District Chancellor institutionalized the review process for all modifications of Board Policy (BP) and Administrative Procedures (AP) with the creation of the District Consultation Council. The representative constituencies, charge of the DCC, duties of members, including the key role of the colleges Academic Senates, and role of standing sub-committees of DCC are delineated in the "District Level Decision Making and Participatory Governance" manual ([III.A.3.a¹⁰²](#)).

Timeline:

Planning agenda completed.

Responsible Party: Rich Pagel, Administrative Services; Andreea Serban, District

Actionable Improvement Plans III.A.3.a (p. 177):

15. Continue to work with the District, administration, and staff to complete the EEO Timeline, hiring and equivalency procedures, and classified hiring procedures.

Background from 2012 Self Evaluation:

Working with constituents, district wide, on the development of new policies has increased awareness of Equal Opportunity Employment requirements and the need to explore with the other colleges and the District the institutionalization of hiring policy, including completion of an EEO timeline, hiring and equivalency procedures, and classified hiring procedures.

Description/Analysis:

In 2013, the Equal Employment Opportunity Advisory Committee was established to complete an EEO Plan ([III.A.3.a¹⁰³](#)). In December 2013, the Board of Trustees reviewed, ratified, and ultimately adopted Board Policy 7120: Employee Recruitment and Selection ([III.A.3.a¹⁰⁴](#)) and Administrative Procedure 7120E on Recruitment and Selection for Classified Employees ([III.A.3.a¹⁰⁵](#)). Per Board Policy 3420 and Administrative Procedure 3420, in May 2015 the District reviewed and adopted the EEO Plan, which addresses written procedures regarding fairness in all employment activities at the College ([III.A.3.a¹⁰⁶](#)). More recently, in September 2015, the Board also ratified Board Policy 7902: Faculty Service Areas, Minimum Qualifications and Equivalency ([III.A.3.a¹⁰⁷](#)) and Administrative Procedure 7902: Faculty Service Areas, Minimum Qualifications and Equivalency ([III.A.3.a¹⁰⁸](#)).

Timeline:

Planning agenda completed. However, the EEO Advisory Committee will continue meeting regularly, as this is a continuous quality improvement item and therefore progress is ongoing.

Responsible Party: Rich Pagel, Administrative Services

III.A.4.c

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Actionable Improvement Plan III.A.4.c (p. 181):

16. Develop and administer a climate survey to obtain baseline information to inform the possible development of a Board Policy of Zero Tolerance and Civility.

Background from 2012 Self Evaluation:

The College advocates treating all constituencies with integrity, recognizing that administration, faculty, staff, and students are indispensable to the goals and mission of the institution. The participatory governance practices of the College guarantee that all constituent groups are recognized and treated with integrity. However, concerns in the last few years about bullying and civility led to requests for a Board Policy on civility.

Description/Analysis:

As a result, in December 2013, the Coast Community College District Board of Trustees has reviewed and adopted several Board Policies and Administrative Procedures regarding the integrity in the treatment of its employees and students. These include Board Policy 3430 ([III.A.4.c¹⁰⁹](#)) and Administrative Procedure 3430 ([III.A.4.c¹¹⁰](#)) prohibiting harassment. In addition, Board Policy 3435 ([III.A.4.c¹¹¹](#)) and Administrative Procedure 3435 ([III.A.4.c¹¹²](#))

have been created to outline a means for investigating harassment claims submitted by students, staff, or faculty.

Timeline:

Planning agenda completed.

Responsible Party: Rich Pagel, Administrative Services; Andreea Serban, District; James Andrew, District

III.A.5.a

The institution plans professional development activities to meet the needs of its personnel.

Actionable Improvement Plan III.A.5.a (p. 184):

17. Perform a needs assessment for the campus to identify gaps and provide programs to fill those gaps.

Background from 2012 Self Evaluation:

The College's Professional Development Advisory Committee (PDAC) meets twice a month and provides professional and personal growth opportunities for all individuals in the college community. Current professional development activities address specific needs, and participant evaluations indicate that activities are well received. As a component of the campus Annual Resource Requests (ARRs), all departments can submit staff development requests. These ARR requests are forwarded to the PDAC for consideration in their annual planning. In 2015, a budget was established from ARR-identified needs to support campus professional development.

Description/Analysis:

In an ongoing effort to improve its professional development activities and offerings, the College decided to perform a needs assessment for the campus to identify gaps and provide programs to fill those gaps. This assessment is slated for Spring 2016. In preparation, the PDAC is developing a more relevant and substantive survey, as previous survey efforts have resulted in overly general, inconclusive results. The committee plans to set up focus groups with various constituents to discover what interests and needs exist within each constituency ([III.A.5.a¹¹³](#)).

Timeline:

Planning agenda in process.

Responsible Party: Rich Pagel, Administrative Services

III.C

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional

planning.

Actionable Improvement Plans III.C (p. 200):

18. Explore methods of identifying technology needs for the next three to five years. Provide strategies and training for managers, department chairs, and faculty on researching and identifying potential future technologies.

Background from 2012 Self Evaluation:

Until recently, most of the College's identified technology needs have been tactical in nature, focused on deficiencies in today's environment and on the replacement of desktop computers. One identified area for improvement involves extending the planning timeframe for needs identified in the Comprehensive Program Reviews to look further into the future and eliciting more input on what technologies are likely to be needed by divisions and departments in the next three to five years. This would allow the Information Technology Department to be more proactive in addressing the future needs of the campus.

Description/Analysis:

Through the College's planning processes (Annual Resource Requests and Program Review), technology needs are identified, documented, and integrated with the College's planning process (III.C¹¹⁴). Both the College and District have reviewed technology needs for equipment and software replacement and made recommendations to the College and various governance and planning committees. In addition, the College is updating its Technology Plan with replacement guidelines and technology needs projection for the next three years (III.C¹¹⁵). Professional development in information technology is ongoing and one area of focus for the campus Professional Development Committee. Information technology training has been expanded in 2015 with the introduction of Lynda.com (Online Professional Development) for all staff and faculty (III.C¹¹⁶).

As a component of the campus Annual Resource Requests, all departments can submit technology needs requests. These ARR requests are forwarded to the Technology Committee for consideration in their annual planning. A revised technology plan will be completed end of Spring 2016 semester.

As a result of these processes, the following technologies have been identified as future needs: increasing wireless, exploring VDI, expanding storage capabilities, centralizing the OCC server room, and continuing to improve IT Services.

Timeline:

Planning agenda in process

Responsible Party: Rich Pagel, Administrative Services; Andreea Serban, District; Craig Oberlin, Information Technology

III.C.1

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, College-wide communications, research, and operational systems.

III.C.1.a

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Actionable Improvement Plans III.C.1 and III.C.1.a (p. 202):

19. Revise the IT Project Request process.

Background from 2012 Self Evaluation:

At the time of the College's last Self Evaluation, instructional and budgetary efficiencies required the multi-purposing of laboratory classrooms, which occasionally led to software conflicts where one discipline's materials conflicted with the software of another, causing operational issues.

Description/Analysis:

To improve the process by which faculty members identify software-installation needs, the College revised the IT project request process, centralizing Information Technology at the District office in Summer 2013 ([III.C.1¹¹⁷](#)). Information Technology has also implemented a Work Order System (Footprints) ([III.C.1¹¹⁸](#)) and created a District IT Service Catalog detailing services and Service Level Agreements ([III.C.1¹¹⁹](#)).

Timeline:

Planning agenda completed.

Responsible Party: Andreea Serban, District; Rupa Saran, Information Technology

Actionable Improvement Plans III.C.1 and III.C.1.a (p. 202):

20. Develop an IT disaster recovery plan.

Background from 2012 Self Evaluation:

The need for enhanced disaster recovery capabilities was identified in the College's last self evaluation, as many services would be severely impacted and likely would take weeks to restore in a significant event.

Description/Progress:

The IT Disaster Recover plan for Orange Coast College sets the direction and priorities on how the District IT organization will proactively protect the College's IT assets prior to a disaster, as well as how best to operate during and after a disaster while protecting the mission critical services that will provide OCC with the best chance of survival. OCC creates and manages large volumes of electronic data. A subset of the data is vital to the survival and continued operation of the College during a disaster. The impact of data loss or corruption

from hardware failure, human error, hacking or malware could be significant. A plan for data backup and restoration of electronic information is essential.

The District IT Infrastructure Team, which consists of the Infrastructure Emergency Response Team (IERT), is the group that supports this plan. The IERT determines what servers, storage, networks, software licenses, business application, and databases will be required for recovery such that downtime from a disaster is minimized. The IT Disaster Recovery plan outlines procedures related to data backup and offsite storage of system backup data, servers and workstations, IT data center redundancies, network redundancies, telecommunication, and Disaster Recovery testing ([III.C.1¹²⁰](#)).

Timeline:

Planning agenda completed.

Responsible Party: Andreea Serban, District; Rupa Saran, Information Technology

III.C.1.b

The institution provides quality training in the effective application of its information technology to students and personnel.

Actionable Improvement Plan III.C.1.b (p. 202):

- 21.** Analyze pre- and post-test assessment of IT training to improve effectiveness of sessions.

Background from 2012 Self Evaluation:

The College strives to provide students, faculty, staff, and administrators with effective training on software and systems, and feedback demonstrates broad satisfaction with the training provided. Since 2013, the effectiveness of these IT training sessions has been evaluated through developed outcomes assessments designed to improve the overall effectiveness of these training sessions; but in order to improve training, the College decided to consider analyzing pre- and post-test assessments of IT training.

Description/Analysis:

However, after considering the notion of pre- and post-test assessments of IT training, the Professional Development Advisory Committee (PDAC) determined that conducting both pre- and post-test assessments of training was impractical and inefficient. Currently, IT training sessions are developed through feedback and requests from division deans, management, and faculty. Training sessions are designed with clear purposes, objectives, and learning outcomes. Attendance is recorded, and attendees are given follow-up surveys through Campus Climate ([III.C.1.b¹²¹](#)), offering valuable feedback and suggestions. This feedback is then forwarded to PDAC for analysis and review, enabling the committee to make necessary adjustments and improvements.

Timeline:

Planning agenda completed. However, this is a continuous quality improvement item and therefore progress is ongoing.

Responsible Party: Rich Pagel, Administrative Services

III.C.1.c

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Actionable Improvement Plan III.C.1.c (p. 203):

22. Identify a funding source to provide for ongoing technology replacement and infrastructure needs.

Background from 2012 Self Evaluation:

The process of identification, prioritization, and allocation of the College's technology infrastructure needs has been integrated and carried out through the planning process. However, the College identified the need for a funding source to address ongoing technology replacement expenses.

Description/Analysis:

Measure M Technology Funds and General Funds have been identified to provide ongoing technology replacement and infrastructure ([III.C.1.c¹²²](#)). The College now prepares a 5-year replacement and infrastructure plan, which was recently updated in Spring 2015 ([III.C.1.c¹²³](#)).

During the 2015-2016 year, the College will go through the integrated planning and resource allocation process, which has been documented in the *Decision Making* document ([III.C.1.c¹²⁴](#)). In addition, each year the College completes its Annual Resource Requests (ARRs), which addresses both short- and long-term technology replacement and infrastructure needs. Along with each college wing, the Technology Committee reviews ARR and recommends prioritizations for funding ([III.C.1.c¹²⁵](#)). The College Budget Committee reviews funding sources for technology requirements ([III.C.1.c¹²⁶](#)). In the past three years, technology needs have been addressed through the Annual Resource Request process, Measure M bonds, and funds the College Budget Committee has set aside for technology needs. In the 2015-2016 year, the College Budget Committee set aside \$1 million dollars for technology replacement and infrastructure needs.

Timeline:

Planning agenda completed.

Responsible Party: Andreea Serban, District; Rupa Saran, Information Technology

IV.A.2.a

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Actionable Improvement Plan IV.A.2.a (p. 234):

23. Administrators should continue to explore various means of encouraging participation among classified staff members in the governance of the College.

Background from 2012 Self Evaluation:

When surveyed in 2011, only 29.9% of classified staff agreed with the statement, “My employee group has a substantive and clearly defined role in institutional governance.” As a result, the College identified the need to explore means of encouraging participation among classified staff members in the governance of the College.

Description/Analysis:

Before the College’s last Self Evaluation, a Side Letter of Agreement between OCC and the Coast Federation of Classified Employees was created to encourage classified staff participation: “The College President and the CFCE expect that managers will make every effort to encourage staff participation and accommodate classified employees’ requests to attend, without loss of pay, while also maintaining an adequate level of service in their area of responsibility.”

On June 25, 2012, the Classified Forum, the representative body of classified staff members, voted to transition to a Classified Senate in Fall 2012. Shifting to a senate structure has afforded more visibility and more well-defined roles for classified staff in participatory governance, enabling this important employee group to participate in the development and shaping of institutional planning, collaborate in budget planning, and work to enhance relations with students, faculty in management.

In addition, the College refocused its efforts on articulating clearly defined roles for all constituency groups, which was addressed through the 2012 revision of the College’s *Decision Making: A Guide to Planning and Governance*. The most-recent update of the *Decision Making* document was approved by College Council in November 2015 ([IV.A.2.a¹²⁷](#)). This revision updates the significant roles of classified staff in shared governance committees on campus, ensuring that this important employee group is given a voice and a substantive role in campus matters.

Timeline:

Planning agenda completed.

Responsible Party: Dennis Harkins, Orange Coast College President

IV.A.3

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Actionable Improvement Plan IV.A.3 (p. 235):

24. Create outcomes-based self-evaluations in committees to address productivity questions.
25. Establish self-evaluations for standing committees to address structures, communications, processes and procedures, and membership.

Background from 2012 Self Evaluation:

Prior to the College's last Self Evaluation, in order to ensure that governance structures, processes, and practices are effective, the committee self-evaluation process was completed by planning councils and planning committees, but had not yet been conducted by other committees. These self evaluations have yielded important information to improve the effectiveness of each group undergoing evaluation, as well as the overall planning structure, but a need was identified to create outcomes-based self evaluations for committees to address structures, communications, procedures, and membership.

Description/Analysis:

The governance processes at the College are designed to facilitate discussion of ideas and effective communication among the institution's constituencies. In order to ensure that governance structures, processes, and practices are effective, committees are now tasked with conducting outcomes-based self-evaluations to address productivity questions ([IV.A.3¹²⁸](#)). Each committee uses the Eight Factor Model of Committee Effectiveness as the framework for its respective self evaluation. This tool is used to diagnose the strengths and weaknesses of a committee in order to improve the way the committee is functioning as a group, and also to improve the results the committee is achieving. All participatory governance committees have participated in this process, and all but one completed self-evaluations and action plans in Spring 2015, with the remaining committee completing in Fall 2015. Trends in action plans have been identified and discussed with the College Council in Fall 2015 ([IV.A.3¹²⁹](#)).

Timeline:

Planning agenda completed.

Responsible Party: Sheri Sterner, Institutional Effectiveness; Georgie Monahan, Program Review Coordinator

Actionable Improvement Plan IV.A.3 (p. 235):

26. Explore additional methods to ensure College perspectives are represented in District policy and procedure development.

Background from 2012 Self Evaluation:

According to informal constituent PACE surveys conducted in 2010, concerns arose about a lack of communication between the College and the District Office, most commonly when policies or procedures are developed without apparent College input. To clarify and enhance communication, in Fall 2012 the District and colleges collaborated on the development of a Functional Map to delineate assigned responsibilities. In addition, the College identified the need to explore additional methods ensuring that its perspective is represented in the development of District policies and procedures.

Description/Analysis:

One method that has been developed to address these concerns is the implementation and use of OCC Lookout, a Class Climate program that enables constituents to read, edit, and comment on Board Policies (BPs) and Administrative Policies (APs) during the review/revision period. All BPs and APs are also reviewed at the District Consultation Council meetings, which include the Academic Senate Presidents, Classified Senate Presidents, and the Coast District Manager's Association representatives ([IV.A.3¹³⁰](#)).

Timeline:

Planning agenda completed.

Responsible Party: Eduardo Arismendi-Pardi, (former) Academic Senate President; Dennis Harkins, College President

IV.B.1.e

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Actionable Improvement Plan IV.B.1.e (p. 248):

27. Complete the review of all existing board policies by the end of Spring 2013.

Background from 2012 Self Evaluation:

At the time of the College's last Self-Evaluation, a number of existing Board policies needed to be revised and updated. The District made efforts to review and update Board policies and recommend new ones, as needed. In April 2011, each of the three Vice Chancellors developed a schedule for the review of the Board policies pertinent to the areas under their purview. As of December 2011, a renewed effort and priority was placed on updating the previously established schedules and ensuring that the review of existing policies proceeded according to the updated schedules.

Description/Analysis:

The development and implementation of BP 2410 ([IV.B.1.e¹³¹](#)) and AP 2410: Board Policies and Administrative Procedures ([IV.B.1.e¹³²](#)) in March 2012 helped to clarify the process and responsibilities for revision and/or creation of policies and procedures. AP 2410 has been followed consistently since its ratification and has ensured that, with an established schedule

which calls for reviewing and updating all existing board policies and administrative procedures on a four-year cycle, those responsible, and the District overall, stay on track.

In spring 2012, the Board of Trustees approved and directed staff to work on re-aligning the board policies and administrative procedures to conform to the chapter and numbering structure recommended by the Community College League of California (CCLC) ([IV.B.1.e¹³³](#)). The Vice Chancellor of Educational Services and Technology convened a working group with representation from the units of the District Office who have overall responsibility for each area to work on this re-alignment. The Board of Trustees approved the implementation of the proposed recommendations at its meeting on August 1, 2012 meeting.

The Vice Chancellor of Educational Services and Technology has continued to provide overall coordination for this process.

The District has continued to follow the process defined in BP 2410 and AP 2410 for revision of existing board policies and administrative procedures and creation of new ones, as needed. A schedule for continued review and updating of all board policies and administrative procedures within a four-year cycle has been established, followed, and continuously updated.

As of January 2016, of the total 177 board policies currently in place, only 13 have not had their revision finalized. These 13 board policies are in various stages in the revision process. Finalizing these board policies requires discussions with the District Collective Bargaining Units and thus has taken longer to complete. These 13 board policies are expected to be completed by May 2016. In addition, 95 Administrative Procedures have been revised or created since January 2012.

Timeline:

Planning agenda completed.

Responsible Party: Andreea Serban, District; President of the Board of Trustees

IV.B.1.g

The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Actionable Improvement Plan IV.B.1.g (p. 250):

28. The Board will model best practices of continuous improvement by completing its evaluation process and taking appropriate action in response to the evaluation summary.

Background from 2012 Self Evaluation:

The Board of Trustees engages in a process of self-evaluation for assessing board performance. Board Policy 2745 establishes the expectation for the Board to conduct its self-evaluation “in order to identify strengths and areas in which it may improve its functioning.”

The policy outlines the process for conducting the self-evaluation. The Board conducted a self-evaluation at the meeting on October 17, 2011, and at subsequent meetings, the Board discussed the results of the self-evaluation, but did not adopt any action plans to improve their functioning, as the Board Policy states.

Description/Analysis:

In August 2012, the Board of Trustees revised Board Policy 2745: Board Self Evaluation ([IV.B.1.g¹³⁴](#)) and developed a new process for its evaluation, which was implemented in Fall 2013. In addition to a self-evaluation by the Board members, the revised process included a 360-degree evaluation of the Board through a survey sent to all District employees, development of Board goals, and development of action plans relative to the Board goals.

In Fall 2013, the Board of Trustees conducted its evaluation consistent with the revised Board Policy 2745. On October 16, 2013, the Board discussed the evaluation results during a study session for this purpose ([IV.B.1.g^{135, 136, 137}](#)).

Actions taken as a result of the evaluation were determined at the public meetings held on October 16, 2013 and November 6, 2013. This resulted in identifying goals and action plans for the Board of Trustees ([IV.B.1.g¹³⁸](#)). The Board Accreditation Committee was charged with developing the process and measures to address areas of improvement.

Consistent with BP 2745, the Board of Trustees conducted a comprehensive self-evaluation again in Fall 2015. The survey sent to all employees in Fall 2013 was administered again in Fall 2015 with a deadline to respond of October 19, 2015 ([IV.B.1.g^{139, 140}](#)). The Board discussed its evaluation at the November 4, 2015, Board meeting as well as its previous goals ([IV.B.1.g^{141, 142, 143, 144}](#)). At the November 18, 2015, Board meeting, new Board goals for 2015-17 were discussed ([IV.B.1.g^{145, 146}](#)).

Timeline:

Planning agenda completed.

Responsible Party: Andreea Serban, District; President of the Board of Trustees

IV.B.1.j

The governing board has the responsibility for selecting and evaluating the District/system chief administrator (most often known as the chancellor) in a multi-College District/system or the College chief administrator (most often known as the president) in the case of a single College. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the District/system or College, respectively. In multi-College Districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the Colleges.

Actionable Improvement Plan IV.B.1.j (p. 253):

29. The College encourages the Board continue to work on clarifying the delegation of authority through the development of an administrative procedure related to BP 2201.

Background from 2012 Self Evaluation:

At the time of its last Self-Evaluation, the College was concerned about the Board's delegation of authority to the Chancellor, particularly in relation to Board Policy 2201. The policy states that the Chancellor possesses the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The Chancellor may delegate any powers and duties entrusted to him by the Board, but he or she is specifically responsible to the Board for the execution of such delegated powers and duties.

Description/Analysis:

Board Policy 2430: Delegation of Authority to CEO was revised in December 2013 to more specifically define the delegation of authority to the Chancellor and the College Presidents and combined two different board policies that were overlapping (former BP 2201: Standards of Administration and BP 2430: Delegation of Authority). A new administrative procedure was created and ratified by the Board in December 2013 that indicates the specific areas for which the Chancellor and the College Presidents are responsible. The administrative procedure was created based on discussions with the Chancellor and the College Presidents ([IV.B.1.j¹⁴⁷](#)). The delegation of authority to the CEO and College Presidents as stated in BP and AP 2430 has been followed consistently since December 2013.

Timeline:

Planning agenda completed.

Responsible Party: Andreea Serban, District; President of the Board of Trustees

IV.B.3.g

The District/system regularly evaluates District/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals. The District/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Actionable Improvement Plan IV.B.3.g (pg. 273):

30. The College recommends that the District Office develop and implement an administrative program review process for self-improvement of its services to the Colleges.

Background from 2012 Self Evaluation:

The District evaluates District role delineation, governance, and decision-making structures and processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals. However, prior to the College's last Self-Evaluation, these appraisals have been conducted informally, without a systematic and consistent mechanism, such as an administrative program review. The Chancellor and the District Executive staff discussed and agreed to develop and implement a program review process for the District Office's major areas.

Description/Analysis:

The District Office developed an approach and process for conducting administrative program reviews for the District Office departments in Spring 2013 ([IV.B.3.g¹⁴⁸](#)). The first-ever program review for District Office departments was conducted in Fall 2013. The results from this first program review supported staff augmentations for the District Human Resources Offices and changes in the Risk Services Department. The process called for an annual program review cycle. Due to the changes in the Chancellor position starting in August 2014, the process has been suspended pending the hiring of a permanent Chancellor.

Timeline:

This action improvement plan has been partially addressed. Pending the hiring of a permanent Chancellor, the program review process for District Office departments will need to be revisited.

Responsible Party: Andreea Serban, District; Dwayne Thompson, District Director of Institutional Effectiveness

EVIDENCE

Report Preparation:

- ¹ ACC minutes 9-8-14
- ² ACC minutes 9-30-13
- ³ Accreditation Portal Site screenshot
- ⁴ Academic Senate President Email
- ⁵ ACC minutes 8-31-15
- ⁶ ACC minutes 10-19-15
- ⁷ Academic Senate minutes 11-10-15
- ⁸ Campus Email 11-7-15
- ⁹ Board Minutes 2-3-16 & 2-17-16

District-Level:

- ¹⁰ Joint SLO Letter CFE and District 11-13-13
- ¹¹ Form CFE Agreement Appendix B - page 94
- ¹² CCA Part-time Evaluation Form
- ¹³ Board Agenda Item Ratification of Agreement with CCA 1-20-16
- ¹⁴ TA - Faculty Observation Report 10-16-15
- ¹⁵ TA - Faculty Self Evaluation Form 10-23-15
- ¹⁶ TA - Distance Learning Faculty Evaluation Report 10-16-15
- ¹⁷ TA - Administrative Feedback and Evaluation Form 9-25-15
- ¹⁸ TA - Regular-Temporary-Categorical Faculty Eval Summary Report 10-23-15
- ¹⁹ BP 2430: Delegation of Authority to CEO
- ²⁰ AP 2430: Delegation of Authority to CEO
- ²¹ BP 2200: Board Duties and Responsibilities
- ²² BP 2320: Special and Emergency Meetings
- ²³ BP 2905: General Counsel
- ²⁴ BP 6100: Delegation of Authority
- ²⁵ AP 6100: Delegation of Authority
- ²⁶ BP 6150: Designation of Authorized Signatures
- ²⁷ AP 6150: Designation of Authorized Signatures
- ²⁸ BP 6340: Bids and Contracts
- ²⁹ AP 6340: Bids and Contracts
- ³⁰ BP 6350: Contracts Relating to Construction
- ³¹ AP 6350: Contracts Relating to Construction
- ³² BP 6370: Contracts for Independent Contractor or Professional Expert Services
- ³³ AP 6370: Contract for Independent Contractor or Professional Expert Services
- ³⁴ BP 7110: Delegation of Authority HR
- ³⁵ AP 7110: Delegation of Authority
- ³⁶ Memorandum to District Managers Support Staff Delegation Authority
- ³⁷ Contract Submission and Review Procedures
- ³⁸ E-mail from Risk Services Revision of Procedures for Submission and Review of Contracts Sept. 2014
- ³⁹ CCCD Contract Submission and Review Procedures Sept. 2014
- ⁴⁰ AP 6200: Budget Preparation
- ⁴¹ BP 3300: Inspection and Copying of Public Records
- ⁴² AP 3300: Inspection and Copying of Public Records
- ⁴³ BP 7110: Delegation of Authority Human Resources 11-11-15
- ⁴⁴ CCCD *Decision Making* 10-7-2015

- 45 BP 2745: Board Self Evaluation
- 46 Email to All Employee Re Board Evaluation 9-30-15
- 47 Email to All Employee Re Board Evaluation 10-13-15
- 48 Board Agenda Item on Board Evaluation 11-4-2015
- 49 BOT Self-Eval Report 2013-2015
- 50 Survey of District Employees Regarding Board
- 51 2013-2014 Board Goals + Added Goals
- 52 Board Agenda Item on Adoption of Board Goals and Plans 11-18-2015
- 53 2015-2017 Board Goals 11-18-2015
- 54 BP 2410: Board Policies and Administrative Procedures
- 55 AP 2410: Board Policies and Administrative Procedures
- 56 Board Meeting Minutes 3-21-12
- 57 BP 2200: Board Duties and Responsibilities
- 58 Job Description of the Board Secretary revised 1-27-2014
- 59 Board Meeting Evaluation of District Director - Secretary of the Board 9-16-2015

College-Level Actionable Improvement Plans:

- 60 Office of Institutional Effectiveness: Survey of Employees on Mission Statement
- 61 Mission Feedback: OCC Lookout Fall 2014
- 62 College Council minutes 11-17-15
- 63 TracDat: Program Review
- 64 Food Service Management minutes 1-21-15; VPA minutes 8-28-15, 10-1-15; Deans minutes 1-6-16
- 65 TracDat: PowerPoint Training
- 66 CHS Minutes 03-08-13; CHS Agenda 4-26-13 & 3-8-13
- 67 AUO TracDat Workshop
- 68 OCC Lookout Campus Values Strategic Goals, College Council Summary 9-15-15, Mission, Vision, Goals, and Objectives
- 69 Mission Vision Goals and Objectives
- 70 Instructional Program Review and SLO Cycles; Program Review Presentation 4-15-14
- 71 *Decision Making Document* -Resource allocation, Campus-wide memo on ARR's & Final ARR 2015-2016, College Council actions
- 72 TracDat Dashboard
- 73 *Decision Making: A Guide to Planning and Governance*
- 74 Planning Calendar 2015-2016
- 75 SLOAC Mapping Plan
- 76 Community College Survey of Student Engagement (CCSSE) report, ISLO - CCSSE mapping
- 77 ISLOs assessment Doc IV March 2013
- 78 ETS Pilot for ISLOs Spring 2015 Plan and Costs
- 79 ETS HEIghten Report 2015
- 80 Input from Senate meeting – October, 22, 2013; Input from Senate meeting – 10-29-13; AS Consent Calendar 11-12-13 – ACCEPTED
- 81 IE Committee Minutes – 11-4-13
- 82 College Council Minutes 11-19-13
- 83 Powerpoint – *Authentic Assessment*
- 84 PR Revising SLOs
- 85 Library database
- 86 Library Electronic Resources Spreadsheet 2013-2014 & 2014-2015
- 87 Streaming video survey results
- 88 Library Periodicals and Electronic Resources page
- 89 *Research Companion* by ProQuest
- 90 Library Page Instruction and Research Help

- ⁹¹ Math Business Computing Center stats
⁹² Board Policy 7120 Employee Recruitment and Selection
⁹³ Administrative Procedure 7120E Recruitment and Selection for Classified Employees
⁹⁴ Administrative Procedure 7120C Faculty Hiring
⁹⁵ Full-time contract TAs
⁹⁶ Part-time contract TAs
⁹⁷ District-wide Strategic Plan 2014-2017 (Goal Area 2)
⁹⁸ IPC Fall 2015 Timeline and IPC Sub-committee minutes 10-21-15
⁹⁹ HR Annual Resource Request
¹⁰⁰ IPC Minutes 2-11-15
¹⁰¹ Board Policy 3420 Equal Employment Opportunity,
 Administrative Procedure 3420 Equal Employment Opportunity (December 2013)
¹⁰² “District Level Decision Making and Participatory Governance” manual, p.8-16
¹⁰³ Equal Employment Opportunity (EEO) CCCD Plan
¹⁰⁴ Board Policy 7120: Employee Recruitment and Selection
¹⁰⁵ Administrative Procedure 7120E: Recruitment and Selection for Classified Employees
¹⁰⁶ Equal Employment Opportunity (EEO) CCCD Plan
¹⁰⁷ Board Policy 7902: Faculty Service Areas, Minimum Qualifications and Equivalency
¹⁰⁸ Administrative Procedure 7902: Faculty Service Areas, Minimum Qualifications and Equivalency
¹⁰⁹ Board Policy 3430: Prohibition of Harassment
¹¹⁰ Administrative Procedure 3430: Prohibition of Harassment
¹¹¹ Board Policy 3435: Discrimination and Harassment Investigations
¹¹² Administrative Procedure 3435: Discrimination and Harassment Investigations
¹¹³ Professional Development Advisory Committee Minutes 12-10-15
¹¹⁴ Technology Committee Minutes 9-28-15; Technology ARR 2015-2016
¹¹⁵ Technology Committee Minutes 11-23-15
¹¹⁶ Lynda Stats
¹¹⁷ District Information Technology Annual Report 2013-14
¹¹⁸ District Information Technology Annual Report 2013-14
¹¹⁹ District IT Service Catalog 2015-2016
¹²⁰ IT Disaster Recovery Plan
¹²¹ IT post-training evaluations
¹²² Measure M Funds Full Text
¹²³ CCCD Instructional Support 5-year plan 2014-2020
¹²⁴ *Decision Making: A Guide to Planning and Governance*
¹²⁵ Technology Committee Minutes 10-26-15
¹²⁶ College Budget Committee Minutes 02-19-15
¹²⁷ *Decision Making: A Guide to Planning and Governance*, p. 11: Role of Staff
¹²⁸ OCC Committee self-evaluation process:
¹²⁹ 2015 Committee Self Evaluation Trend
¹³⁰ Policy Review org chart.docx; policy Review org chartsmall.docx; Policy Review 2410 org chart.docx
¹³¹ BP 2410: Board Policies and Administrative Procedures
¹³² AP 2410: Board Policies and Administrative Procedures
¹³³ Board Meeting Minutes 3-21-12
¹³⁴ BP Board Policy 2745: Board Self Evaluation Report 2013-2015
¹³⁵ Board of Trustees Meeting Agenda and Minutes 10-16-2013
¹³⁶ Board of Trustees Self Evaluation
¹³⁷ Survey Results of District Employees Regarding the Board of Trustees
¹³⁸ Goals and Action Plans Adopted at the November 6, 2013 Board meeting
¹³⁹ E-mail from Board President to All District Employees 9-30-15
¹⁴⁰ E-mail from Board President to All District Employees 10-13-15
¹⁴¹ Board Agenda Item on Board Evaluation 11-4-2015

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- ¹⁴² BOT Self-Eval Report 2013-2015
 - ¹⁴³ Survey of District Employees Regarding Board
 - ¹⁴⁴ 2013-2014 Board Goals + Added Goals
 - ¹⁴⁵ Board Agenda Item on Adoption of Board Goals and Plans 11-18-2015
 - ¹⁴⁶ 2015-2017 Board Goals 11-18-2015
 - ¹⁴⁷ BP and AP 2430 Delegation of Authority to CEO
 - ¹⁴⁸ Coast Community College District Program Review for District Office Units



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